25 Farm Road, Cheltenham. 3192
Telephone: 9584 5805          Fax: 9585 0650
Email: kingston.heath.ps@edumail.vic.gov.au
Website: www.khps.vic.edu.au

Principal: Ms Wendy Stirling
Assistant Principal: Mrs Lisa Brandecker
Business Manager: Ms Eleonore Wolske
Office Hours: 8:00 am to 4:00 pm
School Council President: Mrs Bree Vallance

INFORMATION BOOKLET
A WELCOME MESSAGE FROM THE PRINCIPAL

A very warm welcome is extended to you and your family. We believe the individual child’s needs are always first! Our aim is to make each child’s journey at primary school a happy, rewarding and successful. This is a joint responsibility of all – parents, staff and children – working in partnership towards agreed goals. We are proud of our school and the ‘family’ atmosphere that we have developed.

Kingston Heath Primary School was opened in 1976 with an open plan design consisting of three learning centres, an Arts centre, a multimedia room, a Canteen and a Performing Arts Centre. The buildings are established around a picturesque central courtyard.

We are unique in our area as we offer an international curriculum through the International Baccalaureate’s Primary Years Program (PYP) and we are a member of the Stephanie Alexander Kitchen Garden Program (SAKGP).

The school buildings are set on five acres of spacious grounds that includes junior playground equipment, senior playing equipment, a soccer oval, football oval, cricket pitch, netball and basketball courts, sandpits, an amphitheatre, grassed playing areas as well as quiet seating areas and shaded areas. The grounds cater for all recreational pursuits; quiet play and active play. We are one of the most fortunate schools in having such spacious playing areas.

The children are provided with an extensive curriculum with the focus on the needs of the individual child, in a collaborative and cooperative environment. Specialists programs enrich the curriculum, which is developed to deliver the best possible outcomes for all children in a safe, caring and nurturing environment. The academic growth and the well being of all students is our focus.

There are three open plan teaching and learning centres. The Prep Centre has its own inside toilet facilities exclusively for the use of the Prep children. The second teaching and learning centre houses Year One and Year Two students. The last teaching and learning centre houses Year Three, Year Four and Year Five. The Year Sixes have their own room. Each teaching space has an Interactive Whiteboard and its very own walled courtyard that is used for outdoor learning activities.

All students have weekly specialist classes in Visual Arts, Dance, Physical Education, Library, Music and Italian. We focus on the PYP Learner Profile, Program Achieve ‘You Can Do It!’ and Friendly Schools and Families lessons. These are social skills programs that support our values education program. Friendly Schools and Families is an anti-bullying program. The Alannah and Madeline Foundation ‘Buddy Bears’ program supports the concept of friendship and anti bullying. The teachers tailor each of the programs with the interests and needs of the specific groups, which in turn support the learning and welfare of all.

Our open plan teaching and learning centres structure allows for the cross fertilization of ideas within each of the levels and allows the classes to work collaboratively and cooperatively together, which occurs within the Inquiry Learning Units and specialist sessions. Our work spaces mirror modern society in that spaces are shared, as are ideas and the collaboration occurs within the class and across the level. It is indeed exciting to see the children sharing ideas, resources and working together to achieve the best possible outcomes.

We hope that your association with the school will be a long and happy one. We invite you to participate in all our school programs and activities, and look forward to seeing you around the school working for the benefit of the children. Please consider our invitation to you to be involved with the School Council, to be part of the activities around the school; the social events, the working bees, the fundraising events and the committees, to be involved in classroom activities - reading, excursions, programs, and to help in the library, the kitchen and in the garden. Your children will benefit from your participation. Together we can achieve excellence!

Wendy Stirling
Principal
VISION
AT KINGSTON HEATH PRIMARY SCHOOL A QUALITY LEARNING ENVIRONMENT GIVES STUDENTS, STAFF AND THE COMMUNITY CONFIDENCE TO STRIVE FOR EXCELLENCE AS ACTIVE AND POSITIVE MEMBERS OF A GLOBAL VILLAGE.

MISSION
OUR PROFESSIONAL LEARNING COMMUNITY WILL HAVE A FOCUS ON LEARNING, A CULTURE OF COLLABORATION AND A FOCUS ON RESULTS.

KINGSTON HEATH PRIMARY SCHOOL PLEDGE
The pledge was developed through Junior School Council in collaboration with students, staff and parents (2004)

I am proud to be an Australian.

I respect Kingston Heath Primary School as a place to learn and grow

By being honest, trustworthy and fair to all I know,

To show friendship and kindness to all I meet,

Through co-operation, having fun and working hard each day of the week,

I will strive to be the best I can be

So that we all can succeed in our school family.
The International Baccalaureate (IB), Primary Years Program (PYP) 

Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Our school has made a commitment to work towards meeting all the standards and practices in the document. These form the basis of a self-study, which schools undertake as part of the programme evaluation process. The implementation of an IB programme and the IB continuum of international education is a journey; the IB recognizes that the school will meet these standards and practices to varying degrees along the way.
We are proud of the exciting learning opportunities that are provided for all children, within a safe and caring environment at Kingston Heath Primary School. The balanced and sequential curriculum we offer is comprehensive, challenging and innovative in its approach.

The school has a strong commitment to nurture each child - as a person, as a learner and as a responsible citizen. A positive environment is established to encourage the development of co-operative learning, collaborative learning, self-motivation, risk taking, self-discipline, decision making and problem solving skills.

Emphasis is placed on English, Mathematics, Science and social competencies. The importance of all children learning to read, write and be numerate is paramount; the Early Years Literacy program and the Early Years to Numeracy program that is established from Prep to Year 4, provides evidence of our commitment. The first two hours of every day is dedicated to English and Mathematics and is an interruption free block, as young children are freshest and able to maximise learning best at this time of the day. Science Connections is implemented into the Literacy block. The writing block follows recess and is implemented for the next hour.

The Middle Years - English and Mathematics programs are implemented for all students in Years 5 and 6. They too, have an uninterrupted two hour block during the day for Literacy and Mathematics. The structure of the programs supports the learning outcomes of the students.

Kingston Heath Primary School is a candidate school for the Primary Years Programme (PYP). We are pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Kingston Heath Primary School believes is important for our students.

Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). Kingston Heath Primary School is authorised to implement the Primary Years Program (PYP).

For further information about the IB and its programmes, visit http://www.ibo.org

As a member of the Stephanie Alexander Kitchen Garden Program (SAKGP), all students in Years 3-6 have fortnightly gardening and cooking sessions. Our mantra is Growing, Harvesting, Preparing, Sharing. The aim of the Kitchen Garden Program is to introduce young children to the wonderful world of good food via a productive food garden and an exciting kitchen program, as an integral part of the school curriculum. We engage the curiosity of the young students and to help them learn how to grow the very best food in the very best way, how to care for it in the garden, how to recognise when it is ripe and at its best, how to prepare it easily and enjoyably and how to develop an expanding culinary palate – and be excited by all these experiences.

We want to convince children to modify their eating habits because the food they are experiencing tastes so good, rather than because they are being told to eat some foods and not to eat others. The best of all possible worlds would be to engage the classroom teachers, food providers elsewhere in the school, parents and the community to all become excited by the possibilities this project offers - and we do that!

We are respected for our approach to teaching and learning of Music. We also have instrumental groups – piano, singing, guitar, violin, woodwind and drums on a user pay basis. All students from Prep – Year 6 also have a one hour of L.O.T.E. - Italian, Art and Music. Students also have Library, Physical Education and Sport lessons on a weekly basis.
Performing Arts is supported by weekly Dance lessons with our choreographer, Elizabeth Garnsworthy. Students are involved in an Education Week Concert, a two night Whole School Production and an End of Year Concert. Each class takes turn to perform at our weekly afternoon assemblies. We also have an Elite Dance group.

Science and Technology, which form part of our Integrated Curriculum, is undertaken as part of our literacy block, incorporated into the Inquiry Learning Units and also through the Arts program.

Information Communication Technology (computers, laptops, netbooks, ipads, Interactive Whiteboards and multimedia) is introduced in the Preparatory year and follows a sequential program through to Year 6 during regular classroom activities and specialist classes. We have networked computers, laptops, ipads and netbooks in all classrooms, which are able to access to a range of software and the Intranet and Internet. We have Interactive Whiteboards in each teaching and learning area. Research tells us that ICT is an area that boys especially learn and thrive in its application and we are committed to offering the very best of resources for all children so that they are able to achieve the very best outcomes. We can truly say we are a smart school! In fact, we are an eSMART school. An eSmart school is a school where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.

The commitment of our staff enables us to provide a range of additional curriculum programs. These include annual whole school cultural events and transition programs for children entering Prep or Year 7. To meet the individual needs of students we offer special needs programs, a whole school concert, an integrated camps and excursion Prep to 6 program, Prep to Year 4 eight day intensive swimming classes, Year 5 and Year 6 Lifesaving Program, Junior School Council, School Captains, House Captains and Vice Captains and involvement in Inter-School Sports program, Perceptual Motor Program for our Junior School, Gymnastics program (Prep to Year 4), Circus Skills (Years 5 & 6), Religious Education program, piano, singing, guitar wood wind, drums and keyboard lessons, chess club, regular visits from professional identities - writers, AFL footballers, basketball, cricket and hockey players, to name just a few, as well, that has developed over the years.

We value the support of our local kindergarten and child care centres and strive to maintain the sense of co-operation and partnership with them. We are fortunate to have ongoing support from our local secondary colleges. Kingston Heath Primary School is working in partnership with the Kingston network. We are an active and supportive member of the Kingston Network of schools.

The AUSVels are also underpinned by a clear set of principles based on educational research and a set of values reflecting work that has been undertaken nationally and a broad conception of what the community expects of its schools. Along with the PYP, we have an international curriculum.

The guiding rationale:

In our rapidly changing and globalised world, with the pervasive influence of high speed, interactive information and communications technology (ICT), knowledge is a major resource. This is evident in the
trend towards more highly skilled jobs, both in older industries such as agriculture and manufacturing and in the rapidly growing service industries. This is accompanied by the realisation that students can no longer prepare for one career in life and therefore need to develop a commitment to life-long learning in all occupations and facets of life, and a capacity to manage change.

There is, in this context, an emerging consensus within the Organisation for Economic Cooperation and Development (OECD), of which Australia is a member that modern schooling should provide all students with:

- a core educational experience in the major discipline areas of the Arts, English and Languages Other Than English, the Humanities, Mathematics, Science and
- the knowledge, skills and behaviours to participate fully and effectively in the community as responsible individuals capable of relating with family, friends and colleagues
- flexible, adaptable people who take responsibility for their own actions and growth and continue to learn throughout life
- community members with the capacity to contribute socially, economically and culturally to the society in which we live
- informed citizens with the capacity to understand and contribute to sustainable living and positive civil and community relations at a local, national and global level.

Put simply, this means that all students should leave school with the capacity to:

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

To achieve these goals, our curriculum is structured around knowledge, skills and behaviours all students should acquire and develop in the three interrelated components of:

- the process of physical, personal and social growth that enables students to function effectively in society
- the commonly accepted traditional bodies of knowledge (disciplines) that are central to any curriculum framework and enable students to make sense of the world and
- the broader interdisciplinary capacities that enable students to enjoy a productive social and economic future.

Kingston Heath Primary School, through its policies and programs, recognises that the child is the central focus of the educational process. We provide a safe, caring and happy environment where children are able to develop their full potential.

The 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 curriculum expectations and standards over six levels.

Years Prep to 4 Laying the foundations
Years 5 to 8 Building breadth and depth
Years 9 to 10 Developing pathways
Levels

The eleven level structure reflects the use of eleven levels as a key feature of the design of the domains drawn from the F – 10 Australian Curriculum (English, Mathematics, Science and History). While this marks a change from the previous six level structure of the VELS, this change should not be interpreted as a move back to a more fixed, less personalised set of teaching and learning principles. In fact, the intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.

<table>
<thead>
<tr>
<th>Nominal school level</th>
<th>VELS Level</th>
<th>AusVELS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep/Foundation</td>
<td>1</td>
<td>Foundation</td>
</tr>
<tr>
<td>Year 1</td>
<td>Level 2</td>
<td>Level 1</td>
</tr>
<tr>
<td>Year 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
<tr>
<td>Year 3</td>
<td>Level 3</td>
<td>Level 3</td>
</tr>
<tr>
<td>Year 4</td>
<td>Level 4</td>
<td>Level 4</td>
</tr>
<tr>
<td>Year 5</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>Year 6</td>
<td>Level 5</td>
<td>Level 6</td>
</tr>
<tr>
<td>Year 7</td>
<td>Level 5</td>
<td>Level 7</td>
</tr>
<tr>
<td>Year 8</td>
<td>Level 6</td>
<td>Level 8</td>
</tr>
<tr>
<td>Year 9</td>
<td>Level 6</td>
<td>Level 9</td>
</tr>
<tr>
<td>Year 10</td>
<td>Level 6</td>
<td>Level 10</td>
</tr>
</tbody>
</table>

All research, particularly the findings of Professor Peter Hill and Brian Cambourne, supports the importance of teaching and learning strategies being varied, ensuring all students benefit within the learning environment. Our students receive instruction daily in three styles - whole class, mixed ability groups and like ability groups. This method ensures success for all.

At Kingston Heath Primary School we ensure that every child receives the optimum of experiences and that curriculum is presented to challenge and extend each child to their full potential. The children are placed in classes where they are exposed to a carefully structured curriculum that explores the talents and capabilities of all students, meeting their individual needs. This structure compliments the concept of learning being a continuum of development. So, for example, a child may be in Year 4 Level 3 but in fact may be working at a Year 5 Level 4 standard. All students are encouraged to work at their level of ability, whatever the year level of their actual class.

**The Key Learning Areas are enriched by:**

- The International Baccalaureate - Primary Years Program (PYP)
- The Stephanie Alexander Kitchen Garden Program (SAKG)
- Early Years (Prep - 4) Literacy Program
- Early Years (Prep – 4)Numeracy Program
- Middle Years (Years 5-9) Literacy Program
• Middle Years (Years 5-9) Numeracy Program
• Special Needs Program
• Gymnastics (Prep-4), Circus Skills (Years 5 & 6), Intensive Swimming (Years Prep – 4), Lifesaving Program (Years 5 & 6) Perceptual Motor Program (PMP,) Sport and Sport Clinics, Physical Education classes, Interschool Sports, After School Sports.
• Assembly Performances
• Concerts
• Whole School Performance
• Musical Soiree
• Specialist Art Classes
• Specialist Italian Classes
• Science & Technology Classes
• Computers, Interactive Whiteboards and Multi Media in all Learning Centres
• Strong emphasis on Pastoral Care, Values, Learner Profile, Program Achieve, Friendly Schools and Families, Buddy Bear program and School Yard Heroes
• Assemblies
• Dance
• Elite Dancers
• Instrumental Tuition
• Singing Tuition
• Camps, Excursions and Incursions
• Peer Support
• School Captains
• Junior School Council
• House System
• Buddy System
• Chess
• Parent Green Team
• Lunch Time Clubs
• Library
• Parental Support in Classrooms
• Individual Learning Improvement Plans for EVERY child
• Parent/Teacher/Child Interviews
• Bi-Annual Reports
• Before and After School Care – Camp Australia
• Extension Programs for Highly Able Students

Reports at least twice per year
As parents/carers, you have the right to receive regular information on the progress of your child. You will continue to be provided with a written report at least twice per year. We also have at least two interviews. The first interview is held with you, your child and the teacher. It is held in Term 1 over a 30 minute period.

Student progress over time
The new student report cards will include common information for all students in government schools. Student progress in their previous year level as well as how they have progressed in the year of reporting will be included in the report. Our school will be able to add other information about students that is relevant to our school community.

Progress against the statewide standards
The progress of your child will be clearly shown against the statewide standards. The information in the new student report cards will be provided using a common reporting rating of A (well above standard expected) C (At the expected level) to E (well below standard expected).
Home/school partnerships

The new student reports will assist in further strengthening the partnerships between home and school. Our school will describe in the new student report card what we are going to do to support your child’s learning, how you, as parents/carers can help and how your child will be encouraged to help.

Student involvement in reporting

Students will play a role in thinking about their progress at school. In primary school students will include, in the report, a written comment about their progress. In secondary schools students will be expected to develop annual personal learning goals and to review their progress throughout the year.

The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

Education is exciting and with a global community, a global perspective is imperative – our children, their future!
The School Council manages the school within the framework and guidelines set by the Department of Education & Training, and consist of elected parent and community members, staff members and the Principal. The School Council has the authority to co-opt additional members when and if the need arises. The Council, as the official management body of the school, is charged with the upkeep of the school grounds, the educational policy of the school and the provision of educational resources. The primary focus is to provide a quality education for all students.

The School Council at Kingston Heath Primary School allows for the election of up to six non Department of Education and Early Childhood Development members and up to three Department members, including the Principal and one co-opted parent representative. Each member is voted onto the Council via a vote. Each member is normally elected for two years, with half the Council retiring each year. Elections are held each February with the first meeting of the new School Council occurring in March. Members of the school community are welcome at our Council meetings, which are all “OPEN” meetings and are held monthly.

You are invited to approach your representatives on any matter concerning the school; you may wish to discuss matters relating to the school. This might be a query, a suggestion or a message of congratulations. You can request to speak at a Council Meeting. The principal also holds an open meeting (Principal and Parents Morning Tea) in the week prior to the school council meeting as another avenue to bring suggestions to the meetings.

School Council duties include:

- working in partnership with the principal and staff to shape the educational policy of the school
- responsibility for cleaning, maintenance and improvement of school grounds and buildings
- management of school finances

School Council operates through a structure of subcommittees. Councillors convene these committees but the wider school community is encouraged to become a member on a committee. Subcommittees are:

Finance:
Membership of this committee is restricted to the Principal, President and two elected representatives of School Council. This committee determines the operational budget for each year.

Education:
This group focuses on curriculum and policy issues. It is a forum for educational decision-making. The Key Learning Area teams report to this body. Parent membership is welcomed on each of the curriculum teams. Education subcommittee meetings are open to the school community. Voting on controversial issues is the right of elected councillors.

Building and Grounds:
This group is concerned with the physical well being of our environment. Safety and maintenance concerns are paramount. The organisation of working bees is the responsibility of this committee. Voting rights remain with elected councillors.

Fundraising:
As the name suggests this group focuses on attracting funds to the school. This committee is responsible for major events during the year and your support is essential for the successful enhancement of our school’s programs. Through its activities this committee promote the school and its interaction both within the school and wider community by publicising special events and seeking corporate sponsorships from the business community.
**SCHOOL CALENDAR AND TIMETABLE**

**2016**

Term 1: 27 January (school teachers start) to 24 March *
Term 2: 11 April to 24 June
Term 3: 11 July to 16 September
Term 4: 3 October to 20 December

**2017**

Term 1: 30 January (school teachers start) to 31 March *
Term 2: 18 April to 30 June
Term 3: 17 July to 22 September
Term 4: 9 October to 22 December

* The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The remaining three student-free days are determined by each individual school, so contact your school for details.

**Curriculum Days and Special Events:**
These will be announced well in advance via the school newsletter. DEECD allows all schools to have four days.

**School Hours:**

School commences daily at 9:00 am sharp
Snack Attack commences at 10.00 (fresh fruit and water)
The mid morning break commences daily at 11:00 am and runs until 11:30 am

Lunch is eaten under teacher supervision from 12.55 – 1.05

Lunch break commences daily at 1:05 pm and runs until 2:00 pm

School finishes for the day at 3:30 pm

**Special arrangements are made for our Prep students during February.** Preps begin school at 9:00 am and finish at 3:30 pm each Monday, Tuesday, Thursday and Friday. **Wednesdays** are stay at home days for the Preps. During this period, the Prep teacher timetables two students concurrently to come to school during the Wednesdays so that the School Entry Assessment program can be administered. From the Labour Day weekend in early March, all Prep students commence full time at school, that is, five days a week.
ABSENCE

Regular attendance is essential for the education of your child so that no aspect of work is missed. It is also, of course, a requirement by law. If, through illness or other reasonable cause, your child is absent, please supply a written explanation on the first day he/she returns after such an absence.

You can Tiqbiz the school to relay the information. A phone call is always appreciated and particularly if the absence is to be prolonged please telephone 9584 5805 or call in to see the teacher.

These measures protect you, and at the same time lets us know that your child has not been absent without your knowledge.

AFTER SCHOOL CARE and BEFORE SCHOOL CARE

Kingston Heath Primary School offers After School Care and Before School Care, which is organised by Camp Australia. For further information phone: 1300 105 343 or ask at the office for pamphlets.

ASSEMBLY

School Assembly is held every Monday at 3:00 pm in our school hall. Student of the Week certificates are awarded. Birthday certificates presented and “Tanti Aigua” (Italian for Best Wishes to You) sung by the assembly, children give reports on the previous week’s inter-school sport competition and general announcements are made. Regular performances are given by classes and individuals to entertain the whole school. An open invitation is extended to all in the school community to attend our assemblies.

ASSESSMENT

Various forms of assessment are kept by your child’s teacher on all areas of the curriculum. Informal assessment: samples of children’s work are collected throughout the year, observations are made and anecdotal records are kept. Formal assessment: results of tests, checklists of concepts grasped, reports and interviews are given. Goal-based assessment: children are required to meet certain goals in their work, and show concepts are understood. Contracts: Children negotiate work to be achieved in a certain time span with the teacher. When work is completed, it is assessed. Assessments are continuous and guide the teacher, who monitors the assessment, to plan programs that address the child’s requirements at their point of need.

ASTHMA

We are a member of the Asthma Foundation and are an Asthma Friendly School. An Asthma Friendly School adopts the AFS program strategies to support the whole school community in understanding and managing asthma. The aim of the AFS program is to
improve the quality of life, health outcomes and well being for school children with asthma.

**BANK**

Bank day is Tuesday. Your child may become a weekly contributor to the Commonwealth Bank through the school. The bank provides a wallet system.

The school receives a commission for each investor.

**BEHAVIOUR**

Acceptable social behaviour is required by all students. Our school has a Code of Conduct, which we follow to promote good social behaviour. We reward good behaviour through weekly certificates and awards to encourage appropriate choices. Our school behaviour policy is based on a positive approach.

**BICYCLES**

Children who ride to school MUST:

- Wear a helmet
- Not ride in the school grounds
- Store their bicycle in the appropriate place provided
- Be accompanied by an adult from Years Prep to Year 4
- Ride independently if in Years 5 and 6
- Students, parents and the principal must sign the record of understanding before permission is granted to ride to school

All care will be provided but NO responsibility will be taken by the school for damages done to bicycles.

**BINS**

Bins are distributed around the courtyard each day. Environmental programs within the school encourage students to use bins. We are focusing on sustainability and encourage food to be brought to school in containers that do not require plastic wrapping.

**BIRTHDAYS**

We celebrate birthdays in several ways. Children are presented with a birthday card at assembly and the whole school sings happy birthday. In the newsletter a special section is set aside to acknowledge the birthdays. Parents may bring along a special treat for all the students in their child’s class to celebrate the milestone.

**BOOKS**

Reading is a lifelong activity, and so you want to encourage its enjoyment. Prepare your child by reading a book a day if possible. It is a great sharing time with your child. Talk about the book, what it might be about; ask what you think is going to happen next in the story, and genuinely show that you are interested in the book. There are wonderful books around these days: use your local library, our school library and Book Club. Even if your child can read, it is important to show that you care about books by continuing to read to your children, and by showing them that you read books too. Children are great imitators; when they see you read they will value the activity more highly and tend to copy you.

A variety of material should be chosen; factual as well as fiction, ranging from magazines, poetry and verse to information type books.

**BOOKS, STATIONERY AND SUPPLIES**

Booklists are sent home at the end of each year outlining classroom requisites for the next year, as well as payments required from parents. Pupil supplies are issued to families ready for the
commencement of the school year. Notification regarding collection and payment are provided on the booklist.

**BUDDY BEAR PROGRAM**

The Alannah and Madeline Foundation’s key prevention program is the Better Buddies Framework, an initiative designed to create friendly and caring primary school communities where bullying is reduced.

In Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility through formal weekly activities and informal interaction outside of the classroom.

Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. Buddy Bear is the mascot of Better Buddies who embodies the values and promotes a feeling of care, safety, warmth and comfort.

Better Buddies is designed to enhance existing buddy programs or introduce a buddy program to schools for the first time. The evidence-based framework complements existing school welfare programs, is easy to implement and links to national curriculum initiatives. Other benefits of Better Buddies are that it teaches social skills, incorporates a wide range of buddy activities, provides training for older buddies, has understudy buddies, and aims to reduce bullying.

**CAMPS**

A four night 5-day camp is held each year for children in Level 4 (Years 5 & 6), a two night 3-day camp is held for Level 3 (Years 3 & 4) and a one night sleepover is held for Year 2. Year 1 have an evening sausage sizzle so they are at school after school hours and the Preps have a special breakfast with dads or special friends, which means they are at school before the start of the school day.

We believe that the program builds gently from Year Prep and develops children’s confidence and independence. The program builds social skills and links directly in to the values system of the school.

The camping program provides an opportunity for your child to explore new environments, and supports the language, physical education, personal development and integrated studies curriculum prerequisite for the program.

Actual details of dates, venues and costs are sent home well in advance for all activities.

**CAR PARK**

The car park is used for staff vehicles only. Parents are asked to observe this protocol. Traffic moving through this area during the day may cause serious injury to children.

For the safety of all students, no vehicles are to drive on to school property unless on official school business.
Parents using the after school program are requested to park their cars in the street when they pick up their child.

Please observe the designated parking and “No Standing” signs on the streets surrounding the school. These have all been placed with the safety of children in mind. Parking officers regularly check their area for illegally parked cars and issue parking infringement notices frequently.

CASUAL RELIEF TEACHERS

There may be occasions when your child’s teacher is absent. It is the normal practice for the school to employ a casual replacement teacher to replace the class teacher for the period of absence.

Generally the school attempts to locate a casual relief teacher who is well known to the children and who has a good understanding of the school’s procedures.

CHESS CLUB

Due to requests from families, chess was introduced into the curriculum as an optional extra. Chess Club is available for all students from Years Prep-6 and these classes operate during the last half of lunch time one lunchtime break each week. Information is available from the office regarding the cost of these classes. Chess sets are also available in the teaching and learning centres to encourage the development of skills.

CLASS REPRESENTATIVES

At the beginning of each school year a parent from each class is nominated as that grade’s representative. This role encompasses liaison between the class teacher, other parents and the School Council. For example, they may assist in the organisation of costumes for the annual school concert. Class Representatives are a valued and integral part of the KHPS community.

We have a strong tradition of parents being involved in School Programs. The benefit to the children, school and parents are many and the strong relationship between home and school has a most positive influence on the achievements of the children whose parents are closely linked with the school.

The key aspect is the ability to delegate with warmth, humour and tolerance.

CLASS STRUCTURE

How our school is organised each year is determined by a number of factors and constraints. Essentially, the classes are organised from year to year on the basis of a staffing schedule.

To meet the curriculum expectations set out by the Department of Education & Training, Kingston Heath follows the AUSVels document that outlines the eleven levels within primary schools.

They are:

Foundation Year (Prep)
Years 1 to 10

The decision of who will be teaching each class or area is based on many factors. Some of which are:

- the needs of the children
• the organisational needs of the school
• the year level teachers would prefer
• the needs of other staff members
• the specialist areas decided upon
• the professional need of teachers

The Principal makes the decision after consultation with the staff.

CLEANERS

The cleaning staff at Kingston Heath are Bertram Cleaners, who work hard to keep our school clean.

CODE OF CONDUCT

Assertive Discipline is the focus at Kingston Heath Primary School, rewarding children for their positive behaviour whilst at the same time responding appropriately to individual student for their negative behaviour.

Raffle tickets are given to students being caught exhibiting the school’s values during playtimes – Schoolyard Heroes. The tickets are drawn during assembly and the lucky recipient is able to choose a small toy from the lucky dip basket.

COMMUNICATION

Kingston Heath Primary School is committed to fostering Home/School partnerships at all times.

You are welcome to give short messages to the Class Teacher before or after school. Please do not expect the teacher to spend time speaking with you when he/she has class as this interrupts students learning time. If the matter needs discussion please make an appointment with the teacher so that sufficient time is available to meet your needs.

We also provide Information Evenings and a newsletter every second week to keep you informed of up-to-date information, news, student contributions and other matters of interest to the school community. The calendar on the back page of the newsletter will serve as a reminder for coming events.

Every Term a class newsletter is sent home to families outlining the content that will be presented to students. It is our aim to keep everyone informed about KHPS. Communication is the key!

Remember communication works both ways – if in doubt – contact the school to find out!

COMPETITION

In all areas of school, as in life there are elements of competition, whether it is competing with yourself or against others. Children are always encouraged to improve on past performances, and no matter how we try to prevent it they will compare themselves with others.

As parents, it is important to encourage your child’s efforts, even if they are not the best compared to others, as children will then realise that it is doing your personal best that matters in life, not whether you can beat someone else.

It is important to say to children that people are good at different things, but as long as they try their best, that you, as their parent, will be proud of him or her. The parent’s attitude of good sportsmanship is very important in competition. It builds self-esteem.
COUNTER DISASTER MEASURES

The school has in place a set of procedures to handle any form of disaster, e.g. fire, bomb threat.

The major areas children are instructed on are:
- the orderly evacuation of the school buildings or the school grounds.
- the usual assembly area is on the oval
- the need to remain as calm as possible under any circumstances
- remaining calm during a lock down

The organisation of these measures is the responsibility of the Principal. Evacuations and lock downs are periodically conducted so that children and staff can familiarise themselves with the procedures required.

CURRICULUM

The aims of each Victorian Primary School are those prescribed by the Department of Education and Training. We also incorporate the National Curriculum in Maths and English as well as the international curriculum of the Primary Years Program.

Kingston Heath Primary School’s goals, specific objectives, programs and methods are decided at the school level.

Our curriculum package is selected from the best ideas we have collected, added to, modified or completely designed to suit our specific needs.

Curriculum and policy details are always available for your inspection at the office and the website.

CURRICULUM DAYS

The Department of Education and Training sets aside four days each year as whole school professional development, curriculum planning and reporting days, where all staff are required to attend and address issues that will improve the learning outcomes for all students. The days are planned early in the year and are presented to School Council for approval, following which the school community is advised. On these days no children attend school and parents are notified well in advance. These days allow the teaching staff to review policies and develop new directions and report these to you.

For parents’ convenience, these curriculum days are often held next to a public holiday. This allows families to take advantage of a family break.

DENTAL HEALTH SERVICES

The school Dental Service provides free dental care for all students to Year 8. The service is free to all families who are Health Care Card holders. For children whose parents are not Health Card Holders there is a payment (maximum of $100 per family) per year as a contribution towards the cost of dental services.

Direct contact with the School Dental Service can be made by telephoning 95637854 or 9096 8762.

DIARY

Kingston Heath Primary has diaries for Years 1-6. The students use the diaries to fill in important dates, note deadlines for homework and to record up-coming events. They are another way to keep the communication channels open from home to school. Teachers and parents find the diaries a useful tool to keep each other informed of important issues.
EMERGENCY INFORMATION

Please ensure you fill out all information carefully and completely. It is a condition of enrolment that we have a record of telephone contact, an alternative telephone contact, doctor’s name and authorisation for medical or surgical treatment should this become necessary.

Please keep the school INFORMED OF ANY CHANGE. We would appreciate notification of the change involved - home or business address, telephone numbers or emergency contact so that our records are kept up to date at all times.

EXCURSIONS/INCURSIONS

Kingston Heath Primary School strongly believes in enriching your child’s education through real life experiences in the world beyond school. These activities are designed to stimulate and motivate learning, to provide experiences not readily available, to help children understand the relevance of curriculum to the outside world and to develop social skills in practical situations. At this school every effort has been made to design a seven year integrated program that benefits each child in their primary school life.

Teachers prepare the children carefully for these activities, and do much follow-up work after the event. Parents are asked to plan ahead to ensure their child can participate. Those families who are undergoing economic difficulty may contact the Principal to discuss attendance.

Excursions:
A Permission Note is sent home to be signed, for each out-of-school outing that requires any form of transportation. (Permission for local excursions is included in the Enrolment Form). The Permission Notes must be returned the day before your child is to attend. Only children with written consent are allowed to leave the school premises.

Incursions:
An incursion is when individuals, or groups, come into the school to provide an educational experience. This program is closely related to our curriculum and provides direct and stimulating learning opportunities for your child. As a school we are able to access many cultural and other programs not generally available. During the year children in this school will enjoy and participate in events such as a puppet theatre, live theatre, dance, musical programs, story tellers, mime artists, cultural groups, safety/art/science and technology programs.

EXPENSIVE ITEMS

Occasionally children bring to school quite expensive items from home such as cameras, calculators, electronic toys and CD disks. These can be easily damaged, or even stolen, if left around the playground or handled by friends. We advise children not to bring their highly treasured possessions to school and request parents to discuss this matter with them.

FAILURE

Most children experience failure at some point or other in Primary School, whether it is a low score on a piece of writing or in a construction that didn’t work out.

Acceptance of failure can be a very important lesson for your child in life. Sometimes things just don’t work out the way we want, and it is important to help your child through his or her failure. Explain that you learn from these experiences as well as...
things that go well. Help your child try to think how
she or he could have improved their efforts.
Failure is in itself a learning experience and as
such a part of the learning process.

FRIENDS

In the early years, friendships change quite often.
Children usually play in groups and it is not until
the upper years that firmer friends are made. If
your child has no friends encourage him or her to
invite others over to play after school.

Sometimes young children say that they have no
friends yet they play altogether in groups. Parents
are great role models in showing children how to
make friends.

Each year you will be given a class list with names
and phone numbers of most of the class. Use this
as an opportunity to contact class mates during
the weekends and holidays.

Parents are the ones who provide most of their
children’s social skills as both models and
teachers. Some basic skills your child will need to
develop are:
* ability to initiate communication;
* interest in other people;
* a wide range of interests and skills;
* ability to listen to and understand another’s point
  of view;
* ability to stay true to own personal values;
* a sense of humour;
* ability to both express and control emotions;
* ability to both lead and follow in a group;
* ability to both freely give and receive affection;

With these skills, a child will survive most school
and social situations.

“GO FOR YOUR LIFE”

Our school is a member of the “Go for Your Life”
program

'Go for your life’ encourages children to enjoy
healthy eating and physical activity by promoting
six healthy messages. An additional message –
‘Limit occasionally foods’, will be promoted in
primary schools to support the Canteen and Foods
Service policy recently adopted by the Department
of Education and Early Childhood Development.

Tap into water everyday – and limit sweet drinks.
Aims to increase water consumption and reduce
the consumption of sweet drinks.

Plant fruit and veg in your lunch box - Aims to
increase consumption of fruit and vegetables.

Limit sometimes foods - target soft drinks, chips,
chocolates, and lollies. Aims to decrease
consumption of high-energy foods and drinks.

Move, Play and Go – Aims to increase active play
and physical activity.

Turn Off, Switch to Play – Aims to decrease
screen time (television, electronic games,
computers) and increase active play.

Stride and Ride – Aims to increasing active
transport. For children under 5 years of age we are
promoting car and pedestrian safety and playing
safely.
GRADUATION

Year 6 has a Graduation Evening. We hold a special dinner; graduation presentations are made and the children give graduation speeches.

Preps also have a special graduation event to celebrate their first year of schooling.

HEALTH SCREENING SERVICES

During the year the School Medical Service Nurse will be visiting our school to conduct health screening as follows:

1. All children in Prep year.
2. Check on the progress of previously referred children.
3. Investigate all children referred by parents or teachers this year.

A notice about the visit will appear in the newsletter. If there is any reason you would like the Sister to check your child, please contact the office.

HOMEWORK

The amount of homework given to your child is determined by school policy. Homework is set when it is considered necessary to extend or consolidate the child’s educational program. Homework attempts to build a responsible attitude and develop organisational skill. Quality of effort is the main focus.

At Kingston Heath we believe many of the normal activities that take place at home complement the child’s work at school - reading for pleasure, personal writing, current affairs, good television programs, developing hobbies, being read to, involvement in community groups/teams, listening and talking and discussing, helping around the house, learning “tables”, completing required tasks around the home etc., can be fostered and developed by interested and involved parents.

HOUSE SYSTEM

The school uses four Houses for various school activities throughout the year. The Houses are:

- Heath
- Eucalypt
- Melaleuca
- Acacia

Each has a boy and girl captain and vice captains. Children are allocated to a House according to overall numbers of boys and girls at each age level. House points are allocated as part of the positive discipline policy.

We have used our House floral emblems as a feature on all of our stationery.
Children who are ill are best cared for at home. Please advise your classroom teacher by note when your child is absent from school.

The school will contact you by telephone should your child become ill or have an accident whilst at school. Should we be unable to contact you or your emergency contact, we will make arrangements for required medical care with the doctor indicated on your enrolment form. Please ensure that your emergency information and other details are kept up to date.

**Exclusions:** To reduce the risk of infection, children suffering from the following infectious diseases are excluded from school.

- **Chicken Pox** Until fully recovered or at least one week after the eruption first appears.
- **Conjunctivitis** Until discharge from eyes has ceased.
- **Diarrhoea** Until diarrhoea ceases.
- **Head Lice** Until treatment has commenced – when necessary, additional information is provided.
- **Hepatitis** Until a medical certificate is provided.
- **Impetigo (School sores)** Until sores have fully healed. A child under medical treatment may return provided sores are fully covered.
- **Measles** Five days from the appearance of a rash or until a medical certificate is provided.
- **Mumps** Until fully recovered.
- **Ringworm** Until appropriate treatment has commenced.
- **Rubella** Five days from the appearance of a rash or at least 5 days after onset of rash.
- **(German Measles)** As above.
- **Whooping Cough** Two weeks after onset of illness and a medical certificate of recovery is provided.

Details on exclusions for other medical conditions are available from the office.

**ASTHMA MANAGEMENT:**

Asthmatic students attending the school should always carry, or have available in the school, appropriate medication including for example, a bronchodilator metered dose aerosol puffer. Parents should provide the school with the following information:

- Name
- Normal maintenance medical program
- Medication to be used when symptoms develop
- Medication to be used in a crisis situation
- Name, address and telephone number of emergency contact
- Name, address and telephone number (including after hours) of child’s doctor
- Name and telephone number of child’s pharmacist
- Ambulance Membership No. (if applicable)

An Asthma Management Plan is included in the attachments.

**FIRST AID:**

All students who are injured or become ill at school are treated and given appropriate treatment from staff who are trained in first-aid.

All visits to the First Aid area are recorded and parents notified if the injury warrants it. If a child receives a knock to the head, no matter how minor, their parents are notified immediately. It is our duty of care.

The Yard Duty teachers are often the first adult the child will approach regarding an injury. If the injury requires first aid the teacher will send the child to the Staffroom accompanied with another child, or on occasions, accompany the child him/herself. The Yard Duty teachers also have a supply of...
placebo Band-Aids which can be the very thing that is needed. It is always applied with a large dose of T.L.C.

**MEDICATION:**
Should your child require medical attention at school, and you are unable to attend to personally administer the correct dosage, please come into the office and complete the Medical Administration form which gives permission for the staff to administer the dosage.

The information includes:

- Name of child
- Dosage
- Time of administration
- Symptoms requiring action

*Label the medical container* clearly with the same information.

*Check daily* with the child whether medication has been taken.

*Ensure* that the medicine is in the care of the office and not allowed to remain in the child’s bag.

*Sign* the permission to administer medication form at the office.

All medications administered by staff are counter signed to ensure your child’s safety.

**IMMUNISATION**

To enrol your child at Kingston Heath Primary School, you must have an immunisation certificate from the local council. Contact the council to obtain your copy.

**INDIVIDUAL LEARNING IMPROVEMENT PLANS**

Individual Learning Improvement Plans are designed to assist children to attain an academic or behavioural goal that they may have difficulty achieving. The partnership between parents and the teacher is paramount for children to reach their potential and through the process of collaboration with the classroom teacher and the parents; we can be assured that the child will achieve the best possible outcome.

A plan is established and targets set during a meeting with the parents and the teacher. The group agrees upon activities both for the classroom and the home. Further meetings are set as a follow through.

**JUNIOR SCHOOL COUNCIL**

Their peers elect members of the council annually. The focus of the group provides a forum for leadership, allowing children to have input into the decision-making within the school and provides an opportunity to organise social service activities, theme days and general well being of the school. Furthermore, each member is assigned to a class within the school and is their representative on all school issues that involves Junior School Council. This interaction enables input from all students within the school community.

We have a Junior School executive that meets regularly. The executive are Year 6 students who have been voted to their positions. Every other meeting is held with the executive and the class representatives.

**LATE ARRIVALS**

Parents must accompany their children into the office to record and sign in their children’s arrival the late book. Please endeavour to have your child arrive well before the first bell for the day. It is upsetting for children to arrive late for school and they miss the information disseminated by the teacher at that time. Occasionally lateness is unavoidable due to a dentist or doctors visit. However, regular late arrival is not acceptable. Punctuality is an important facet in life.
**LEAVING SCHOOL DURING SCHOOL HOURS**

If you wish your child to leave early, e.g. for dental or medical appointments, it will be necessary for you to sign your child out at the office in the “Sign Out Book”. Your child will then be called to the office to meet you. For safety reasons no child will be allowed to leave the classroom unless authorisation has been approved.

In the interest of your child’s safety, we will not send a child home at any time other than normal dismissal times, unless we have a written request or a verified telephone request from parent/guardian.

---

**LIBRARY**

A vital and effective school library is essential to the educational policy of any primary school and should be the focal point of the school’s programs.

The library houses and effectively organises a wide range of resources to meet the needs of the school’s curriculum and its students.

Our library is not just a collection of books; it is a Resource Centre containing a growing COLLECTION.

At Kingston Heath Primary School the library has a definite teaching function. The program focuses on three main areas - library use, information skills and children’s literature. All classes have at least one session per week in the library.

---

**BORROWING:**

Levels 1 & 2 may borrow 2 books, Level 3 may borrow 3 books and Level 4 may borrow 4 books from within the Library. Children may be given permission to borrow extra books to cater for projects, talks, etc at the teacher’s discretion. We have extended borrowing times to cater for those students who wish to return and borrow additional books before school hour and during lunchtimes. These times are advertised within the weekly newsletter at the commencement of the year and at regular intervals during the year.

---

**BOOK CLUB:**

Approximately every five weeks Ashton Scholastic sends out pamphlets with descriptions of books for sale. All children receive these pamphlets, but there is no obligation to purchase books. Book orders are processed and distributed to the children when delivered.

To facilitate the optimum use of our Library, parental assistance is both needed and welcome. Please contact the school if you can be of assistance - no matter what time you can offer it will be most appreciated.

---

**LOST PROPERTY**

Please ensure that all items worn or brought to school have your child’s name on them. Items are collected and, if unnamed, kept in the Learning Centres (Modules). The last Friday of each month we have a used uniform sale where for a very reasonable price, an extra item of clothing can be purchased.

Items not collected at Term’s end are donated to the uniform sale.
**LUNCH**

Lunches are eaten in the classrooms and children are supervised by teaching staff. It is expected that all children eat lunch at school as this encourages social development and assists children to make friends.

Each week children eat lunch in their House groups, with Buddies and Pals, in Levels, as single sex groups and with their classroom teachers. This allows the children to interact daily with different groupings with classroom teachers. It helps reinforce co-operation and extends socialisation.

Lunches may be ordered from via [www.classroomcuisine.com.au](http://www.classroomcuisine.com.au) on Wednesdays and Thursdays only. The orders are delivered to the classroom by 1.25pm each day.

Year 6 sells special lunch treats each Monday lunchtime e.g. Term 1 and Term 4 – yoghurt icy-poles and during Terms 2 and 3 hot food is sold.

Only in exceptional circumstances will permission be given for children to have lunch at home. Should such occasions arise a note from home is required.

**MOBILE PHONES**

If your child brings a mobile phone to school, it must be left at the office during school time and collected after school has been dismissed.

**MOODS**

Sometimes your child may be reluctant to go to school. Try to find out if there is something troubling your child. It could be someone bullying him or her, unhappy friendships, a concept that she or he is having difficulty understanding or he or she may be tired. Please let your child's teacher know of any problems so that we can undertake to rectify the matter in partnership with you.

Try to establish a positive routine in the morning with a get up time that allows plenty of time to prepare for school. Make sure that he or she has a nourishing breakfast. Encourage your child to be independent in organising her or himself for school by packing his or her school bag with the reader cover, the diary and lunch box, as well as other items that are necessary. In no time at all your child will be “flying” out the door and off to school.

**MEETINGS**

Many meetings are held at school, during the day and after school hours. Teachers attend staff meetings, curriculum meetings, school council meetings, sub-committee meetings, specialist meetings, Level meetings, administrative meetings, and many more, often at night or after school. Parents have a variety of meetings they can attend, to become involved in the school, such as fundraising meetings, school council meetings, graduation meetings, sub-committee meetings, and many more. Each meeting should have an agenda, a chairperson and a minute taker.

**MONEY FORWARDED TO SCHOOL FOR SCHOOL ACTIVITIES**

When money is to be forwarded to school for camps, excursions, incursions or activities, please place correct money inside the school provided
envelope. Clearly write on the envelope your CHILD’S NAME, the TEACHER’S NAME, and the PURPOSE for which it is sent. This makes it much easier for a teacher who has to collect lots of money and ensure that each amount is correct.

Train your child to offer the money to his/her teacher and not to leave it in the desk or in a bag. Loose change at school is often lost. To assist the classroom teacher with record keeping, money and notices, please return them through the classroom and not through the main office.

MUSIC

All classes are involved in weekly music lessons. All children participate in an annual School Performance. All children participate in the Education Week Concerts. All children participate in the End Of Year Concerts. All children participate in assembly performances.

As the school holds all aspects of music in high esteem, we also offer to the children the opportunity to participate in the school choirs. Choirs are compulsory. It teaches stance, breathing correctly and teamwork.

Additionally the school provides the facility for children to select private tuition of a musical instrument within school hours. Tuition in wind instruments, guitar, piano, singing and keyboard are available. Further information regarding this is available from the school office.

NOTES

Sometimes you may wish to speak to the teacher and can’t get to school with your child. Send a note indicating that you wish to speak to the class teacher and that you would like to make a mutually convenient appointment. If you feel a letter will suffice, write it to your child’s teacher. Always check your child’s bag for notes from your child’s teacher. Always check your child’s diary for personal notes to you. All students have communication satchels specifically for communication to and from school. Diaries are a vital form of communication also.

NOTICES TO PARENTS

Special notices for excursions, etc. may be sent home from time to time, so ask your child or check in his/her school bag regularly. We will always endeavour to provide you with at least two weeks notice of any intending excursion/incursion.

OFFICE STAFF

Our Business Manager is Ms Eleonore Wolske and she is the “window of our school”. Ms Wolske is often the first contact parents and children have.
with Kingston Heath Primary School. This is a vital role in our school. The pleasant and efficient performance of the role as chief support personnel to the Principal brings credit to the school as an efficient, caring institution and greatly enhances the smooth operation of our school.

Mrs Diane Reid and Mrs Lauren Howes are our efficient Office Assistants and you will find that they too, have a warm and friendly manner.

**ONE SEVEN**

1Seven is a national health and wellbeing program for Australian children.

The basic message is Eat Well: Move More. 1Seven promotes healthy food choices and physical activity.

The 1Seven program aims to communicate a simple but important message. Encourage children (5Years to 12 Years) to participate in at least one hour of moderate to vigorous activity and eat seven serves of fruit and vegetables each day. (5 vegetables and 2 fruit)

Encouraging children to become more active and improve their nutrition will promote improved health and reduce the risk of poor health later on in life.

Visit: [www.1Seven.com.au](http://www.1Seven.com.au)

**PARENT INVOLVEMENT**

One of the richest resources open to our school is the personal skills and expertise of the school community. Parent participation enriches and enhances the educational program and develops a mutually satisfying partnership.

At Kingston Heath we encourage parents to be involved in classroom programs, reading, writing, PMP, library assistance, sports coaching, excursions and class representatives.

Parents’ ideas and suggestions are welcomed and included wherever possible. Parental involvement is encouraged on School Council, its sub-committees and Working Bees.

**PLAYGROUND SUPERVISION**

A teacher is on duty in the playground before school between 8:45 and 9:00 am, during morning recess, at lunchtime and after school until 3:45 pm. Teachers are rostered to supervise first aid. This is to ensure the safety of children, to supervise their conduct, to maintain cleanliness of play areas and to encourage respect for all equipment and buildings.

Parents are requested to see that their children do not arrive at school too early, as the playground is not supervised until 8:45 am each morning. There are a number of teachers at school well before that time, but they are busy preparing work for that day and therefore not available for playground supervision before 8:45 am.

Children are not supervised before 8:45 am and not after 3:45 pm.

**PRESENTATION**

From Prep your child is encouraged to present his or her work in a clear, attractive and legible manner. Some children have better hand coordination than others. Praise for children’s efforts is important.
PROGRAM ACHIEVE

Kingston Heath Primary School have implemented Program Achieve: “You Can Do It!” The program was developed by Dr Michael Bernard and implements, through a graded system, the skills to success:

CONFIDENCE
PERSISTENCE
ORGANISATION
GETTING ALONG
RESILIENCE

These foundations to success are introduced at Level 1 and continue through the children’s primary years. It is a social and academic program that has positive effects across all aspects of the child’s life. Program Achieve fits hand and glove with our Values as a component of the Anti-Bullying program. All of these measures ensure that children become EMOTIONALLY RESILIENT and are able to cope with all of life’s ups and downs.

RELIGIOUS EDUCATION

The program is offered if accredited volunteers offer their services to the school.

Instructors in the Interdenominational Agreed Syllabus may attend the school for half an hour Religious Education sessions once a week.

Reporting at Kingston Heath takes place in many other ways. These include the weekly newsletter, class notices, our information evenings and curriculum nights. There is immense value in the following informal reporting which occurs continually at our school.

- Photographic displays of special events, excursions, camps and sporting events.
- Examples of children’s art displayed throughout the school.
- Parent participation in classroom activities.

In 2004 the following format was adopted:

Term One
All classes - Information Evenings
Curriculum Evenings
Parent/Teacher/Child Interviews
(30 minutes)

Term Two
All classes - Written Mid-Year Report and Interview (10 minutes)

Term Three
All classes - Parent/Teacher Interviews as requested

Term Four
All classes - Written End of Year Report

Individual interviews will be conducted throughout the year with parents for all students on individual learning improvement plans (ILIPS).

All parents are encouraged to visit the school to discuss their children’s progress with the teachers as the need arises. However, it would be appreciated if appointments could be made before hand to enable us to make any necessary arrangements.
• Parent attendance on excursions, sporting events.
• Sharing of class-made books children bring home.
• Awareness of comments, stickers and stamps placed on children’s work.
• Reading children’s published stories.
• Sharing readers together.
• Listening to verbal messages conveyed by children.
• Incidental conversations with teachers.
• Videos of school happenings - have you thought to ask if you can borrow these?
• Reading of relevant educational material sent home by teachers.
• Enjoying music recitals.

And probably you can think of many other ways the school informally reports to its families.

TO BE INFORMED IS TO BE AWARE - COME AND VISIT YOUR SCHOOL.

SAFETY

Like parents, schoolteachers, are very concerned about the safety of the children. It is most important that children are trained from an early age in all aspects of safety. Normally children should walk to school by the most appropriate route, which you should show them. It is first advisable for you to walk with your child over the route you wish him or her to take to school, explaining the necessary procedure when crossing roads, so that he or she will know what to do when alone.

Children must be allowed to steadily assume responsibility for their own safety - they cannot be expected to suddenly behave sensibly and confidently unless they have had much previous and gradual experience. It is desirable for your child to know the following:

* His/her own name, address and telephone number. They should be able to repeat them clearly when asked.
* To refuse rides or lifts of any kind from strangers.
* Not to bring to school articles that may cause accidents.
* Not to throw stones.
* Not to loiter to and from school.
* To walk on footpaths where possible.
* To use the School Crossing, which is supervised before and after school.
* Not to go home without permission. If your child arrives home unexpectedly, please notify the school immediately, and if he/she is not ill bring him/her back.

SCHOOL CROSSINGS

The supervised crossing allows your child to arrive at and leave the school safely. Please make sure that the children use this crossing correctly. They must obey the School Crossing Supervisor. We have a supervised school crossing.

The hours are: Before school: 8:15-9:15 am
After school: 3:15-4:05 pm

SCHOOL PHOTOGRAPHS

School photographs will be taken during the course of the year. Both individual and class photographs are taken, as well as family groupings.

Specialised group photographs of School Captains, Junior School Council, House Captains, Sporting Teams and Graduation Class are also made available to parents.

Parents will be notified well in advance of the booking date the school has arranged.
The school has continued to review its school policies. This process of reflective enquiry by a school community into the what, the how and the why of its current activity, is the basis of policy formulation and revision. The product of this process is “the school policy” a statement of ideals and goals and the appropriate procedures for their attainment. This statement is unique to our school in that the school policies express our individuality.

Our school policies:
- set general goals for all curriculum areas
- outline how we expect to achieve them
- provide a framework within which we can operate
- let the school community know what we are aiming for and what can be expected of the school

School policies determine all aspects of our operations, organisational arrangements and relationships between staff, students, parents and other groups associated with the school.

The School Council has the task and responsibility of deciding the school’s educational policies within the Ministry of Education guidelines.

The School Council has the responsibility of ensuring that the policies are:
- communicated
- implemented, and
- periodically reviewed.

A good school has, and exhibits, a sense of mission. Everyone works towards the same goals. At Kingston Heath we achieve this aim!

SCHOOL POLICIES

SCHOOL UNIFORM

School uniforms have regained popularity with parents. Our school has a compulsory unisex school uniform for all students.

Safety is enhanced when children wear uniforms on excursions. Children are readily identified in a crowd, particularly at events where a number of schools are represented.

Parents not wanting their child to wear school uniform can write to the principal stating their reasons. The School Council may then grant an exemption.

As advocates of compulsory school uniform we believe that they create a sense of belonging, help develop school pride, promote individual and group safety, both within and outside the school setting, remove dress competition and assist parents financially.

All items of school uniform are functional, easy to remove and put on, sensible and appealing to the children. Every item of the school uniform should be labelled with the child’s name.

The school uniform may be purchased from Primary School Wear, which is located in Mill Street, Cheltenham. The school uniform consists of the school bomber jacket, vest, windcheater, long sleeve polo shirt, short-sleeved polo shirt and T-shirts with the school logo. There is a summer school dress for girls. The uniform also has track pants and shorts. Black leather shoes are to be every day except Friday when runners can be worn. The students in Year 4-6 have an optional Sports Uniform. A year 6 top is also available for the senior students. Used items are for sale once a term. A current price list is available from the office.

SERVICES AVAILABLE TO PARENTS

Dental
The School Dental Service provides free dental care for all students to Year 8. The service is free to all families who are dependants of Health Care Card holders. For children whose parents are not Health Card Holders there is a $25 payment (maximum of $100 per family) per year as a contribution towards the cost of dental services.

Counselling & Guidance
For students and families with academic, social, emotional and behavioural problems, a confidential service is provided through the school with a trained psychologist. If you require this service, an application form is available at the office.

Medical
Each year children in Level 1 undergo a full medical check-up. Other children can be referred...
Speech Therapy
For students with speech developmental problems.

If you feel that your child may need any of these services, please contact the Principal. At times, teachers will initiate the contact, but only with parental consent.

Show and Share
Show and Share is held throughout the week in most classes. Encourage your child to share their experiences on the holidays or weekends. It helps the child to develop listening and speaking skills in front of his or her peers, broaden others knowledge, and inform the teacher about the child’s confidence and general knowledge.

Snack Attack—Crunch and Sip
All students have a short break at 10.00am daily for a ‘snack attack’. It consists of a piece of fruit and water. Processed food is not permitted during this break. The purpose is to encourage good eating habits and to assist with concentration for the remainder of the Literacy block. Promoting fresh water and fresh fruit and vegetables is very important. Good habits begin early!

Social Service
Occasional collections are organised during the year to assist selected charities. The school supports the State Schools’ Relief Organisation, which has been established to assist children in need. We believe in “children helping children” less fortunate than themselves and the opportunity exists through Social Service to develop such qualities as awareness, tolerance, understanding, generosity, caring and sharing. We would therefore, urge parents to encourage your family’s involvement in any Social Service appeal. Annually, Junior School Council undertakes the responsibility of selecting the charities they wish to support for their year of office. Usually, one charity each term is selected.

Special Needs
A special needs program is delivered to children who require extra consolidation in either literacy or numeracy. The program operates on a one-to-one basis and assists the child to develop strategies and skills with the support of the special needs teacher.

Staff Meetings
Staff meetings are held on Tuesday afternoons at 3:45 pm. Planning meetings are held each Monday afternoon from 3.45pm.

Other curriculum, administrative and area meetings are held before or after school, or during lunch times. A major focus of these meetings is professional development, undertaken by all staff.
“STUDENT OF THE WEEK” AWARD

Every week at assembly “Student of the Week” certificates are awarded to a child from each grade. The ceremony involves an explanation of why the child has won the award and these are also listed in the school newsletter. The children enthusiastically accept the award.

The award is aimed at improving attitudes, self-esteem, and pupil behaviour and reinforces our school values. It is one form of positive reinforcement in the school.

SUN SMART POLICY

Hats are to be worn in Terms 1 and 4. All children are to wear the school’s wide brimmed blue hat.

Appropriate footwear should be worn. Children participate in a variety of activities at school. Some footwear is unsuitable. Proper footwear reduces the risk of injury when children are at play or at sport.

TRANSFERS

Parents wishing to transfer their child to another State Primary School should notify the Principal of their intention to leave the school.

The school will arrange the necessary transfer procedures and forward the information to the new school.

Parents are requested to ensure that all school library books and materials, including musical instruments, are returned before the child leaves.

TRANSITION

KINDERGARTEN TO PREP

Kingston Heath Primary School has transition sessions for pre-school children and their parents to heighten their awareness and familiarity with the school. These sessions are planned jointly with local Pre-School and Child Care Centres and are held in the latter part of the year. The children visit the school with their Pre-School teacher and are welcomed both by our staff, students and parents.

In Term 3 we open the Prep Centre every second Friday afternoon for pre-school children to be involved in activities.

In Term 4 we open the school each Friday afternoon, from 2:30 to 3:30 and invite all pre-school aged children to spend the afternoon with our Prep teachers. This is an excellent opportunity for youngsters to feel part of the “big” school prior to their official attendance.

An information evening for parents is held early in December, when parents are given information about the following year and have their questions answered. It is the aim of these sessions to assist families to feel relaxed, confident and prepared for primary school life at Kingston Heath Primary.

YEAR PREP TO YEAR 1

Our Prep students have transition visits to the Year 1 Learning Centre during Term 4. This has been put into place to support the children in the move from the Early Learning Centre to the open plan learning centre.
YEARS 6 TO YEAR 7

Towards the end of their final year in the school, year six children take part in a program to facilitate their transition into secondary education. This involves discussion of possible schools and assistance with choices. Teachers from some of the secondary schools visit us to talk to the children and observe them in their classroom environment. Arrangements are made for year six students to visit secondary colleges and participate in specially designed programs over a number of sessions.

Children also have an orientation day early in December at their future school to help them become familiar with the setting and organisation.

Late in November, past students who attend Cheltenham Secondary College, come and visit our school and talk to the children about their experiences at secondary college. This provides our current students with an opportunity to ask questions and have their concerns addressed. Our Year 6 students undertake many visits to Cheltenham Secondary College.

VISITORS

All visitors to be school must report to the General Office and sign in. A visitor’s badge will be provided for you to wear whilst on the premises.

WET WEATHER AND HOT WEATHER

All rooms are well heated so cold weather is not a problem. The courtyard area has a large sheltered area for students use for some part of a wet day under the supervision of the teachers.

If it is raining at the beginning of lunchtime or recess, or commences to rain during these periods, a WET DAY timetable is implemented. Children will remain or be brought indoors during these wet times. Dismissal times remains at 3:30 pm as usual.

All Learning Centres, Library, Art/Science Room and Hall are air conditioned so that they remain comfortable no matter what the weather is like. It certainly assists students and teachers to remain focussed on the task at hand. During very hot weather, a Hot Day Timetable is implemented where students play outside for thirty minutes and are then brought back into the Learning Centres for quiet play. The comfort and safety of our students is paramount.

WORKING BEES

School Council organises working bees during the year. Participation and experience has shown that these are very enjoyable and a way of meeting new friends. The school benefits from the tasks undertaken and the community benefits from the interaction of parents on the day. Your attendance on such days would be appreciated - remember many hands make light work!

We have two working bees a year. The tasks allocated are matched to the skills that people have to offer. We always create a list of tasks from sweeping and weeding through to minor electrical and plumbing works.

Each working bee includes morning tea and we always finish with a sausage sizzle for lunch. If you can make it for an hour, the school will benefit. Working bees are an excellent opportunity for your child to see you at their school for parents who are unable to come in during the working week.

YOUR NEEDS

You are always encouraged to come to the office to see the principal at any time over any issue, no matter how minor.

We pride ourselves on an “Open Door” policy.

Communication is at the heart of all success and we at Kingston Heath Primary School are proud of our success.
YOUR NEW PREP CHILD

All Foundation (Prep) children will commence school on the first school day of the new school year. On this first day please take your child to the teacher who will be in the room waiting for you. The children will eat their snack attack, play lunch and full lunch at school.

Your child will be dismissed at the following times: 3.30pm Monday, Tuesday, Thursday and Friday. Each Wednesday until March Labour Day weekend, is a stay at home day for Preps.

The stay at home Wednesday is in the interest of your child, who will be very tired. It makes the entry into school easier and more pleasant for all children. Having Preps dismissed at 3.30pm on the other four days assists families with siblings in other classes. The four day week was first introduced in 2005 and has been a resounding success with Prep families.

Children must be collected by their parents. If parents want someone else to collect their child, they must advise the school, preferably in writing. (Refer to Early Dismissal Form).

PREPARING YOUR CHILD FOR SCHOOL

As your child is now ready to start school there are a number of things that you can do help your child settle in easily.

* Train your child to say their full name, address and telephone number. They should be able to repeat them clearly when asked.

* Show your child the safe way to school - walk with them or make sure they have an older child or another parent as escort. Ensure they know where they are to meet the person at the end of the school day.

* Do not permit your child to play on the way home.

* **WARN YOUR CHILD NOT TO ACCEPT RIDES FROM STRANGERS.**

* Avoid allowing your child to bring breakable or valuable toys to school. A favourite toy lost or broken can mean heartbreak.

* No war game toys please.

* Discuss with your child the danger of throwing sticks and stones. The school takes a very serious view of this.
Label any clothes that may be taken off, together with things like lunch boxes and school bags. Show your child the label and say something like, “See, I’ve put your name here in blue ink”. A child knowing “my name” really helps too, when printed in the type of letters shown at the back of this booklet. These are the writing formations that your child will learn at school.

Sooner or later, some Preps develop a confidence that prompts them to go home with a friend. If your child brings home a playmate, please don’t accept their assurance that their parents said it’s all right. PHONE TO CONFIRM THIS. The parents are probably frantically searching for him or her.

Ensure that your child has adequate rest. A tired child cannot learn effectively. Many Prep children go to bed at 7:00 pm, but the need for sleep varies with each individual child.

EATING: Your child needs to be quite independent of an adult when it comes to eating and drinking at school, simply because they are one of a large number of children. A “practice run” of eating a packed lunch at home, helps make them familiar with the routine. Talk about the difference between “playtime” and “lunch time”. Make sure your child can easily open the lunch box and drink container. Watch out for that tricky plastic wrap, which is difficult for little fingers to tackle. It would assist your child and the teacher if a snack attack and small play lunch could be packed separately from the lunch. Sandwiches that are individually wrapped are easier to handle. We encourage water at all times during the day to sip so please send along a drink bottle filled with water. During the very hot weather, popping it in the freezer the night before allows your child to sip chilled water throughout most of the day.

TOILET TRAINING: Children should be properly toilet trained. A child, who is not, is really not ready for school. For boys, toilet training includes understanding the use of the urinal.

SCHOOL CROSSING: Please ensure that your child knows how and when to use the school crossing. It is most important that if you drop them off by car that they still walk along to the school crossing to cross the road. Constantly remind your child of the danger when walking or darting out from between parked cars.

A handkerchief or tissue should be provided each day.

RETURN OF MATERIALS: Since you, the parents, are the most important people in your child’s life, occasionally toys, aids, etc., might be brought home from school for you to see. Share the child’s delight in these new playthings; don’t growl, but firmly explain that if other children are to enjoy these toys also, they must be returned to school.
WHAT DO PREPS LEARN AT KINGSTON HEATH PRIMARY SCHOOL?

The Prep learning program is an integrated one, where all subject areas are introduced at a basic level. The focus at Kingston Heath is to ensure that the Early Years of Schooling are successful with English and Mathematics being an integral part of this process.

Pre-reading, pre-phonics (spelling), pre-number and pre-writing activities are informal at first, leading to a more structured phase later in the year. Oral language activities lead to creative writing, where most children progress from their first incomprehensible symbols to coherent stories by the end of the year.

Science, Technology, Art and Craft, Music, Drama, Information Communication Technology, Italian and Library are some of the subjects that form part of their total program. Their physical development is not forgotten. Building blocks such as Lego, cutting, modelling and drawing activities develop fine muscle movements that are required for writing. Sporting activities such as running, jumping, climbing, skipping and ball handling skills lead to physical fitness and control over the large body muscles. Children are involved in a Physical Education program that includes regular Perceptual Motor Program (P.M.P.) and Physical Education lessons. An intensive Swimming program and a Gymnastics program are also provided for all students.

Social skills are developed as children learn to get along which each other in an unselfish way - by sharing things and learning to relate to others, they gain emotional maturity. By the end of the year they no longer find it necessary to cling so closely to parents, they will have become more independent and will confidently participate in all school routines.

**Emotional development**

Children play and work happily at school when they can cope with their feelings in a variety of situations. Children will settle more easily into school if they feel a sense of security and can separate from their parents. They need to understand that adults must set limits, be able to interact with other children and adults and deal with conflict between individuals.

**Social development**

At school your child will meet new children and adults. Children often work in groups at school and this means they need to take turns, share things and cooperate. By mixing with children and adults outside the family, children learn to listen to others, respond to requests and make their own needs known. We can prepare children for school life by encouraging them to share toys, take turns during games and help with household jobs.

**Intellectual development**

Children delight in developing knowledge and understanding by seeing, hearing, touching, tasting, smelling and doing. Many everyday activities offer important learning for children: playing games, going on outings, building with materials, going shopping, cooking, playing with sand and water, counting, following instructions, listening to and telling stories, reading books and drawing and writing together. By offering your child a range of rich experiences such as these, talking about what he or she is doing, and answering and asking questions in your home language, you are helping your child to develop both language and an understanding of their environment.

**Physical development**

Children who are coping with their own personal needs such as eating, toileting, nose blowing, dressing and asking for assistance when necessary, will feel more confident at school.

Skills such as handling books, holding pens and pencils, pouring, cutting and playing ball games will be developed and improved at school. Nevertheless, experience with these types of activities during the preschool years can make things easier.

They’re ready for Grade One - Level 2! Our Preps are involved in a very special graduation ceremony to celebrate this special event.
HOW YOU CAN HELP YOUR CHILD TO READ

Every time you read your child a story, refer to a street sign, talk about what you are reading, read in front of your child, answer the question “What does that say?” you are helping your child to become a reader. Learning to read happens over a period of time, and both the length of time and the way it happens will be different for every child.

Encouragement is the key to making sure that your child develops confidence as a reader and enjoys reading now and in the future.

Quite a lot is now known about what happens when we read. Reading is more than recognising or sounding out words. It is seeing print and attaching meaning to it; it is sharing ideas and information through print. It is a problem solving skill!

Take this sentence:
“The dog jumped over the fence.”

To read this sentence with understanding we need to know:

- what a “dog” is
- what a “fence” is
- what “jump” means
- what “over” means
- the way a sentence is put together
- something about print.

This information comes from our past experiences of the world and of language. Such experiences are the foundation for reading.

Here are some ways your can help your child have the experiences needed to become a successful reader.

HOW TO HELP:

- Encourage your child to talk with you about everyday things - things you can see when out shopping or in the car, television programs, and things they may draw or build. In this way you extend the words they understand and the ways they can share ideas through language.

- Read stories to you child every day. The stories may be in English or in any other language your child understands. Make it an enjoyable time - perhaps at bedtime. Through stories, you share your pleasure in books and help your child get to know the language used in them.

- As you read, hold the book so the child can see it too. You might run your finger smoothly along under the lines as you read, so that the child becomes aware of some of the features of print, such as where to start reading. Encourage your child to join in with the parts that they know by heart, thus building confidence in their ability as readers.

- Not all print is in books. The breakfast table usually has plenty of print on it - on the cereal packet, the margarine container, and the bread wrapper. So do road signs, service stations and shops. Whenever your child comments on this print, respond enthusiastically - for example, “Yes, the same word is on the label too. Can you find it?”
• Writing notes is another valuable way of encouraging your child to read, e.g. “Have you cleaned your teeth this morning?” (attached to the bathroom mirror), “Whose turn is it to feed the cat today?” Activities like preparing the shopping list together, checking lists of things to take on a picnic or outing give children a purpose for reading.

• When your child draws or when you have been talking together, write down one of their sentences and stick it up on the wall or on the refrigerator. Encourage your child to write too. Their writing may at first look like scribble. However they are learning how to communicate through print.

• When your child brings home sentences from school ask them to tell you about the sentences. It doesn’t matter if the words aren’t exactly right. Sometimes they won’t remember what the sentence says, so ask them to tell you about the picture. Then you can respond, “That’s what it says, doesn’t it! I am riding my bike.”

When your child brings home their first books, share their excitement with them. At first, they will “read” by remembering the sentence patterns or looking at the pictures. This is a natural stage in learning to read. As they get to understand more about reading, they will use the print message more. The most important thing is that you encourage them to make sense of what they read. If what they say doesn’t make sense, repeat it and ask, “Is that the way we say it?” or “Does it make sense?” If your child gets stuck on a word, don’t ask them to sound it out. Ask them a question that will give them a clue to the difficult words, such as “Where are they going?” or “What do you think they are doing?”

REMEMBER - ENCOURAGEMENT IS THE KEY TO SUCCESS

Make reading time a pleasure, not a chore.

Let your child feel that they are doing well.

Encourage their attempts to make sense of what they read, instead of drawing attention to their mistakes.

Give your child clues to help them work out unknown words instead of making them sound out words.

WHAT ELSE CAN YOU DO TO HELP?

Foster confidence by giving your child simple duties around the home.

Admire the work your child does.

Select suitable stories, radio, computer programs and television programs.

Be very patient and understanding when your child comes home tired and irritable.

Leave your child at his/her classroom door or at the school gate. Do not hang up coats or bags for your child. Encourage independence and help them develop a routine by discussing where you will leave them, what they need to do with their bag/coat and arrange where you will be waiting after school.
Spend time with them. Read, play, share activities, express feelings, talk about successes, difficulties, and uncertainties, plans...

Provide a safe environment where life is predictable and where routines and relationships help people to be calm and relaxed.

Provide challenges. Open opportunities to learn new skills, to collect, to play, to cultivate, to relate, to help, to make...

Praise specifically. Recognize and name strengths and achievements.

Help set achievable goals and have clear guidelines of behaviour.

Have high expectations – of conduct as well as achievements.

Know who your child’s friends are and what they are doing.

Don’t put your worries on your child’s shoulders.

Make sure that your child has a balanced diet and plenty of exercise.

Give moral guidance. Know your values and demonstrate them clearly both in what you do and in what you say.

Enjoy your child and each new stage that they go through. They are only children for such a short time!
KINGSTON HEATH PRIMARY SCHOOL

STUDENT CODE OF CONDUCT

The Student Code of Conduct at Kingston Heath Primary School is based on the philosophical stance that the students should be encouraged to adopt a code of behavior consistent with:

- the development of self-discipline and high self-esteem
- the principles of social justice
- equal opportunity, tolerance and respect for the rights of others
- sound emotional and social development
- the principles of respect, good manners and courtesy

Underpinning the program is the understanding that the students have a right to learn and that teachers have a right to teach, students will be expected to develop the following responsibilities.

- to respect and obey all school rules
- to allow others to work without interference
- to complete assigned tasks
- to be thoughtful and courteous to others at all times
- to care for the property belonging to the school, themselves and others
- to go to a teacher if they have a problem that is not resolved
SCHOOL RULES AND GUIDELINES

KINGSTON HEATH PRIMARY IS A SAFE AND HAPPY SCHOOL

Rules:

- We are courteous, responsible and co-operative towards each other
- We use playground equipment in a fair and safe manner
- We do not bring dangerous, expensive or valued items to school.
- We always notify a teacher if someone is ill or injured
- We are responsible for our personal belongings.
- We care for the school environment
- We always walk when inside school buildings and the courtyards
- We always notify a teacher if you see something damaged, broken or dangerous and never pick it up or touch the item.
- We never enter classrooms if a teacher is not present
- We are always punctual
- When we go from one building to another, we always go with a partner
- We never leave the school grounds without an adult during school hours
- Late arrivals must sign in the Late Arrival Book
- We always use the School Crossing when crossing the road
- We never walk through or play in the car park and other areas deemed out-of-bounds

Special Note: parents, guardians, (or persons nominated) must sign the Early Release/Sign In-Sign Out book at the office before collecting or returning their children during normal school hours.
CLASSROOM MANAGEMENT

Assertive Discipline is an appropriate form of Classroom Management.

The major emphasis of this program is that all children have the right to learn and teachers have the right to teach without interruption.

A classroom discipline plan consists of three parts:

1. Rules that students must follow at all times:
   - Classroom rules that will let students know what behaviours are expected in the classroom at all times, are chosen.
   - A limited number of rules are implemented.
   - Rules should apply at all times throughout the day or session.
   - Rules that apply to behaviour only are chosen.
   - Rules for a classroom discipline plan must not address academic or homework issues.
   - Students are involved in choosing some of the rules for their classroom.

2. Consequences that result when students choose not to follow the rules:
   - When disruptive behaviour occurs, it is dealt with calmly and quickly.
   - Consequences that students receive should they choose to disregard the rules of the classroom are in place.
   - Consequences are organised into a hierarchy that clearly spells out what will happen the first consequence should be a warning
   - Classroom detention of 15-minute duration is to be followed through by the teacher involved. All classroom detentions will be documented and recorded at the Office.
   - Parents and administrators should appear at the end of the hierarchy.
   - The hierarchy should include a Severe Clause for dealing immediately with severe misbehaviour.
   - The individual classroom behaviour management guidelines will be appropriate to the students’ age group and maturity level and will be endorsed by the Principal.
   - The Principal will keep a copy of each set of class guidelines on file.
   - The Class Rules and Consequences are to be displayed in each room along with the values.

3. Consequences that result when students choose to follow the rules:
   - The children are rewarded with verbal recognition, House points, stickers and star charts.
   - Whole class rewards are aimed at by the children e.g. marbles in a jar (when the jar is full, the children vote on a reward such as a class party, a video etc.)
   - Children are allowed free time at an activity or computer time.
   - The teacher takes the class for a game or extra sport.
PLAYGROUND MANAGEMENT

- The first step is a warning
- Walk with a yard duty teacher for up to fifteen minutes
- Sit on the time out seat at the front of the school for fifteen minutes.
- Send the student to the office or notify the office for assistance.

Raffle tickets will be given as a reward for displaying the school’s values in the playground. These tickets will enable students to select a small prize at assembly if their raffle ticket is drawn from the container.

All incidents in the yard need to be noted in the yard duty folder to allow for the tracking of trends and individual behavioural patterns.

All detentions recorded in the Detention Folder, kept in the Office, will be monitored by Administration and acted upon accordingly.

We believe that discipline means guiding the child towards self-control and self-direction. It can never be reduced to the mere enforcement of a set of rules.

Our role is not just curbing misbehaviour but as promoting constructive and positive behaviour.

We believe that all human beings – including teachers - have the right to be treated with respect and courtesy.

We see the development of a healthy self-concept in children as a major prerequisite for sound discipline.

We accept that a well-planned curriculum is a foundation for good classroom management.

We believe that constructive discipline grows out of a warm pupil-teacher relationship.

We accept responsibility, along with home and community, for helping our children develop socially acceptable behaviour.

We believe our values, developed through the collaboration of students, staff and parents, support the development of our students.
ANTI BULLYING BEHAVIOUR POLICY

Definition:
A person is bullied when they are intentionally exposed regularly and over time, to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Bullying is:
- Repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- May be physical, verbal or indirect/relational
- Conducted by a more powerful individual or group
- Against a less powerful individual who is unable to effectively resist

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying.

1. Rationale:
1.1 The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

2. Aims:
2.1 To reinforce within the school community what bullying is, and the fact that it is unacceptable.
2.2 Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
2.3 To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
2.4 To seek parental and peer-group support and co-operation at all times.

3. Implementation:
3.1 Parents, teachers, students and the community will be aware of the school’s position on bullying.
3.2 The school will adopt a four-phase approach to bullying.

A. Primary Prevention:
- Professional development for staff relating to bullying, harassment and the strategies that counter-acts them.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon twice annually.
- ‘You Can Do It!’ Program Achieve and friendly Schools and Families programs implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
• Junior School Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’.
• Electives and structured activities available to students at recess and lunch breaks.

B. Early Intervention:

• Promote children reporting bullying incidents involving themselves or others.
• Classroom teachers on a regular basis reminding students to report incidents, and that reporting are not dobbing.
• Parents are encouraged to contact school if they become aware of a problem.
• Green Bench – a designated safe and quiet place for children to access at recess and lunch times.
• Public recognition and reward for positive behaviour and resolution of problems.
• School Council will be informed of all bullying incidents.

C. Intervention:

• Those identified through the Bullying Survey will be counselled.
• Once identified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying, will be fully investigated and documented.
• Both bully and victim offered counselling and support.
• If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct.

D. Post Violation:

• Consequences may involve: -
  - Exclusion from class.
  - Exclusion from yard.
  - In-school suspension.
  - Withdrawal of privileges.
  - Ongoing counselling from appropriate agency for both victim and bully.
  - Ongoing monitoring of identified bullies.
  - Rewards for positive behaviour.

4. Evaluation:

This policy will be reviewed with student, parent and community input as part of the school’s three-year review.
UNIFORM POLICY

1. **Rationale:**
1.1 The uniform policy reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the uniform policy.

2. **Aims:**
2.1 To promote equality amongst all students.
2.2 To further develop a sense of pride in, and identification with our school.
2.3 To provide durable clothing that is cost effective and practical for our school environment.
2.4 To maintain and enhance the positive image of the school in the community.

3. **Implementation:**
3.1 The uniform policy applies during school hours, while travelling to and from school, and when students are on school excursions. Summer and winter uniforms, as well as sports uniforms will be prescribed, and are required to be worn.
3.2 The only headwear that is acceptable is Sunsmart hats consistent with our Sunsmart policy. They must be worn outside in terms 1 & 4. Hats are not to be worn inside.
3.3 Good quality second hand uniforms will be available for sale to parents at a very reasonable price.
3.4 The uniform policy, including details of uniform items and places of purchase, will be published in the newsletter at the start of each year.
3.5 School Council requires the Principal be responsible for implementation of the uniform policy, in a manner consistent with the Student Code of Conduct.
3.6 Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship.
3.7 Parents seeking exemptions to the uniform policy due to religious beliefs, ethnic or cultural background, student disability, health condition or other grounds, must consult the Principal.
3.8 Uniform items will be available for purchase from Primary School Wear. Identical items in the Royal Blue that are available from other outlets are acceptable.

**Unisex Core Uniform Items**
- Royal blue short sleeve polo shirt with school logo
- Royal blue crew neck windcheater with school logo
- Royal blue bomber jacket with school logo
- Royal blue polar fleece vest
- Royal blue polar fleece jacket
- Royal blue long sleeve polo shirt with school logo
- Grade Six windcheater (special orders made each year)
- Royal blue long gabardine pants
- Royal blue track pants
- Blue Raincoat
- Kingston Heath School Bag
- Royal blue slouch hat with white logo
- Socks – white or blue (no patterns or lace)
Core Uniform Items for Boys
- Royal blue rugby shorts
- Royal blue gabardine shorts with zip pocket

Core Uniform Items for Girls
- Girls Summer Dress to be worn with white socks (no leggings or stockings).
- Girls Winter Tunic to be worn with white long sleeve shirt or white or red skivvy and plain red, white or navy blue stockings or socks.
- Royal blue Bootleg pants
- Royal Blue Skort, Culotte

Sports Uniform
The sports uniform is available to students in Years 4 to 6 and can be worn only on Fridays and days where students are representing the school at sporting events.
Sports Uniform:
- KHPS Sports T-shirt (special orders made each year)
- Royal Blue shorts
- Royal Blue Airflow material shorts (special orders made each year)

Shoes
- Students are to wear plain black leather shoes, boots or plain black sport shoes. The shoes must be plain and without coloured patterns or logos. The laces must be black.
- Students are able to wear runners on sports days.
- All shoes must have a closed toe and must be worn with socks or stockings.

Acceptable school shoe examples:

Jewellery and Accessories
- Jewellery is to be limited to a watch and studs or sleepers. Due to safety reasons other forms of earrings are not acceptable.

Hairstyles
- Neat and Tidy, no extreme styles.
- For health reasons long hair must be tied back.
- Hair accessories must be red, white, blue or black.

Evaluation:
4.1 This policy will be reviewed as part of the school’s three-year review cycle.