Glenroy West Primary School

INSPIRE GROW ACHIEVE

PARENT INFORMATION HANDBOOK - 2017

Principal: Mrs Pamela Streete
Assistant Principal: Mrs Emma Fuller

Excellence - Respect - Cooperation - Responsibility

Glenroy West Primary School
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Dear Parents and Families,

Welcome to Glenroy West Primary School. We thank you for choosing our school and entrusting your child’s education to us. We are committed to providing a supportive and positive learning environment and am sure that your time with us will be a happy one and that your child will prosper from the level of education gained at Glenroy West Primary School.

The Prep Orientation program provides an excellent introduction to our school for your child and yourself. For the children it provides an opportunity for them to become familiar and comfortable with the school surroundings and personnel before actually beginning. For the parents it provides an opportunity for them to get to know more about school in the new millennium and how Glenroy West Primary School operates.

Glenroy West Primary School believes the education process is a joint responsibility of the school and home and seeks to involve parents in their child’s educational program. Each child will progress developmentally according to his or her interest in learning, ability and potential to learn and the encouragement, support and assistance provided by teachers and families. There is no limit to the learning of each child as he or she can continue to develop at an individual rate.

In this booklet is some information about the school including school routines so that you can become familiar with what goes on in the school. There is also information about opportunities available to take part in some component of school life.

As Principal I am available to assist both you and your child with any problems you may have. Our school strives to provide a quality education to each child. We value the assistance families can provide in ensuring our school continues to maintain the highest possible standard for each and every one of its students. We look forward to a happy and successful transition to school.

Pamela Streete
Principal
SCHOOL STRATEGIC PLAN (2017 –2021)

SCHOOL DIRECTIONS

In 2016, our school underwent a school review, as all schools are required to do every four years. Exciting times are ahead for Glenroy West Primary School as we continue to work hard in ensuring that we provide the best learning experiences possible for our students.

Glenroy West Primary School K- 6 aspires to create a challenging learning environment that will develop young people with active minds and ethical spirits who will be able to contribute compassion, empathy, integrity and leadership in a local and global society.

Intent, Rationale & Focus:

Intent: To improve the learning growth of every student in literacy and numeracy across the school.
Rationale: If the capacity of leaders, teachers and teams is built to effectively implement research based high impact teaching and learning practices then student learning growth and achievement will improve.
Focus: Excellence in teaching and learning - building practice excellence

Intent: To ensure student engagement and ownership in their learning.
Rationale: If there is a consistent whole school approach to goal setting, assessment, monitoring and feedback for students and teachers, then student engagement and ownership in learning will improve. If a student’s attendance at school improves then student learning and engagement will be enhanced.
Focus: Positive climate for learning - setting expectations and promoting inclusion: intellectual engagement and self-awareness.

Intent: To provide opportunities to maximise student participation in learning to develop a sense of belonging and self-worth.
Rationale: If the school builds strong partnerships with families and the local community then students’ sense of belonging and participation
Focus: Community engagement in learning - building communities.
OUR MISSION STATEMENT

Glenroy West Primary School K-6 has high expectations of all students. We encourage them to strive to achieve their greatest potential and to make a positive contribution to a diverse global society.

In embracing the school motto ‘Inspire, Grow, Achieve’ we will develop creativity and innovation and encourage all students to reach their intellectual and physical capabilities through their actions. We will provide a challenging education in a safe, supportive environment.

We will strive to build positive relationships within a learning and inclusive school community in order to achieve the best possible educational experience for each student.

Our ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.

CREATING A POSITIVE LEARNING CULTURE

At Glenroy West, we are committed to establishing a positive learning environment that focuses on our core values: Excellence, Respect, Integrity, Communication, Responsibility and Cooperation. We do this by teaching, modelling and practicing the behaviours that we expect and by acknowledging our students when they show the expected behaviour both in the classroom and in the yard.

PERSONALISED LEARNING AT GLENROY WEST

Glenroy Primary School prides itself on its whole school approach to teaching to support its students to become 21st Century learners ready to take on the world. Our teaching approach is based on the principles of Personalised Learning and incorporates an agreed whole school teaching approach in the following:

• A consistent Literacy program across the school
• A consistent Numeracy program across the school
• The Primary Years Programme that is based on inquiry – see Learner Profile.

Our teachers are committed to achieving these learner dispositions for our students. Our approach to teaching is based on teachers empowering students to take responsibility for their own learning. This approach focuses on knowing the learning strengths of each child and building on those strengths to help create learners who are:

• Confident learners who can work independently
• Creative thinkers
• Able to work in groups and take on other ideas
• Strong communicators who can talk about their learning
• Passionate about learning and motivated to learn

In our classrooms, you will see that the teacher takes on more of a role in supporting students to learn and teaching them to become independent learners and thinkers. The person doing the talking is the person doing the learning.
SCHOOL ORGANISATION

TERM DATES 2017

Term 1:  
30 January (school teachers start) to 31 March *
31 January – Foundation - 6 students commence

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 will be determined by us and parents will be notified in a timely manner.

SCHOOL HOURS

<table>
<thead>
<tr>
<th>8.50am – 11:00 am</th>
<th>Morning session</th>
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<tbody>
<tr>
<td>11:00am – 11:10 am</td>
<td>Lunch is eaten in classrooms</td>
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<tr>
<td>11:10am – 11:40 am</td>
<td>Recess break</td>
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<tr>
<td>11:40am – 1.40 pm</td>
<td>Middle session</td>
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<tr>
<td>1.40pm – 1:45 pm</td>
<td>Snack is eaten in classrooms</td>
</tr>
<tr>
<td>1:45pm – 2:15 pm</td>
<td>Recess break</td>
</tr>
<tr>
<td>2:15 pm – 3:15pm</td>
<td>Afternoon session</td>
</tr>
</tbody>
</table>

Please note that on the last day of the first three terms, the day finishes one hour earlier at 2:15pm and on the last day of the year two hours earlier at 1:15 pm.

PUBLIC HOLIDAYS - 2017

| Labour Day | Monday 13 March |
| Good Friday | 14 April (In holidays) |
| ANZAC Day | Tuesday 25 April |
| Queen’s Birthday | Monday 12 June |
| Melbourne Cup Day | Tuesday 7 November |

Other Dates of Interest

- Mother’s Day - 14 May
- Father’s Day - 3 September
- Grade 3-6 Camp – Manyung – 11th – 13th September
- School Photos - 6 June
Term holidays in the following year.

2018

Term 1: 29 January (school teachers start) to 29 March
Term 2: 16 April to 29 June
Term 3: 16 July to 21 September
Term 4: 8 October to 21 December
About Glenroy West Primary School

Glenroy West Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student’s self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

Glenroy West Primary School has over 220 children, approximately 20 staff (teaching and non-teaching). Our school features a design of permanent classrooms, a new learning community, an administration wing, art and library wing and a hall centre. Our school facilities include a music room, Indonesian room, library, classroom laptops and desktops computers and a fully equipped canteen area. We also have an excellent outdoor play and learning facility, called ‘Rainbow Land.’

Glenroy is a multicultural community with children coming from at least 60 different countries. We value and promote international mindedness throughout our school programs.

Great emphasis is placed on creating a caring environment for students, staff and parents by

- encouraging open communication
- building links between home and school
- developing a school culture that promotes equity for all members
- fostering mutual respect
- promoting self-esteem
- seeking community opinion
- promoting personal qualities of honesty, thoughtfulness, politeness and consideration for others

Our aim is to adopt a “forward thinking” approach to curriculum development and delivery through the Primary Years Programme so that our students will be engaged in a curriculum that prepares them for their future. We design curriculum so that learning is engaging, relevant, challenging and significant. We emphasize personalised learning and goal setting.

Our staff offers a wide range of expertise and a diversity of skills in curriculum. We offer a comprehensive curriculum which includes English, Maths, Science, Humanities, Health, Physical Education, Visual and Performing Arts, Indonesian, Library, an Oral Language Program, English as an Additional Language and Information and Computer Technology. Specialist teachers provide programs in the areas of Visual Arts, Performing Arts, Physical Education and Indonesian.

To enhance students’ learning to their full potential we offer the following programs -

- literacy and numeracy throughout the school using a staff coaching/mentoring system
- inquiry learning which incorporates Creative thinking, Philosophy, De Bono’s Thinking Hats, Graphic Organisers, Multiple Intelligences
- Peer Buddies and support program
- a differentiated curriculum through personalised learning and goal setting
- camping program
- access for all through a network computer system and wide range of ICT tools

The school community continues to promote a Sun Smart policy and provide large shade areas for children. Plantings continues to be undertaken to ensure the provision of shade protection with shade/sails areas.
School Profile

Glenroy West Primary School was established in 1958 in the northern residential suburb of Glenroy now within the City of Moreland. The school has a current enrolment of around 235 students and services a community from diverse socio-economic and ethnic backgrounds. A strong sense of community is promoted, characterised by the school’s friendly, welcoming and caring environment.

At Glenroy West K-6 we emphasize:

- Providing a safe and secure environment – we promote ourselves as a ‘Child Safe’ Kindergarten and school
- School and home working in partnership
- Developing each child’s potential
- Developing positive attitudes to learning, school life and self
- Providing professional development for all staff (teaching and non-teaching)
- Striving for excellence through achievement
- Enhancing academic programs
- Fostering co-operation, through responsible behaviour and self-discipline
- Fostering independence as the students progress through the school
- Consistent classroom and yard play rules and consequences
- Involving parents in classroom programs and co-curricular activities.

Our school has a strong tradition of staff responsibility for input into program planning and curriculum development through area planning teams. A balanced and sequential curriculum with well-developed policies and programs is implemented based on the Australian National Curriculum and Victorian Essential Learning Standards. Student assessment and reporting to parents is based on these learning outcomes.

An integrated approach to curriculum planning and learning places emphasis on the acquisition of literacy and numeracy skills as current DET (Department of Education and Training) priority programs. The school provides appropriate learning experiences in Health and Physical Education, Science, Information Communication and Technology, Integrated Curriculum and Studies of the Environment, Performing Arts and Visual Arts, Inquiry Learning (Primary Years Program-PYP) and our Language Other Than English being Indonesian.

IB Mission

In being an IB Primary Years Program-PYP Candidate School, Glenroy West Primary School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

We aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Primary Years Programme (PYP)

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the Middle Years Programme.
Glenroy West Primary School – School Values

A Profile for Living in the 21st Century

To achieve an international education we work together as teachers and students to embrace and develop in each other the qualities in the student profile. As a community of learners, we welcome the future challenges of the 21st Century by developing in each of our students here at Glenroy West Primary School the capacity and ability to be:

<table>
<thead>
<tr>
<th>Value of being...</th>
<th>What our students will demonstrate....</th>
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<tbody>
<tr>
<td>Inquirers</td>
<td>Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.</td>
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<tr>
<td>Communicators</td>
<td>They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.</td>
</tr>
<tr>
<td>Risk-Takers</td>
<td>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.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>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.</td>
</tr>
<tr>
<td>Principled</td>
<td>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.</td>
</tr>
<tr>
<td>Caring</td>
<td>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.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>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.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
</tr>
<tr>
<td>Reflective</td>
<td>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.</td>
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Making the PYP Happen, IBO 2000

Students develop the attributes and dispositions of this profile through engagement in structured inquiry, which brings together five essential elements of curriculum: concepts, knowledge, skills, attitudes and actions. The inquiry provides the aims for the curriculum and focuses our attention on the fact that student learning is what schools are about. At Glenroy West Ps, we want our students to leave school with a passion to question and with the knowledge to learn where and how information can be found.
**Primary Years Programme curriculum framework**

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes.

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**Six transdisciplinary themes**

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

- **Who we are**
  Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **Where we are in place and time**
  Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves**
  Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the world works**
  Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **How we organize ourselves**
  Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **Sharing the planet**
  Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 5 engage with four of the themes each year).

In addition all PYP students have the opportunity to learn more than one language from the age of seven. These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realise that that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

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### What is the Primary Years Programme at Glenroy West Primary School?

We are very proud to be implementing the International Baccalaureate (IB) Primary Years Programme (PYP) at Glenroy West Primary School. Developed by a team of international educators, the Primary Years Programme forms part of the International Baccalaureate Organisation. The PYP draws upon best research and practice from a range of national systems to create a relevant and engaging educational framework for all children. It is a comprehensive, transdisciplinary approach to teaching and learning with an international curriculum model that provides:

- guidelines for what students should know
- a teaching methodology
- assessment strategies

The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic progress.

**International Mindedness**

Internationalism in education is about helping our school community to appreciate their own diversity so they can use this understanding to create a better world. We want our children not to be surprised by the complexity of today’s world; we want them to be ready for the challenges offered.

Beyond intellectual rigor and high academic expectations, strong emphasis is placed on the ideals of international understandings and responsible citizenship at Glenroy West Primary School. Today’s children
need to have an appreciation of the perspectives of people from other cultures, regions and nations. We aim to support the children in acquiring this knowledge and understanding by exploring other cultures. Our teachers encourage students to recognise that for any question or issue, there will different points of view. By sharing experiences, students are able to explore common ground and appreciate differences and other perspectives.

**Learner Profile**

International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The learner profile consists of the learner outcomes for the program. They are a set of ideals to define the type of learner we hope to develop.

<table>
<thead>
<tr>
<th>Balanced</th>
<th>Knowledgeable</th>
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<tbody>
<tr>
<td><img src="image" alt="Balanced" /></td>
<td><img src="image" alt="Knowledgeable" /></td>
</tr>
<tr>
<td>I am healthy and I take good care of myself.</td>
<td>I am learning about myself and the world around me</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Caring</th>
<th>Open-minded</th>
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<tbody>
<tr>
<td><img src="image" alt="Caring" /></td>
<td><img src="image" alt="Open-minded" /></td>
</tr>
<tr>
<td>I care about others.</td>
<td>I listen to others and understand how they think.</td>
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<table>
<thead>
<tr>
<th>Communicator</th>
<th>Risk-taker</th>
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<tbody>
<tr>
<td><img src="image" alt="Communicator" /></td>
<td><img src="image" alt="Risk-taker" /></td>
</tr>
<tr>
<td>I use my words to share my thinking. I listen to my friends.</td>
<td>I try new things and I’m not afraid to make mistakes</td>
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<table>
<thead>
<tr>
<th>Inquirer</th>
<th>Principled</th>
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<tbody>
<tr>
<td><img src="image" alt="Inquirer" /></td>
<td><img src="image" alt="Principled" /></td>
</tr>
<tr>
<td>I am curious and I ask questions.</td>
<td>I am a good friend and I do the right thing.</td>
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<table>
<thead>
<tr>
<th>Thinker</th>
<th>Reflective</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Thinker" /></td>
<td><img src="image" alt="Reflective" /></td>
</tr>
<tr>
<td>I use my brain to think and ask questions.</td>
<td>I think about my learning.</td>
</tr>
</tbody>
</table>
What will my child be learning?

Through the PYP at Glenroy West Primary School your child will:

- develop an understanding of important concepts
- conduct research through inquiry that has local and global relevance
- acquire a broad range of essential skills
- develop positive attitudes towards others
- have the opportunity to take responsible and positive social action

Six organising themes that have significance for all students in all cultures provide the framework for the exploration of knowledge. Students explore all subject areas through these themes.

Your child will develop a deep insight into:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Program of Inquiry

At Glenroy West Primary School teachers plan Units of Inquiry that are significant, relevant, engaging and challenging. This is so that the children can reflect and make connections between what happens at school, what happens in their homes and what is happening in the world. Learning is connected to life.

Through the six organising themes, the curriculum incorporates five essential elements: Concepts, Knowledge, Skills, Attitudes and Action.

What will my child be understanding?

- Concepts
  Eight broad concepts and powerful ideas propel the research units, called Units of Inquiry
  - Form: What is it like?
  - Function: How does it work?
  - Causation: Why is it like it is?
  - Change: How is it changing?
  - Connection: How is it connected to things?
  - Perspective: What are the points of view?
  - Responsibility: What is our responsibility?
  - Reflection: How do we know?

What will my child know about?

2. Knowledge
The PYP identifies a body of significant knowledge for all students in all cultures across six principle domains. These areas of knowledge have significance for all students; all cultures:

- Languages
- Science and Technology
- Mathematics
- Social Studies
What will my child be able to do?

3. **Skills**
There are five sets of skills that are acquired throughout all disciplines in the PYP programme:
- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self-management skills

What will my child value?

4. **Attitudes**
Attitudes matter. The PYP encourages the development of positive attitudes towards people, the environment and learning. The PYP promotes and fosters a set of attitudes that includes:
- Tolerance
- Respect
- Integrity
- Independence
- Enthusiasm
- Empathy
- Curiosity
- Creativity
- Co-operation
- Confidence
- Commitment
- Appreciation

How will my child act?

5. **Action**
Encouraging students to take positive social action is an important part of the PYP. Glenroy West students are taught to reflect, choose and act responsibly within the community.
How best will my child learn?

At the heart of the PYP at Glenroy West is a commitment to structured inquiry as a vehicle for learning.

Inquiry:-

- is constructed research
- invites children to investigate by formulating their own questions, look at the means available to find answers and research, observe and develop responses
- is a commitment to relevance and quality rather than quantity
- is exploring, wondering, wandering, questioning, researching, seeking answers, forming opinions, problem-solving and critical
- is learners constructing meaning: deep learning is more likely to occur when children are actively engaged in constructing knowledge within the context of their own experiences and range of understanding
- understands that skills are more readily mastered when they are introduced in a meaningful context and reinforced through an individualised, sequential and integrated curriculum
- understands that children learn best when they are empowered to take charge of aspects of their learning environment
- Students play a key role in posing questions and constructing the learning experiences.
- Teachers and students build shared investigations, ensuring that the process is as important as the end result.

How will I know how my child is going?

Assessment is integral to all teaching and learning.

The PYP at Glenroy West requires valid and varied forms of assessment

The PYP values assessment that is ongoing, authentic and relevant, that is embedded in and derived from learning episodes, and that has a real audience and purpose

At Glenroy West both teachers and students are involved in reflection and assessment of student progress using many different assessment strategies

At Glenroy West reporting to parents involves a combination of conferences with you, your child and teacher, interviews and portfolios.

Benefits of the PYP at Glenroy West

- Glenroy West Primary School students are nurtured to develop as well-rounded individuals with an international outlook
- Glenroy West Primary School students are given some ownership of the learning process, encouraged to participate actively in their own education, set personal goals and perform self-evaluation
- Glenroy West Primary School Programme of Inquiry is made up of trans-disciplinary units developed around six organising themes that help us understand ourselves and our world
- Glenroy West Primary School students are encouraged to take constructive action in their communities
- Glenroy West Primary School students respond to the high standards and high expectations of the PYP
- The PYP at Glenroy West provides opportunities to include parents and other members of the community in learning
- The PYP at Glenroy West is part of the international programme of the IB and provides a common framework for schools and students around the world.
Our Curriculum

The Victorian Curriculum is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

The Victorian Curriculum incorporates F–10 for English, Mathematics, History and Science within the curriculum framework.

The Victorian Curriculum is a whole school curriculum framework which has three interwoven purposes:

To equip students with capacities to:

- manage themselves and their relations with others
- understand the world and act effectively in that world
- prepare themselves for success in education, work and life

These purposes are achieved through the three illustrated core, interrelated strands.

The Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning strands are entwined with each other and detail the knowledge, skills and behaviours required by students if they are to achieve the three purposes.

The strands are to be applied across the three stages of learning: Years Prep – 4 (Laying the foundations), Years 5 - 8 (Building breadth and depth) and Years 9 and 10 (Developing pathways).

Each school has the responsibility of designing a curriculum, using the three strands, to enable all students to achieve the essential state-wide learning standards.

The Australian Victorian Essential Learning Standards provide an approach to curriculum from Prep to Year 10 for all Victorian Schools. The Standards outline what is important for students to learn and develop during their time at school. They are designed to encourage deep understanding of essential knowledge, skills and behaviours. The Standards are also used to plan student learning, assess student progress and report to parents.

Students continue to develop knowledge and understanding in the traditional subject areas, such as English, Science, Mathematics, Humanities, Languages and The Arts. These traditional areas are closely linked to other key learning areas of physical, personal and social skills development and the ability to apply knowledge to the real world such as building social relationships, developing thinking skills and communication.

The Standards aim to meet the challenges of preparing young people for a world in which knowledge is highly valued and constantly changing, a world in which work, society, community and personal relationships are subject to increasingly complex pressures. Young people need a broad range of knowledge and social, personal and thinking skills to be successful.

Assessment -Testing Program

- Pre and post-tests such as; ‘What do you know? What do you want to know? What did you learn?’ are undertaken with students for teachers to use this information about the students’ knowledge, skills and behaviours to inform their teaching and assessment.
- A variety of tools and tests are used by teachers for observing, recording and analysing a student’s abilities in order to inform future teaching. These include: Standardised and diagnostic tests, as well as observational surveys
- Appointments and informal meetings are requested when necessary and formal interviews are conducted half yearly
- Written reports are provided to parents twice a year at mid-year and end of year
- Individual Learning Improvement Plans (ILP’s) have a specific focus and are a record of what is being done to assist students requiring additional assistance to achieve short and long term learning goals. Parents are notified and are asked to be supportive of the goals at home. Individual Learning Plans are signed off when the goal has been achieved.

**Student Portfolios**

Portfolios are a collection of evidence to demonstrate individual student growth and development using:

- work samples and tests that are completed each term
- samples from a variety of The Victorian Curriculum Domains, Dimensions and specialist programs
- student learning goals - each child records their personal aims for the year
- Student self-assessment may include such things as; handwriting expectations, spelling, record chart of results
- Peer assessments, reports

**Catering for individual learning needs**

All Glenroy West teachers have been trained in programs which identify and support the wide spectrum of student talent and abilities. Additional programs include:

- Excursions and visiting programs are offered on a regular basis and are linked to the current unit of study
- School camp - begins with a Year 2 sleep over to prepare children for the Year 3 - 6 camping experiences
- Lunchtime clubs such as chess, choir, Scratch etc.
- After school homework club

Other enrichment opportunities include:

- School Concerts
- Instrumental Music Program
- Involvement in external competitions e.g. ICAS NSW Testing
The Oral Language Program at Glenroy West Primary School

Oral language is the foundation for student learning. It is essential for literacy learning, and successful use of language is critical for students’ wellbeing. Almost all classroom-based learning relies on oral language. The main components for the oral language skill set at our school, include 20 minute intense rotational activities throughout the week. These activities focus on the transdisciplinary theme of the Primary Years Program.

The rotations are based on:-

1. **Word knowledge** – vocabulary and writing
2. **Sentence structure** – grammar
3. **Language understanding** – semantic and comprehension ability
4. **Structured thinking** – elaborate, organise and sequence thoughts

Students vary in their ability to use their existing language in order to learn. The level of oral language knowledge and competency of some students is substantially different from the demands of the curriculum.

An explicit oral language program acknowledges that the ‘Speaking & Listening’ dimension of the English Domain requires further elaboration for those students with oral language difficulties, or gaps in language knowledge, skills and practice.

The implementation of a Language Support Program for students with language difficulties can lead to enhanced student learning in:

- listening comprehension
- expressive language and vocabulary
- phonological and grammatical knowledge
- social language skills
- using language to learn and to communicate effectively
- storage and retrieval of information in and from long-term memory
- perception and attention to spoken language
- being more confident and diverse in their thinking and questioning during class discussions
- improved student outcomes and attitudes towards speaking and listening tasks throughout our daily curriculum delivery
- improved student motivation toward tasks; student interest is monitored.

**The aim of our Oral Language Program is to develop effective communication**

Effective communication can be achieved by focusing on activities based on purposeful language interactions. Purposeful talk is one of the major means through which children construct and refine their understandings of language. Talk should underpin all language activities.

**Language of Social Interaction**

Language plays a vital role in the social development of children as they speak and listen to gain an understanding of themselves and others. Children use language to explore relationships, develop communication skills and gain an understanding of how their world functions. At Glenroy West Primary School, we will ensure the classroom will continue to provide an environment in which children are encouraged to establish friendships, talk, share materials and ideas, and show respect and consideration for others.

The Oral Language Program at Glenroy West Primary School

**Language and Literacy**

The conditions that encourage children to speak and listen also provide a solid foundation for the development of reading and writing skills. Children need to use oral language to develop their powers of reasoning and observation, prediction, sequencing and other skills connected with reading. They also need to develop an awareness of the connections between oral and written language, i.e. that speech can be written down and read back.
Language and Thinking
Children need to use language to reflect on experiences, predict outcomes and solve problems. They often talk to themselves (aloud or sub-vocally) as they discuss plans and intentions, consider alternative courses of action or make decisions. They constantly question as they search for reasons, causes and outcomes.

Speech Development
As children practice the sounds, rhythms, words and structures of the English language, they over-generalise rules, make approximations and gradually modify and refine their understandings of grammar. Practicing and experimenting with sound and language patterns is a natural part of language development. Occasions will arise, however, when it is appropriate to intervene to model particular features of children’s speech, e.g. pronunciation, syntax or word usage.

Numeracy at Glenroy West Primary School

Early Years
Overall expectations
- **Data handling**: Children will sort real objects.
- **Measurement**: Children will identify and compare real objects. They will use comparative language e.g. bigger, smaller, same, and different
- **Shape and space**: Children will sort, describe and compare 3-D shapes. Children will begin to use positional language e.g. in front, behind, under,
- **Patterns**: Children will find, describe and create simple patterns in their world.
- **Number**: Children will be aware of number and attempt to count groups of objects.

Helping Children Learn at Home: Tips for Young Children

Choose toys that help your child learn. Young children learn about the world primarily by playing. As a result, they need toys that encourage them to imagine and explore. Toys do not have to be expensive, but they should be simple, safe, and long-lasting. Some ideas for toys include:
- **Balls.** They can be bounced, rolled, thrown in the air, the grass, or the sidewalk. Which bounces the highest? Lowest? Which ones sink in water? Which ones float?
- **Blocks.** Building blocks can be a great math and science toy because they help children learn about engineering and geometry. You can either buy a set of wooden, plastic, or cardboard blocks, or you can make your own out of egg cartons, cereal boxes, or wood scraps. For young children, make sure the blocks are big enough to handle easily and keep out of mouths. Have enough blocks in different shapes and sizes to build unusual structures. Have children paint the blocks in bright colours.
- **Puzzles.** Puzzles help children learn to solve problems as well as learning about shapes, sizes, and colours. For toddlers, make sure the puzzle has some large pieces. You can make your own puzzle by pasting a magazine picture onto a piece of cardboard, then cutting it into large pieces. Or make a puzzle from one of your child’s drawings. As children get older, they can do more difficult puzzles.
- **Plant a garden with your child** is a great family activity. It has a season of math and science lessons in it. Measure the space or container, determine where the plants will get sunlight, find out how much seeds will cost, count the seeds, measure the rows, watch the plants grow and chart their growth, pick vegetables, look for insects, and learn what plants need to be healthy.
- **Read to your child.** Read books aloud every day. Look at picture books and talk about what you see. Alphabet and counting books are always popular, and you will experience a sense of pride as you watch your children learn. Plan a regular time to go to the school library, public library or bookmobile. Enlist brothers, sisters, aunts, uncles, and grandparents to help read stories. Have your child read to you if he wants to or tell you a story based on the pictures in the book. Remember that it does not matter if you read in English, Spanish, or Chinese as long as you help your child develop a reading habit.
Monitor TV watching. Turn off the TV and limit viewing. Too much TV viewing takes time away from other activities. Many experts have shown that children who do things other than watch TV usually do better in Maths and Science in school. When you do let your child watch TV, look for high-quality educational programs, and watch and discuss programs with your child to help build a habit of critical reflection.

Understanding Numbers- Count everything! Count toys, kitchen utensils, and items of clothing as they come out of the dryer. Help your child count by pointing to and moving the objects as you say each number out loud.

Sing counting songs and read counting books. Every culture has counting songs, such as "One, Two, Buckle My Shoe" and "Ten Little Monkeys", which make learning to count – both forwards and backwards – fun for children. Counting books also capture children’s imagination, by using pictures of interesting things to count and to add.

Discover the many ways in which numbers are used inside and outside your home. Take your child on a "number hunt" in your home or neighbourhood. Point out how numbers are used on the television set, the microwave, and the telephone. Spot numbers in books and newspapers. Look for numbers on signs in your neighbourhood. Encourage your child to tell you whenever he or she discovers a new way in which numbers are used.

Ask your child to help you solve everyday number problems. "We need six tomatoes to make our sauce for dinner, and we have only two. How many more do we need to buy?" "You have two pillows in your room and your sister has two pillows in her room. How many pillowcases do I need to wash?" "Two guests are coming to eat dinner with us. How many plates will we need?"

Measure items found around the house. Have your child find objects that are longer or shorter than a shoe or a string or a ruler. Together, use a shoe to measure the length of a floor mat. Fill different containers with sand in a sandbox or with water in the bath, and see which containers hold more and which hold less.

Estimate everything! Estimate the number of steps from your front door to the edge of your yard, then walk with your child to find out how many there really are, counting steps as you go. Estimate how many cartons of milk your family will need for the week. At the end of the week, count up the number of cartons you actually used. Estimate the time needed for a trip. If the trip is expected to take 25 minutes, when do you have to leave? Have your child count the number of stars he or she can draw in a minute. Ask if the total is more or less than your child thought it would be.

Compare and organize household items. Take cereal boxes or cans of vegetables from the cupboard and have your child line them up from tallest to shortest.

Talk about time. Ask your child to check the time on the clock when he or she goes to school, eats meals, and goes to bed. Together, look up the time of a television program your child wants to watch. Record on a calendar the time of your child’s favourite away-from home activity.

Keep a record of the daily temperature outside and of your child’s outdoor activities. After a few weeks, ask your child to look at the record and see how the temperature affected his or her activities.

Identify shapes and sizes. When playing with your child, identify things by their shape and size: "Pass me a sugar cube." "Take the largest cereal box out of the cupboard." Hide a toy and use directional language to help your child find it. Give clues using words and phrases such as up, down, over, under, between, through, and on top of. Play "I Spy", looking for different shapes. "I spy something that is round." "I spy something that is rectangular." "I spy something that looks like a cone."

Ask your child to draw a picture of your street, neighbourhood, or town. Talk about where your home is in relation to a neighbour’s home or the corner store. Use directional words and phrases like beside and to the right of.

Go on a "shape hunt". Have your child look for as many circles, squares, triangles, and rectangles as he or she can find in the home or outside. Do the same with three dimensional objects like cubes, cones, spheres, and cylinders. Point out that street signs come in different shapes and that a pop can is like a cylinder.

Families can help by:

- Responding to children’s ideas by...
listening to, and talking with them about the number, shape and size of things in, for example, games, constructions, drawings, rhymes and stories
• asking questions
• Looking for opportunities where children can...
• sort, organise and count collections of things like: clothes, toys, books, shells, rocks, birthday candles
• choose from a variety of materials of different shapes and sizes to use for play and solving problems
• Play games in the car such as: Let’s count all the blue cars we see on our way to ....
• When your child asks: How long will it take to get there? You can respond with: It will take about the same time as it takes to......get to school, watch Playschool etc.
• Stopping at a service station ask: How many ice-creams will we need to buy? Do we have enough money to pay for them? How much does the petrol cost here?
• When going for a walk point out house numbers and ask your child: What number do you think the next house will be? Will it be an odd or even number?
• When deciding what to wear, talk about the weather. Ask: Is it likely to rain today?
• When playing computer games ask: How did you know which way to go?
• When talking about TV programs ask: What is the time? What time does the program start? Do we have enough time to read this book before it begins?
• When preparing a meal involve your child in deciding how much food to prepare for the whole family. You can ask: Are there enough for us to have one each?
• When young children play with their calculator they learn to recognise the numbers on the keys. They notice that when they press a number it will show on the screen.
• Children enter numbers such as their age, telephone number, big numbers like one million and ‘blast off’ numbers (counting down from 10 to 0).

Families can help by:

• Using the calculator to explore number
  I. To count by 1s press
  II. Try this with your child and see the numbers ‘grow’ on the screen. Ask your child to stop and predict which number comes next. Check to find out.
  III. Ask your child to say the numbers as they show on the screen. Some children enjoy writing the numbers down a long strip of paper.
• Count the number of eyes in the family by 1s, by 2s.
• Include your child in activities that involve measurements. Have your child measure the ingredients in a recipe, or the length of a bookshelf you plan to build.
• Collect small jars and containers of different sizes and shapes. Ask your child to sort them from smallest to largest capacity. Check by filling the ‘smallest’ with uncooked rice. If it really is the smallest, the rice should fit into the next container. If so, add more rice and pour it into the next container. Continue this process to check the ordering of the containers. Discuss why the tallest container may not hold the most.
• Explore patterns created by numbers. Write the numbers from 1 to 100 in rows of 10 (1 to 10 in the first row, 11 to 20 in the second row, and so on). Note the patterns that you see when you look up and down, across, or diagonally. Pick out all the numbers that contain a 2 or a 7.
• Encourage your child to use money. Support your child’s efforts to calculate change.
• Discuss with your child how to use the telephone book. Write a list of people from the family, school and community, together with their telephone numbers and addresses.

Where can I get help?
Many people are willing to support you in helping your child learn Maths and there are also many resources available.

• Your Child’s Teacher
• Your child’s teacher can provide advice about helping your child with math. Here are some topics you could discuss with the teacher:
  i. your child’s level of performance in math
ii. the goals your child is working towards in math and how you can support your child in achieving them

iii. strategies you can use to assist your child in areas that he or she finds difficult activities to work on at home with your child other resources, such as books, games, and websites

**Tips for parents:**

- Get involved - be proactive about your child’s numeracy
- Be positive - avoid imparting your fear of mathematics onto your children
- Show your child how mathematics applies to real-life situations
- Encourage children to take part in activities that use their mathematics skills like grocery shopping within a budget or measuring materials for craft activities
- Get a list or poster of multiplication tables at home
- Remain calm when helping with homework - play some classical music in the background if it helps your child and take a break when it gets frustrating for both parent and child
- Talk to the teacher to clarify teaching methods if your child says "we don’t do it this way in class"
- Use mathematics on the weekend - if you are planning a visit to a number of theme parks, ask your child to work out which is better value for money.

At Glenroy West Primary School....

All students have the right to come to school to learn and play in a happy, safe environment. Rights are never enjoyed automatically. To enjoy these rights we must take into account our responsibilities.

**STUDENTS’ RESPONSIBILITIES**

1. To not put themselves down; to be confident; to look after personal grooming and hygiene; care for their body; to not judge others by their colour, the way they talk, look or dress, nationality or intelligence; to respect others; to allow others privacy when required; to value themselves as equal to others; to earn respect by being sensible when away from school on excursions, camps or sporting events; to be a considerate representative of the school; to learn to appreciate other people.

2. To be kind and considerate to everybody; to be careful who they talk to; to participate in activities that allow everyone to be safe; to be an example to younger students; to choose friends carefully; to be responsible for their actions; to report unsafe behaviour; to leave special and expensive property at home; to leave other people’s property alone; to leave things in a correct and safe place; to remain within the school grounds.

3. To learn; to concentrate on tasks; to participate in activities; to let the teacher teach; to willingly offer opinions, thoughts and feelings; to not interfere with other’s learning or games; to do their best; to assist peers to learn.

4. To listen when other people are talking; to let people know what you want to say; to express your opinion; to take turns, to be courteous.

5. To cooperate; to support children who feel left out, sad, unhappy, lonely, disappointed or angry; to be happy.
6. To share equipment and games; to look after equipment; to hand in lost property; to use equipment responsibly and return it to the proper place.

7. To take care in the toilets; to report damage or people causing damage; to use equipment and facilities correctly; to look after school property; to place rubbish in bins; to play in appropriate places; to look after the garden areas.

8. To participate in class conferences to help solve problems.
In our junior classrooms you will see:

Noticeboards that display student’s learning
- Book boxes housing reading material suited to their reading ability and interest
- Classroom libraries
- Classrooms that display ‘Learning Intention’ and ‘Success Criteria’ for each lesson of the day
- Classrooms designed to engage and stimulate student learning with lots of hands-on opportunities
- Focus students being leaders in their classrooms – talking, asking questions, exploring and investigating
- Excited students talking about their learning

In our middle and senior classrooms you will see:

- Classrooms displaying student work
- Book boxes housing reading material suited to their reading ability and interest
- Classroom libraries
- Students working on their improvement goals setting out the focus on the key learning that they require
- Students holding class discussions where they discuss issues that are important to them on a local and global level
- Students using the learning space in different ways to suit their learning needs
- Excited students sharing their learning with the community

**EXTRA-CURRICULAR PROGRAMS**

To support our students to develop their learning strengths and help them to become well-rounded citizens, the Core Curriculum is supported and enhanced by:-

- **Educational Enrichment programs** may include Extension Programs, Tournament of Minds, Student Leadership Programs, Junior School Council, and Cross Age Tutoring.

- **Educational Support Programs** including Literacy intervention programs, Reading Recovery, Special Needs programs and specific parent information/support sessions.

- **Social Service** including student organised fund-raising projects to support identified charities, visit to local aged care facilities and raising funds for charities and good causes.

- **Camps and Excursions.** These form an integral part of the school program in which the input and attendance of parents is encouraged.

- **Sport and Leisure** including coaching and team participation in soccer, basketball, netball, football, swimming, athletics, soccer and tennis. Many of our students go on to represent Glenroy West in Sport at a district level.

- **Cultural and Artistic** including school choir; participation in drama activities and plays and performances, visiting theatre groups, performers and guest speakers, workshops with visiting artists, art displays and competitions and Instrumental Music Tuition in various instruments.

- **Hands on.** We have a variety of projects operating each year for students to become involved – including gardening
CREATING A POSITIVE LEARNING ENVIRONMENT

The Glenroy West Primary School Council believes that this school should be a happy, secure, positive, learning environment that meets the needs of our children at all levels of their primary school life. The behavioural expectations for all students, teachers and parents has been formulated within and is consistent with Department of Education and Early Childhood Development guidelines and regulations and is based on the following principles:-

- All individuals will follow the school values: Excellence, Respect, Integrity, Communication, Responsibility and Cooperation.
- All individuals are to be valued and treated with respect.
- Students have a right to work in a secure environment without intimidation, bullying or harassment.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Teachers have a right to expect that they will be able to teach in an orderly and co-operative environment.
- Expected behaviour is taught in our school and acknowledged and rewarded

Because we have the right to be safe and secure, these forms of behaviour are intimidating or dangerous and are therefore unacceptable:-

- Fighting, bullying or other forms of aggressive behaviour.
- Dangerous use of sticks, stones or other dangerous objects.
- Leaving the school grounds without permission.
- Riding bikes/scooters/skateboards in the school ground.
- Running in or around the school buildings.
- Climbing trees or structures other than designated playground equipment.
- Being in school buildings without teacher supervision.
- Swearing, teasing and name calling

CREATING A SAFE ENVIRONMENT

Rooms and corridors/breezeways

- Before and after school and at all recesses, children are not permitted in rooms unless a teacher is present.
- Children must walk in hallways, breezeways and the toilet areas.

Games

- Ball kicking games are only to be played outside Rainbow Land.
- Children borrowing equipment are responsible for its return.

Clothing (all clothing should be clearly labelled with child’s name)

- The wearing of school uniform is compulsory and school hat must be worn during term 1 and 4 (we are a SunSmart school).
- Thongs are not to be worn at any time.
- Footwear is to remain on except under supervision of teacher.
Other

- Car parks are out of bounds.
- Bikes and scooters are to be walked on sealed areas and placed in racks provided.
- Bike helmets are compulsory.
- Chewing gum and glass bottles of drink are not permitted at school.
- Permission must be granted before leaving grounds (other than home time)
- Students are discouraged from bringing items of value to school. The school will not take responsibility for the loss or damage of such objects.
- If children have mobile phones for the journey to and from school they must be stored with the class teacher for the day.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

Glenroy West Primary School is proud to be involved with the School Wide Positive Behaviour Support Program, an initiative funded by the Department of Education and Training.

The program, based on the work of the Positive Behaviour Interventions and Support program based in the United States, is an evidence-based approach to supporting students in the development of social interactions and behavioural management skills.

The program links closely with the Learner Attributes of the Primary Years Program, and involves the explicit teaching and monitoring of positive behaviours of students both in classes and in the yard. In addition, the school maintains a focus on identifying concerns by gathering data relating to concerns or incidents within the school to provide support to students experiencing difficulty.

The consistent approach to behaviour management, and the consistent responses to situations, are in line with the school values and the vision of the Primary Years Program. This is also supported by the classroom expectations developed across the school as well as individual classroom 'Essential Agreements' developed as part of the Start-Up program conducted at the beginning of each school year.

The core of this program is assisting students to take on their responsibility in demonstrating the school values through their interactions with each other and their engagement with their learning. Our school values of Respect, Excellence, Responsibility and Cooperation are the key, and is reinforced daily through discussion, classroom practice and interactions with teachers.
THE SCHOOL COMMUNITY

Our students
Our students are considered our most important asset here at Glenroy West and their opinions and ideas count. The Junior School Council provides the best opportunity for students to have a say about their school and be able to organise special fundraising events.

Our Staff
The number of children attending the school and the Student Resource Package (SRP) allocation determines the number of staff. Our class teachers, specialist teachers and intervention teacher make up our current staffing allocation. The school also has the services of a Business Manager, Administration Officers and Integration Aides.

Our Parents
As parents, your participation in and contribution to the life of the school is vital. At Glenroy West, parent participation takes many different forms. Some parents assist in the classroom - with reading and other assistance to classroom teachers, cooking, sport, swimming, to name just a few areas. Other people are able to assist at working bees, in the library, on camps and excursions or in the preparation and repair of materials and equipment. Learning is a partnership between home and school and it is most important that your child sees the value that you place on this partnership.

Remember that all parents who volunteer are required by law to have a current Working with Children Check. Please see the office for more information.

Parents and Friends Association (PFA)
This body of voluntary workers provides the school with valuable assistance. They are responsible for organising fund raising events and support the school to make the environment a better place for the children. The PFA is always looking for new members to carry on the work started. The club provides the opportunity to meet parents interested in their school and children. Your attendance at meetings would be most appreciated.

School Council
The School Council is the governing body of the school. It decides school policy, prepares and oversees the annual budget, approves fundraising and maintains the buildings and grounds. There is a total of 12 members. Elected members serve a 2-year term.

The composition of the council at this school includes:

- The Principal as Executive Officer
- Seven parent representatives elected by the school community
- Three Department of Education employees elected by the staff

Elections are held in March each year and publicised through school newsletters. The names of all members of the School Council will be published each year following the elections. Parents should feel free to contact these representatives if there is a matter of concern or for further information.
ASTHMA
If your child has asthma or suffers from a particular allergy please ensure we have a current Asthma Management Plan from your doctor and / or a current Epipen and management plan for your child’s allergy.

ATTENDANCE AND LATENESS TO SCHOOL – “EVERY DAY COUNTS”
Regular attendance is important as it helps school progress, social adjustment and the development of dependability. However, home is the place for a sick child. A sick child cannot work well and may pass his/her illness on to other children and staff. Please provide a note of explanation if your child has been absent. Students who arrive late are required to report to the office and a parent or carer must sign them in.

BOOK CLUB
Once a term you may be given the opportunity to purchase books for your children. These books are of a recommended educational standard, of suitable reading levels and are available at a fair price. There is no obligation for anyone to purchase from the Book Club. Children are given order forms from which they may select books. If you wish your children to order, the money should be returned in an envelope with the form by the due date.

CAMPS
The school policy is that a camping program is available for children in Grades 3, 4, 5 and 6. These will be organised by the class teachers.

CHILDREN’S SERVICES
The North Western Regional Network of Government Schools provides a range of curriculum and student support services through the schools at the request of teachers and/or parents. Referrals for specialist services are available in the following areas:
- Counselling and guidance
- Speech therapy
- Academic assessment

DOGS IN THE SCHOOL GROUND
Dogs are a nuisance and even a danger in the school grounds. Please make sure your dog does not follow the children to school.

EARLY DISMISSAL OF A CHILD
Any parent wishing to collect a child from school during school hours must have them signed out at the office.

EMERGENCY INFORMATION
Please fill in all details on the family record sheet accurately and completely. It is most important that the school has the name, address and phone number of a person to contact in case of emergency.

ENTRANCE REQUIREMENTS
Children who are to be admitted to school must have their fifth birthday on or before April 30th of the year of admission. (An Immunization History Statement must be obtained from Medicare, and also Birth Certificate, shown at time of enrolment).
EXCURSIONS
Although educational excursions organised for your child may cost you money, they should not be regarded as "extras". Being able to see things at first hand with his/her teacher is one of the best educational experiences a child can have. You will be asked to sign a parent consent form before your child is taken on any excursion (walking excursions do not require consent; a parent information will letter will be sent home instead).

FAMILY COURT ORDERS
Copies of all Family Court Orders are required for students who have custody and access arrangements as negotiated legally with the Family Court. The school will only act on these orders as literally as presented. The school acts on behalf of the child according to legal written documentation.

FIRST AID
There are staff members on first aid duty during recess and lunch time in the event of a student needing first aid treatment. Any student who sustains a head injury will have their parents contacted immediately.

HOMEWORK
Homework is a valuable aspect of the learning process and contributes to the growth and development of the student. It allows for the development of sound study habits.
Consistent with this belief, homework should be implemented according to the following guidelines:-

**Foundation to Year 2** - Current expectations are that students read daily for 15 minutes. The teacher will monitor the home reading. The home reading program is valuable as it sets children up for success in all other areas of learning.

**Years 3-6** - The current expectations are as follows:

**Compulsory independent work**
- Minimum of 15 minutes reading per night (to be written in their diaries)
- Practice spelling words (either orally or by the look - cover – write - check method)
- Practice times tables
- Finish off any incomplete work (parents can support their child here)

**Optional parent assisted work**
- Research/questioning/problem solving/discussion on the child’s daily activities.
- Strategies suggested in the Individual Learning Plan set up at the first parent/teacher interview.
- Home work could also include worthwhile activities related to real life experiences, which we would encourage, e.g. sporting activities, cooking, music lessons, assisting with housework, responsible pet ownership, creating shopping lists etc.

HEAD LICE
One of the most common health problems in many schools is head lice. Please check your child’s hair frequently. If your child has become infested please notify the school immediately. Children are excluded from school until appropriate treatment has commenced.

HOURS OF DUTY
1. Before and after school teachers are on crossing duty from 8.45-9.00 a.m. and from 3.15 to 3.30 p.m. As the playground is not supervised except at recess and lunch other than these times, children may not have access to assistance if injured.
2. School hours are from 8.50 a.m. to 3.15 p.m.
3. Foundation students attend for full days except for Wednesdays in February.
4. Lunches and snacks are eaten under supervision in the classroom at 11:00am for 10 minutes and 1:40pm for 5 minutes before children go out to play.
**LIBRARY**
Children are encouraged to borrow books on a weekly basis from the library. They are to be returned after one week and may be re-borrowed if required. Lost or damaged books may be required to be replaced.

**LUNCH and LUNCH ORDERS**
Children who eat lunch at school may bring it from home in a named container or order it from the school’s canteen on Wednesday, Thursday and Fridays. A price list is posted on the schools web page.

**MEDICAL - ILLNESS/INJURY**
The school has a Sick Bay for children who are injured or ill. However, sick children should not be sent to school. If children become ill at school a parent or his/her nominee will be contacted and asked to collect the child as the school does not have the personnel or the facilities to care for sick children. Please remember to sign the book at the school office.
In the event of a serious accident or illness an ambulance will be called and parents notified. Cost must be borne by the parent. The school strongly urges all families to have ambulance cover.

**MEDICAL/DENTAL APPOINTMENTS**
A child who wishes to leave for a medical or dental appointment during school hours must bring a note and parents must sign them out and collect them from the school office.

**MEDICATION**
If a child needs medication during the day, must fill out a medical form at the office.

**MOBILE PHONES**
Students are NOT permitted to have Mobile Phones at school unless notification and arrangement have been made by the parents via the Principal. Teachers will ask students to hand their phones in to them during school hours.

**NEWSLETTER AND NOTICES**
It is our practice to send home notices with at least the oldest child of each family. Please ask your child to be sure to bring all notices home. Our regular Newsletter is emailed and posted on the school’s web page. Printed copies are made available to families without the computer access.

**PARKING**
School traffic is a major problem. **The safety of our children overrides all other factors.**
- Parents’ cars must not use the Staff Car Parks to pick up or let down children. Children are often below your line of sight at the back and side of cars.
- Cars must not double-park outside of the school. Not only is it very dangerous, it is illegal.
- All children and parents are requested to use the crossing for the safety and wellbeing of all within our community.

**PERSONAL ITEMS AT SCHOOL**
Students are asked NOT to bring special, personal items to school. The school cannot take responsibility for the safety of such items.
POLICIES

The school has many policies governing its practices – please see school web page for more information and access to these policies.

REPORTING TO PARENTS
Parents will be kept informed on a regular basis of each child's program, academic progress, attitude to school life and level of achievement. Communication with parents includes information nights, parent/student/teacher interviews and the preparation of formal reports:

- **Term One:**
  - Share and Show night/Parent information session
  - Three way conference with student, parent and teacher
  - Individual Learning Improvement Plan prepared if required

- **Term Two:**
  - Student/parent/teacher interviews
  - Written report presented to parents

- **Term Three:**
  - NAPLAN results sent to parents - Years 3 and 5 only

- **Term Four:**
  - Written report presented to parents
  - Optional Student/Parent/Teacher interviews

Parents or teachers are free to request further parent-teacher interviews at any time. If you wish to talk at length to a teacher please contact the Principal or Assistant Principal so an appointment time can be arranged.

SCHOOL CROSSINGS
These are provided for your child's safety. Please ensure that your child uses the appropriate crossings correctly.

SCHOOL MEDICAL SERVICE
Each year children in Foundation year are examined by a school nurse and certain children may be followed up in other grades. Any other children may be referred by the teacher or at the request of the parent. This is a free service.

SCHOOL REQUISITES
The School receives a Government Allowance for all pupils. This allowance assists with the purchase of expendable items for classroom use. It does not include the costs of excursions, sporting programs or cultural activities. The booklist covers the cost of student supplies, books, etc., at the best possible prices. Children are encouraged to take care of their supplies as any that are lost or defaced will have to be replaced at the student's cost.

SCHOOL UNIFORM
See the following pages for our Uniform Policy

SCHOOL MOTTO
Motto – Inspire Grow Achieve
SCHOOL WEBPAGE
Please check out our school’s webpage at www.glenroywestps.vic.edu.au

UNIFORM POLICY

Rationale:
The wearing of an approved school uniform at Glenroy West Primary School is compulsory. In establishing our dress code, we have sought to:-

• Provide an environment that is safe, healthy and positively promotes the school’s image to the wider community.
• Reflect the values of the school community – Excellence, Respect, Integrity, Communication, Responsibility and Cooperation
• Create a sense of collective and individual pride in students and their identification with the school by ensuring the school logo is prominent on the uniform
• Provide a uniform which is affordable, practical, durable, accessible and comfortable
• Provide a useful strategy for individual student safety and group security
• De-emphasize the need to wear the latest fashion.

Guidelines:
• During terms 1 & 4, it is compulsory for children to wear a SunSmart hat whilst outdoors
• In line with our value of Excellence, students and parents will be reminded about the requirement to ensure their uniform is well presented, clean, free from graffiti, tears and holes
• If a student is out of uniform for a short period of time, a note of explanation to the class teacher is expected
• If a student is out of uniform for an extended period of time without explanation, parents will be contacted and every effort will be made to replace the non-uniform item with a second-hand item for the day
• Every effort will be made by the school to support families to have their children dressed in correct uniform
• If an exemption from wearing part or all of the uniform is requested, a letter to this effect should be forwarded to the Principal for consideration
<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion from School</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Until fully recovered or at least 1 week after the eruption first appears</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Until eye discharge has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts excluded until investigated by the medical officer of health, or a health officer of the Dept. of Human Services and shown to be clear of infection.</td>
</tr>
<tr>
<td>Giardiasis (Diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Until treated.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis (infectious hepatitis)</td>
<td>Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Until recovered from acute attack.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection.</td>
<td>Non-immunized contacts must be excluded for 13 days from the first day of appearance of rash in the last case unless immunized within 72 hours of first contact.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts must be excluded until they have been receiving chemotherapy for at least 48 hours.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pediculosis (Head lice)</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis (Whooping cough)</td>
<td>Until 2 weeks after the onset of illness and until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts must be excluded from attending a children's services centre for 21 days after the last exposure to infection if the contacts have not previously had whooping cough or been immunized against whooping cough. Not excluded</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has commenced.</td>
<td></td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least 5 days after onset of rash.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
Policy Statement:

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Act (2006) prohibits the use of corporal punishment in any Victorian school. **We do not permit corporal punishment at Glenroy West Primary School.**

Rationale:

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

Aims:

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Implementation:

- The discipline policy will fall within Government guidelines
- The ethos of our school is to enhance positive behaviour and respect for others.
- Children are encouraged to learn to accept responsibility for their own behaviour.
- Positive student behaviour and achievement will be appropriately recognised.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- All staff will undertake professional development on student behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Staff will teach and encourage children to communicate their needs and wishes to each other and their teachers and to negotiate these whenever possible.
- Classroom and school rules will be discussed at the commencement of the school year within the classroom and specialist areas.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, and loss of privileges or suspension.
- Parents will be kept informed and actively encouraged to assist in the development of their children’s behavioural performance.
• Parents will be made aware of school rules.
• Staff members will be kept abreast of current trends in discipline and welfare issues.

School Program:
• All school discipline shall be carried out within the DEECD Student Engagement Guidelines (Effective Schools are Engaging schools: Student Engagement Policy Guidelines.)
• The Discipline and Welfare committee will be responsible for drawing up a statement of ‘Rights & responsibilities’ & School rules and procedures.”
• A coordinated program of discipline and welfare will be established, adopting a whole school approach that focuses on prevention and early intervention. The student welfare coordinator and Discipline & Welfare Committee will responsible for coordination of the Discipline/Welfare Program.

The Principal’s role:

The principal will:
• Be responsible for providing the financial and human resources for welfare and discipline support.
• Ensure details of school rules are published and well-circulated throughout the school community.
• Ensure staff are encouraged to attend professional learning relevant to discipline and welfare issues and report back to the whole staff.

LINKS & APPENDICES (including processes related to this policy)

Links connected to this policy:

Evaluation:

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.
This policy was ratified by School Council on the 30th November 2015
The policy will be next reviewed in November 2018