



Kensington  
Primary School

# Kensington Primary School

## Parent Information Handbook

### 2017



Principal: Nigel Holloway

Telephone: 9376 6013 Facsimile: 9376 4574  
School Address: McCracken St Kensington 3031  
Email: [kensington.ps@edumail.vic.gov.au](mailto:kensington.ps@edumail.vic.gov.au)  
Website: [www.kensingtonps.vic.edu.au](http://www.kensingtonps.vic.edu.au)

Updated: October 2016

# Contents

<b>Principal's Welcome</b> Kensington Primary School Strategic Plan 2015 - 2018	<b>3</b>
<b>School Profile</b>	<b>4</b>
<b>School Procedures</b> Term Dates – 2017, 2018 School Hours and Bell Times Office Hours Out of School Hours Care Program Punctuality Student Supervision Absences from School Voluntary Contributions Essential Educational Expenses School Canteen School Uniform Lost Property	<b>5</b>
<b>Student Health, Safety and Wellbeing</b> Student Health Medical Details and Emergency Contact Information Medication Asthma Allergies and Anaphylaxis Infectious Conditions and Exclusion Periods Toileting Needs Head Lice Sun Safety General Safety Parking / Active Transport Student Wellbeing and Code of Behaviour Bounce Back Resilience Program	<b>10</b>
<b>Parent and Community Involvement</b> School Council School Council Sub Committees Parent Class Representatives Parent Involvement Communication with Parents – Whole School Assemblies, Newsletter, Student Diaries Reporting to Parents	<b>17</b>
<b>Curriculum and Programs</b>	<b>19</b>
<b>Out of School Hours Care Program and Holiday Program</b>	<b>25</b>
<b>Foundation Information</b> The First Day Lining up Arrangements Collecting Students Attendance Arrangements during February Special Morning Tea for New Parents Preparing Your Child for School Helping Your Child at School	<b>26</b>
<b>Student Permission Forms</b>	<b>28</b>

# Welcome to Kensington Primary School

At Kensington Primary School we are very proud of our vibrant community of children, teachers and parents. We enthusiastically promote:

- enjoyment of learning;
- high standards;
- educational opportunity; and
- community participation.

The children are guided by skilled and caring teachers who are committed to every individual reaching their potential. Our staff are generous in giving their own time for extra-curricular school activities.

We are proud of our special programs and facilities in such areas as music and drama, learning technologies, library, visual art and physical education. Further, we are constantly striving to improve!

The contents of this booklet will help you to understand the way our school is organised and the ways in which both you and your child get the greatest enjoyment and benefit from being part of our school community.

I am sure that your family's association with Kensington Primary School will be happy and fruitful. If, however, you require further information or have an issue to discuss, please don't hesitate to contact me.

Nigel Holloway  
Principal

## **The Kensington Primary School Strategic Plan 2015 - 2018**

The Strategic Plan is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.

### **Purpose**

To extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community.

### **Values**

Kensington Primary School values:

- Lifelong learning.
- Intellectual rigor.
- Positive self-worth.
- Respect for others.
- Resilience, emotional intelligence.
- Strong Partnerships between home, school and community.

Optimal learning occurs when:

- there is a secure, caring environment based on mutual respect and cooperation;
- the curriculum is differentiated to support growth, well targeted and grounded in real world experiences;
- students are self-motivated and self-regulated;
- students are supported to take risks, learn from their mistakes, be persistent and resilient and celebrate success; and
- fundamental skills are developed through higher order tasks so learning is connected and transferable.
- Students use metacognition to reflect on their learning and articulate their understandings

The Strategic Plan 2015 – 2018 can be found on the Kensington Primary School website.

## School Profile

Kensington Primary School, located four kilometres from the centre of Melbourne, is one of the oldest schools in Victoria. It has served its vibrant and rapidly changing inner city neighbourhood since 1881 and is proud of the role it plays in community life today. The school accesses and is supported by significant community services, a range of public transport and a lively neighbourhood shopping centre.

The school community believes that a diversity of cultures and values brings a richness to the school, developing tolerance and understanding and exposing children to other ways of thinking. Just under half of our children are from language backgrounds other than English. The school community includes a significant number of families from Horn of Africa countries as well as smaller numbers from Asian and European families.

The tenets of equal opportunity are integral to the school. The school has a policy of non-discrimination and fair treatment for all. Care, tolerance and respect for everyone's rights are encouraged.

At all times the focus at Kensington Primary School is on the total development of each child in a positive and stimulating learning environment. Children are encouraged to develop their skills for a lifetime of learning. They are given the opportunity to be actively involved in their education, with the emphasis being placed on an inquiry model of learning where co-operative and independent learning is developed.

A seven-year, Foundation to Year 6, sequential program addressing outcomes of the Victorian Curriculum is provided. Literacy and Numeracy form the core of the classroom programs while disciplines such as Science, Humanities, Technology, Physical Education and Health, The Arts, and Languages other than English (LOTE) are usually taught through integrated inquiry based units of work planned by each teaching team. Specialist teachers provide programs to enhance the curriculum and meet the needs of individual children. These include integration-support for students with disabilities and impairments, English as a Second Language (ESL) and intervention programs.

A Social Skills/Resilience Program, *Bounce Back*, is also implemented in all classrooms. The school is committed to the use and development of digital technologies as an essential learning tool. We take a proactive approach to teaching children about being responsible online citizens and users of technology. Children and teachers have access to a computer network from every classroom and eboards, laptops and iPads ensure that all children have routine access to information and communication technologies to enhance their learning. We take a proactive approach to teaching children about being responsible online citizens and users of technology.

A wide range of complementary programs are offered. These include an Instrumental Music program, and school choirs. Visiting speakers and performers regularly enhance the school's program. Students experience the responsibility and support of buddy and cross age tutoring programs. They participate in team sports, interschool sport competitions and excursions. An Out of School Hours Care Program offering many enrichment experiences operates before and after school and on Curriculum Days. A Vacation Care Program is available during term holidays.

The staff work as professional teams to plan, teach and evaluate student learning. They have a commitment to continually upgrading their own teaching and learning knowledge and skills by regularly participating in professional development activities.

Kensington Primary School is situated in the Department of Education South Western Region and belongs to the Melbourne/Moonee Valley network. The network offers collegiate and professional support for principals and staff and manages network resources such as IT technicians and student services.

The School Council actively encourages participation in all aspects of decision-making. Effective committees, relying on parent and staff input, develop policies, maintain facilities, raise funds,

promote the school in the wider community. Children contribute constructively to the running of the school through the Student Representative Council.

Strong links exist between home and school. Parents are encouraged to be actively involved in their child's school experience. The school values their input. Parents contribute their skills and time to many school activities: home reading, working parties, School Council sub-committees, fundraising, working bees, community social activities and classroom programs.

The school community is proud of the historic nature of the main building. Federal and State Government funding has seen the school undergo substantial enhancement in the past few years. In recent years a new performing arts building including an art room, music room and hall has been constructed. The oval and playing surfaces have been upgraded. The Community Gathering Space includes a wood-fired pizza oven, decking area and new landscaping. Other facilities include a library, an OSHC room, a kitchen for students to prepare and cook food as part of the cooking and gardening program and interactive whiteboards, laptops and iPads in classrooms.

Here at Kensington Primary School we focus all our improvement efforts in four key areas:

- 1) Excellence in teaching and learning.
- 2) Positive climate for learning.
- 3) Community engagement in learning.
- 4) Professional leadership.

Our continual focus on improvement in these four areas ensures outstanding student achievement, engagement and wellbeing.

## School Procedures

### Victorian Term Dates - 2017 to 2018

#### 2017

**Term 1:** 30 January (school teachers start), 31 January (Yr 1-6 students start),  
1 February (Foundation students 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

#### 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

\* 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 and will be advertised to the school community early in the school year.

## School Hours

The school yard is supervised from 8:45am. At 8:50am the bell rings and children make their way to their classroom to get organised for the day. Children are expected to be punctual and to be ready to start the day at 9am when the second bell rings. Music is played over the PA system a few minutes prior to the bell ringing before school and at each recess break.

8:50am	Bell rings and students make their way to their classroom.
9:00am	School day begins.
9:00 - 11:00am	Session 1 (recess snack eaten in classroom at 10:50am)
11:00 - 11:30am	Morning Recess
11:30am - 1:15pm	Session 2
1:15 - 1:30pm	Lunch in classroom
1:30 - 2:15pm	Lunch Recess
2:15 - 3:30pm	Session 3
3:30pm	School dismissal (Foundation students must be collected from their classroom)

Early dismissal times on the last day of each term are published in the school newsletter.

## Office Hours

The school Office hours are 8:30am to 4:30pm daily.

## Out of School Hours Care Program

The Out of School Hours Care Program is run by OSHClub. It operates each school day from 7:00 am – 8:45am and from 3:30 – 6:00pm.

A Holiday Program operates during each term vacation.

The Out of School Hours Care Program also operates on student free curriculum days, if numbers are sufficient. Details about our Out of School Care Program are outlined further in this handbook.

## Punctuality

**Classroom sessions begin at 9:00am** each day. **Classrooms are open from 8:50am** so students can undertake routines such as, hanging up their bags, returning home readers, etc...so they are ready to commence formal sessions at 9:00am. Students who arrive late for school interrupt the classroom program. It is also unsettling for your child and can impact on their confidence and vital learning time.

**Students arriving after 9:00am must report to the Office**, to be signed in and receive a Late Pass to hand to their class teacher.

## Student Supervision

For fifteen minutes before and after school, and during all recess breaks, there are teachers in the yard to supervise student play. Students are not to be in the school grounds before 8:45am when teacher supervision begins or after 3:45pm when supervision ends. Teachers on yard duty wear fluorescent vests so they can be quickly identified by students.

If it is too wet or hot for the students to play outside, yard duty teachers share the supervision of the students in classrooms. Students are not permitted to be in classrooms when the teacher is not in attendance.

Students in the yard who are not with an adult before 8:45am or after 3:45pm will be signed into the OSHC Program.

## Absences from School

Regular school attendance is essential for the overall development of children and their learning. Once enrolled in primary school, your child is expected to attend school every day of each term. It is important that children develop regular attendance habits at an early age. Children who are regularly absent from school are at risk of missing out on learning the basic building blocks in subjects, and may experience long-term learning difficulties. Where possible, parents are asked to schedule appointments for their child out of school hours.

If your child is absent from school, the Department of Education requires you to supply an explanation of that absence to the class teacher. This can be done by an adult speaking directly to the teachers, writing a note or telephoning the office. On occasions, absence confirmation notes may be sent home from the class teacher requesting a reason for a child's absence and parental signature. Early indication of absences is appreciated as often special programs for the class or group may be planned.

If your child has an infectious disease (refer to page 11, 12 of this document) they will be excluded for the period outlined and will require a medical certificate indicating that they can return to school.

### Absences during School Hours

Sometimes it may be necessary for parents to take children from school during the day. On such occasions advance notice is appreciated and arrangements must be made for the collection of the child from school. Under no circumstances may a child be collected from school during school hours without notification to the office. The child must be signed out at the office by the person collecting the child prior to the child being collected from the classroom.

In the interest of overall safety, it is school policy not to allow students to leave the school grounds alone, other than at the end of the day.

**Please note: In line with our Child Safe Policy you may be asked to provide photo ID to confirm your identity. Children WILL NOT be released to any adult who is not on our system as either a primary or emergency contact without consent from parents.**

## Voluntary Contributions

In order to operate, Kensington Primary School relies upon finance from various sources. The two major sources are Government grants and locally raised funds, including Voluntary Contributions. All Voluntary Contributions are placed into the Library Fund to be used to purchase resources for the School library, the Building Fund to be used to maintain and continue to improve the school's buildings and grounds or the Kitchen Garden Fund to support the continued development of our Kitchen Garden Program. Your financial support is essential in order to provide excellent educational opportunities and programs for all students.

**The Voluntary Contribution levy is reviewed by the School Council at the end of each year and recommendations made for the following year.** Payments may be made by one annual payment at the beginning of the school year or through instalments.

In 2017, the school's Voluntary Contribution Levies are:

<b>Library Fund</b> (Tax deductible)	The Library Fund supports the ongoing purchasing of resources that support literacy learning and maintenance of our library.	Suggested amount - \$120
<b>Building Fund</b> (Tax deductible)	The Building Fund is solely for providing money for the acquisition, construction or maintenance of the school buildings.	Suggested amount - \$150
<b>Kitchen Garden Fund</b> (NOT Tax deductible)	The Kitchen Garden Program is an outstanding program that requires ongoing funding. This contribution goes towards purchasing ingredients, equipment and the ongoing development of the program.	Suggested amount - \$80

## Essential Educational Expenses

Kensington Primary School makes every effort to keep the cost and number of items that need to be purchased to a minimum. We also try to ensure that the costs are affordable for all parents. School Council encourages all parents to support their children and the school by paying all Essential Education expenses, book pack and Levies each year.

### ESSENTIAL EDUCATION EXPENSES (for the current year)

Item	Specifications	Cost
<b>Grade Book Pack Levy</b>	Comprises of all stationery required by students for the whole year, including student diaries. ( <i>please note</i> : The cost of the pack includes program subscriptions such as Reading A-Z, Science A-Z, Reading Eggs, Brain pop etc.	<b>\$ 65.00</b>
<b>Essential Activities Levy</b>	These fees contribute to a wide range of school initiatives including additional Art & Craft materials and expenses; Science materials headphones and printing; Music-instruments and music sheets for choirs and instrumental music; classroom libraries and magazine subscriptions; Health, Physical Education and sport-playground activities, sandpit gear, hay bales and toys; class budgets, including classroom materials, supplies and equipment; Humanities including History and memberships of HTAV and National Geographic, Civics & Citizenship and Economics; Cooking Ingredients ,utensils and cleaning equipment; Literacy and student photocopying, printing and book making; Maths-games, counting materials and construction materials; Clubs materials/Special Day activity materials/Transition Activity materials(New Friends Friday etc..)	<b>\$ 150.00</b>
<b>Excursion &amp; Incursion Levy</b>	This Levy meets all Entry and travel costs costs of the year. Payment of this as a lump sum reduces parent stress in finding exact amounts for these activities. <i>Please note</i> : This Levy <b>does NOT</b> include Interschool sports, camps and excursions relating to the KPS choir. The whole school swimming program (prep-6) is also <b>NOT</b> covered by this levy, as these costs change and are often subsidised by grants.	<b>\$ 85.00</b>
<b>ICT LEVY</b>	Upgrade and maintain ICT equipment such as laptops, computers, ipads, kindles and computer software.	<b>\$ 30.00</b>

Swimming and Camps are not covered in these costs as these costs change and are often subsidised by grants.

### Camps, Sports & Excursions Fund (CSEF)

School **camp**s provide children with inspiring experiences in the great outdoors, **excursions** encourage a deeper understanding of how the world works and **sports** teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be:

\$125 for primary school students

\$225 for secondary school students.

### How to Apply

Contact the school office to obtain a CSEF application form or download from

[www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

## School Canteen

The school canteen currently operates four days a week: Monday, Tuesday, Thursday, and Friday. Hot and cold food options are available. Children order lunches via reusable insulated lunch bags available for purchase at the office. The Canteen Menu is located on the school website.

## School Uniform

Kensington Primary School has a compulsory school uniform. The uniform colours are navy blue and yellow.

**The school uniform shop** is open for sales Monday afternoons 3:15 – 4:15pm, during the school term. (It is not open during school holidays). Uniforms can also be ordered at any time by completing a **Uniform Order Form** (available from the School Office or on the Kensington Primary School website). Payment is required at the time of ordering. Orders will generally be available for collection from the School Office on the Tuesday morning. Alternatively you can order uniform online directly from the supplier at <http://dcsuniforms.com.au/kensington-primary-school/>. This allows you to opt for uniforms to be delivered to your home for a small fee or collected from the school when the shop is open.

Children need to wear sensible footwear at all times. It is preferred that school shoes are black. Runners are required for physical Education lessons. Thongs, open toed sandals, Crocs and high heel shoes are not acceptable footwear for school.

Our school uniform comprises of interchangeable items some of which are listed below:

- Gold polo shirt, short or long sleeved, with navy collar.
- Navy polo shirt, short or long sleeved, with gold collar.
- Navy polo sport jacket with gold trim.
- Navy studded bomber jacket with striped gold ribbing.
- Navy polo fleece-surf style zip neck windcheater.
- Navy round neck windcheater.
- Navy double-knee trackpants.
- Navy gabardine unisex long pants.
- Navy girls bootleg pant.
- Navy and white check summer dress.
- Navy and gold checked winter tunic.
- Navy cotton unisex shorts.
- Navy gabardine unisex shorts.
- Navy cotton skorts.
- Navy wide brim hat, bucket hat or legionnaire's hat.
- Navy head scarf.

Polo shirts, windcheaters, dresses and trackpants are available in sizes 6 – 16.

Each year the Year 6 students design a special windcheater which identifies them as the school leaders.

Other Items for sale through the Uniform Shop include: navy school bag with school logo.

Please note: We do not have a boys/girls uniform. Rather, we just have uniform options available. All families are welcome to select the uniform options they prefer.

## Lost Property

Most items deposited in Lost Property are not named. Please ensure that all items brought to school are named. Throughout each term unnamed items are displayed for collection, or sorted by parent helpers. Any unclaimed lost property items are washed and available for purchase as pre worn clothing or given to charitable organisations.

**We encourage you to name EVERYTHING.**

## Student Health, Safety and Wellbeing

### Student Health

Students should not be sent to school if they are unwell. A student who is ill is unable to fully participate in school activities and may pass on infection to other children.

A First Aid Room is available for students who become unwell during the day, but this is a very limited facility. The school will contact parents to collect unwell students.

### Medical Details and Emergency Contact Information

It is essential for the school to have accurate information on each student's medical details and telephone contact numbers. Please assist in keeping these records up to date.

#### **Essential information:**

- All medical conditions your child has which the school needs to be informed about.
- Home address and telephone number for the student.
- Workplace telephone number for each parent / carer.
- Mobile telephone numbers.
- Doctor's name, address and telephone number.
- Name and telephone number of other people who can be contacted to assist in an emergency, if parents cannot be reached.

### Medication

If it is necessary for your child to have medication at school, parents need to:

- Complete the Medication Consent Form available from the School Office,
- clearly label the medication with your child's name and
- hand both the form and medication to office staff.

Medication will otherwise not be administered. Under no circumstances should students personally keep medication at school.

For any prescription medications, you need to provide written direction from a medical professional. Prescription medication must be provided in the original packaging.

### Asthma

If your child suffers from asthma, parents are required to complete a ***School Asthma Action Plan***, which clearly states the steps to be followed should your child have an asthma attack at school. ***An Asthma spray and spacer, clearly labelled with your child's name, needs to be supplied and left at the office.***

If your child is under a specialist's care for asthma management then a copy of your child's specific *Medical Asthma Plan* needs to be given to the school. Members of staff have received asthma training.

### Allergies and Anaphylaxis

If a child has a known food allergy which is likely to cause an anaphylactic reaction parents are required to complete and update an ***Anaphylaxis Management Plan*** each year. The *Anaphylaxis Management Plan* must be discussed with the Principal or Assistant Principal and all medication including an epipen must be supplied by the parents. Parents are also required to provide the school with an *Anaphylaxis Action Plan* developed by the student's doctor. The *Anaphylaxis Action Plan* must also be updated annually or sooner as required.

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are nuts, eggs, cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medications.

The school has a policy and procedures in place to minimize the risk of a child having an anaphylactic reaction at school. Parents/guardians need to be aware, however, that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Parents should not have a false sense of security that an allergen has been eliminated from the environment. Instead the school will work with parents and students to put in place a range of strategies to minimise the risk of a child coming into contact with the allergens at school.

Because of the life threatening nature of the condition, food containing the potential triggers for an anaphylactic reaction must be kept away from children while at school. **We ask that no foods containing sesame or nuts as an active ingredient be brought to school by any student.** This means food such as loose nuts, peanut butter, muesli bars, Nutella or biscuits, chocolate or cakes containing nuts or sesame as an ingredient should not be part of any student's snacks or lunches at school. Parents are required to support this risk minimisation strategy.

It is also important that you discuss with your child that **food brought from home should not be shared with other children at school.**

More information can be found in the ASICA Guidelines for Prevention of Food Anaphylactic Reactions in Schools which can be downloaded from ASCIA website: [www.allergy.org.au](http://www.allergy.org.au) or Education Department website:

[www.education.vic.gov.au/ecsmanagement/careankinder/csg/anaphylaxisupdate.htm](http://www.education.vic.gov.au/ecsmanagement/careankinder/csg/anaphylaxisupdate.htm).

Members of staff have received training in Anaphylaxis and in the use of an epi-pen.

## Infectious Conditions

It is a legal requirement that students must be excluded from school if they have the following infectious conditions. <https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table>. Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (*Public Health and Wellbeing Regulations 2009*).

In this Schedule, medical certificate means a certificate from a registered medical practitioner.

Condition	Exclusion of Cases	Exclusion of Contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.

Condition	Exclusion of Cases	Exclusion of Contacts
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by the Secretary.
Hand, Foot and Mouth disease	Exclude until all blisters have dried.	Not excluded.
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Human immunodeficiency virus infection (HIV/AIDS)	Exclusion is not necessary.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary.	Not excluded.
<b>Measles*</b>	Exclude for at least 4 days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.
Meningitis (bacteria - other than meningococcal meningitis)	Exclude until well.	Not excluded.
<b>Meningococcal</b>	Exclude until adequate carrier	Not excluded if receiving carrier eradication

Condition	Exclusion of Cases	Exclusion of Contacts
<b>infection*</b>	eradication therapy has been completed.	therapy.
<b>Mumps*</b>	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
<b>Pertussis*</b> (whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.
<b>Poliomyelitis*</b>	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.

## Toileting Needs

Should your child have a toileting accident at school, the following applies:

- 1) If they can adequately clean themselves, they will be provided a change of clothes. Dirty clothes will be sent home to be washed.
- 2) If they are not able to clean themselves, parents will be called to either change the child at school or take them home.

School staff WILL NOT assist with changing to ensure the safety of both students and staff.

## Head Lice

Head lice can be managed with the cooperation of parents and the school. They are not a threat to health and they do not spread other infections. As there is no guaranteed method of prevention, early detection is the best way to avoid an outbreak. It is recommended that parents check their children's hair regularly.

Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

If lice or eggs are found	Treat hair immediately with a commercial head lice product or by using a hair conditioner (outlined below). Head Lice treatments are available from your pharmacy.  <b>Treatment must be repeated 7 days later.</b>
<b>The Department of Education and Early Childhood Development states: Children must not return to school until treatment has commenced.</b>	
Step by Step Headlice Check	
Step 1	Comb any type of hair conditioner on dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or run around.
Step 2	Now comb sections of the hair with a fine tooth head lice comb.
Step 3	Wipe the conditioner from the comb onto a paper towel or tissue.
Step 4	Look on the tissue and on the comb for lice and eggs
Step 5	Repeat the combing for every part of the head

- Inform the school if your child has head lice so we can make other families aware.

For more information visit <https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

## Sun Safety

The school has a Sun Smart Policy, which encourages responsible attitudes towards protection from the sun's harmful UV rays. In accordance with this, all students are expected to wear sunsmart hats (legionnaire, slouch or bucket hats - **not caps**) during Term 1 and Term 4. Those students without hats will be required to remain in the designated shade areas at all times when outside for lessons and/or recesses.

Sun Smart hats are part of our school uniform and can be purchased through the office. The wearing of sun glasses is also encouraged.

## General Safety

It is important that children are educated from an early age in all aspects of safety. Please ensure that your child knows the following:

- their own name, address and telephone number;
- to avoid an interaction with people they do not know;
- to know who to talk to if they ever feel unsafe;
- to go straight home from school via a route previously agreed to by you. Please note: children in the foundation year must be collected daily from their classroom by their parent/carer at the start of the school year;
- to use the school crossing correctly;
- not to leave school without permission;
- not to bring items to school which are valuable or may cause accidents; and
- when you expect them to go to the care program.

Any child left in the school grounds after 3.45pm is automatically placed in the Out of School Hours Care (OSHC) Program by the teacher on yard duty. Fees apply for children using the OSHC Program.

## Parking

Remember to take care where you park when dropping children off or collecting them from school. Be aware of the dangers of turning and pulling out from the kerb when so many children are outside the school grounds. Parking restrictions apply in McCracken St and are displayed on the street parking signs. It is illegal to double park or park on the crossing in McCracken Street during certain times. The street is regularly patrolled by parking inspectors and fines are applied.

## Active Transport

Kensington Primary School encourages children and their families to be active by walking or riding bicycles and scooters to school. As well as the obvious health benefits, this reduces the traffic congestion outside the school at the beginning and the end of the school day.

Children who ride bicycles or scooters to school can lock their vehicles in the designated bike area. Children are not permitted to ride their bike or scooter in the playground on school days. They must walk their bike or scooter from the school gate to the lock up area. Helmets must be worn at all times when riding bikes and scooter to and from school. These rules also apply to adults using active transport. We thank you for your cooperation in modelling safe behaviours for our students.

## Student Wellbeing

The Student Wellbeing Policy and programs aim to foster respect and understanding and to develop a safe and happy environment for all members of the school community. It reflects student, staff and parent rights and responsibilities. The Wellbeing Policy is available for parental perusal.

A student booklet, *Working and Playing Together*, is the student's version of our school's expectations using simple language and pictures. The booklet was coordinated and produced by the SRC (Student Representative Council). This booklet is shared with children and reinforced at the beginning of each year to promote positive, responsible and caring behaviour. Children are expected to take their personal copy of the *Working and Playing Together* booklet home at the beginning of each year, discuss it with their parents, have it signed and return it to school where it can be used as a reference when required throughout the year.

## Kensington Code of Conduct

We have a set of rules for the classroom and the playground to protect the rights of everyone and to encourage responsibility.

<p><b>COMMUNICATING</b></p> <ul style="list-style-type: none"> <li>▪ We use positive and polite language. We listen carefully and respectfully</li> </ul>	<p><b>RELATING WITH OTHERS</b></p> <ul style="list-style-type: none"> <li>▪ We are courteous and considerate of others.</li> <li>▪ We respect each other's differences.</li> <li>▪ We respect and take care of other people's property.</li> </ul>
<p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>▪ We participate in classroom activities in a positive way.</li> <li>▪ We co-operate with each other and we share the teacher's time.</li> <li>▪ We share the playground and school facilities.</li> </ul>	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>▪ We protect the safety and well-being of everyone in our school.</li> <li>▪ We must have permission to leave the classroom or school grounds.</li> <li>▪ We play safely and use equipment sensibly.</li> </ul>
<p><b>RESOLVING CONFLICT</b></p> <ul style="list-style-type: none"> <li>▪ We try to resolve our own problems first in a sensible manner.</li> <li>▪ If we can't resolve conflicts ourselves, we ask someone for help.</li> </ul>	<p><b>MOVEMENT</b></p> <ul style="list-style-type: none"> <li>▪ We always walk safely without disturbing others, when moving inside the school building.</li> <li>▪ We take care when we move about or play outside.</li> </ul>

## Bounce Back Program

The Bounce Back Program, written by Helen McGrath, is a resiliency program which is implemented in all classes across the school. Through the Bounce Back Program the children are taught the skills and attitudes that promote resilience. The children learn to use the Bounce Back strategies to help them cope and see things more positively in times of adversity and hardship. They learn that through meeting life's challenges they will grow stronger and gain personal coping skills and a sense of who they are. The skills that children learn through this program will benefit them at school and at home and encourage healthy social and emotional development in future years. The Bounce Back Acronym is listed below.

<b>B</b>	Bad times don't last. Things get better. Stay optimistic.
<b>O</b>	Other people can help if you talk to them. Get a reality check.
<b>U</b>	Unhelpful thinking makes you feel more upset.
<b>N</b>	Nobody is perfect - not you and not others.
<b>C</b>	Concentrate on the positives (no matter how small) and use laughter.
<b>E</b>	Everybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a normal part of life. Try not to personalise them.

<b>B</b>	Blame fairly – how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstance?
<b>A</b>	Accept the things you can't change, but try to change what you can first.
<b>C</b>	Catastrophising makes your worries worse. Don't believe the worst possible picture.
<b>K</b>	Keep things in perspective. It's only one part of your life.

## Parent & Community Involvement

The Principal, staff and School Council are most appreciative of assistance given by parents, friends and community members to ensure that Kensington Primary School provides excellent educational programs. If you have special talents or skills, you may be willing to share these in classrooms during special weeks or clubs programs. Any offers of time or help will be greatly accepted, whether it is on a one-off or regular basis in informal ways or through formal meeting structures.

### School Council

The School Council is made up of elected parents, the Principal, teachers and a community member. It has responsibility for determining the general educational policy of the school within the guidelines issued by the Minister. It makes decisions on finance, facilities and community relations. School Councillors are elected for a two year period and elections are completed by the end of March. All parents or guardians of children enrolled at the school are eligible to vote and parent membership on the sub-committees is encouraged and welcomed. The School Council generally meets on a monthly basis and school councillors also attend or convene one of the following school council sub committees:

#### **Finance Committee**

The Finance Committee assists the School Council by:

- Managing the school's global budget. This includes ensuring all incoming money is properly accounted for and expended and that an annual budget of income and expenditure is prepared and audited.

#### **Facilities Committee**

The Facilities Committee assists the School Council by:

- Ensuring all facilities are safe, adequately maintained and developed.
- Considering long term and short term planning is considered including master planning and maintenance – with a focus on environmental responsibility.

#### **Policy Committee**

The Policy Committee assists the School Council by:

- Ensuring all school policy supports effective student learning, safety and the smooth running of the school.
- Ensuring the interests of all children are taken into account. This includes providing a forum for parents, teachers and the wider community to participate in decision making.
- The committee also provides information about current educational developments and actively encourages parent participation through the organization of information sessions.

#### **Out of School Hours Care Committee**

The Out of School Hours Care Program Committee assists the School Council by:

- Overseeing the operations and financial management of the Out of School Hours Care Program and ensuring that it meets the needs of the students and their families.

#### **Funrai\$ing Committee**

The Funrai\$ing committee assists the School Council by:

- Raising funds and fun through the development and implementation of an annual fundraising plan.

In addition to the School Council Sub Committees above, we also have a number of Working Parties. Working parties are formed as needed to work on particular projects. We currently have a Welcome and Transitions working party that focus on ensuring smooth transitions into our school and between year levels. We also have a Grubbies working party that works on environmental sustainability and the development of our school kitchen garden program.

## Parent Class Representatives

Classroom Parent Representatives enhance the communication channels and social networks at Kensington Primary School. At the beginning of each year a parent or parents from every class takes on the role of classroom representative for their child's class. The classroom representative is a point of contact for all parents in a class. They plan and organize simple social activities for the families in their child's class. If you are interested in this role, please contact your child's teacher.

## Parent Involvement

Parents are encouraged to participate in a wide range of school activities. This may be working in your child's classroom, assisting your child with school activities at home or becoming involved in a range of special events and activities. Parents working with children need to have a *Working with Children Check*. WWC Application Forms are available at the office or can be collected from any Post Office. Activities that parents can assist with may include:

- Helping with classroom activities - Listening to children read or assisting with literature groups.
- Assisting on excursions.
- Getting involved in the classroom cooking and gardening program.
- Helping at working bees.
- Helping classes to prepare for special events such as the school concert or art show.
- Supporting community events by attending picnics and organized functions.

## Communication

**Whole School Assemblies:** Held every Friday afternoon at 3:00pm in the School Hall. Parents are invited to attend to observe both formal and informal items presented by classes, groups and individuals. At the conclusion of assembly classes return to their classrooms to be dismissed for the day.

**Newsletter:** Our weekly Newsletter provides a forum for students, teachers, parents and others in the school community to present items of common interest. The Newsletter is published weekly on Thursdays. The Newsletter always contains a calendar of coming events and important information about school activities. The Newsletter link is emailed directly to families and is available online on our website at [www.kensingtonps.vic.edu.au](http://www.kensingtonps.vic.edu.au). Paper versions of the Newsletter are available from the office on request. We also publish a weekly video update that we encourage you to watch.

**Student Diaries:** Children in Foundation – Year 2 have a reading diary that needs to be signed by a parent each night. Student diaries are kept in a navy reading satchel. Important notices such as excursions are also placed in the children's reading satchel so it is important for parents to check these wallets daily.

Students in Years 3-6 have a Kensington Primary School Student Diary where homework tasks and important dates are recorded by the students. Parents are expected to read and sign their child's Student Diary each night.

**School Website**      [www.kensingtonps.vic.edu.au](http://www.kensingtonps.vic.edu.au)  
**Email**                [kensington.ps@edumail.vic.gov.au](mailto:kensington.ps@edumail.vic.gov.au)

## Reporting to Parents

Information nights are arranged during the year to communicate information across class and/or curriculum areas. 3-way conferences are organized during Term 1 and at mid-year. These are for student goal setting and sharing of student self-evaluations, reporting to parents on their child's progress and as an exchange of information between children, parents and teachers. Two written reports are sent to parents each year towards the end of Term 2 and Term 4.

If, at any other time, you wish to discuss your child's progress with the teacher, an appointment time can be arranged. If you have any other concerns or enquiries please contact the office to make an appointment with the Principal or Assistant Principal.

## Curriculum and Programs

The curriculum implemented at Kensington Primary School is based on the sequential stages outlined in the Victorian Curriculum. The curriculum outlines what is important for all Victorian students to learn and develop during their time at school from Foundation to Year 10. The curriculum outlines the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum design includes capabilities, which are a set of knowledge and skills that to be taught explicitly in and through the key learning areas across the curriculum. Teachers use the Victorian Curriculum to plan student learning, assess student progress and report to parents.

Information about the Victorian Curriculum can be found at: <http://victoriancurriculum.vcaa.vic.edu.au/>

**The design of the Victorian Curriculum F–10 is set out below:**

Learning Areas	Capabilities
<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> <p><b>English</b></p> <p><b>Health and Physical Education</b></p> <p><b>The Humanities</b></p> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> <p><b>Languages</b></p> <p><b>Mathematics</b></p> <p><b>Science</b></p> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Critical and Creative Thinking</b></li> <li>• <b>Ethical</b></li> <li>• <b>Intercultural</b></li> <li>• <b>Personal and Social</b></li> </ul>

Teaching sessions ensure knowledge and skills are taught through all learning areas so that learning is meaningful for students. The integrated focus on knowledge, skills and behaviours in the process of physical, personal and social growth, in the disciplines and across the curriculum helps students to develop deep understanding which can be transferred to new and different circumstances.

Curriculum planning across all levels of the school is an ongoing focus for staff. Teachers meet weekly to plan and coordinate learning experiences and to evaluate and moderate student progress. Each term a Programs of Inquiry is developed with consultation and input from the specialist teachers. At the beginning of each term a Curriculum Overview, outlining the curriculum being implemented for each year level, is published on our school website.

The school has regular access to Department of Education Student Support Services Officers including a Speech Therapist and a Guidance Officer/Educational Psychologist. A school nurse conducts vision and hearing screening assessments for Foundation children. Children with disabilities are assisted to access the curriculum through the Program for Students with Disabilities. Education Support staff assist these children under the direction of the class teacher.

The school works closely with families and is able to provide guidance about other services available in the community.

**We share a common goal:** healthy, happy children who are learning and growing to be their personal best. If we believe your child is facing challenges, we will make contact with you and ask you do the same.

## English

The English Curriculum aims to develop the students' skills and competence to interpret and use language effectively in a variety of settings for a wide range of purposes. The curriculum focuses on the development of skills in the Language Modes of reading and viewing, writing, speaking and listening. These Language Modes are interrelated and the learning in one mode often supports and extends learning of the others. Classroom programs provide numerous real life and meaningful opportunities for students to develop effective literacy skills.

An outline of each of the Learning Modes is provided in the table below.

Language Modes	Reading and Viewing	Writing	Speaking and Listening
	Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.	Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.	Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

A coordinated approach to teaching reading and writing is implemented across the school. The essential elements of the program include:

- two hours of literacy daily;
- explicit teaching of literacy skills through whole class, group and individual conferencing using a variety of texts and incorporating digital devices and online resources;
- differentiated program to support and extend student learning;
- allocated independent reading time each day;
- classroom libraries stocked with a variety of fictional and factual texts; and
- ongoing monitoring and assessment of and goal setting for individual students.

### Home Reading

Students are expected to read at home each night. Reading should be an enjoyable and relaxing activity. For beginning readers this will involve sharing take home books with their family. Books may include a book they have already read with the teacher; a book they have chosen themselves from the classroom library or school library or a book they are reading as part of a literature study. With beginning readers or depending on the difficulty of the book, parents may need to read the book to their child. As student's reading confidence and competence develops parents are asked to listen to their child read and discuss the text to assist the development of reading comprehension.

### English as a Second Language (ESL) & Literacy Support Program

At Kensington Primary School the classroom teacher and the Support teacher assist students from backgrounds other than English to develop the skills to read, write and speak English. The needs of the ESL student are considered before deciding on the most appropriate program for that student. The level and frequency of support available to ESL students is prioritized and varies according to the student's needs and the number of students requiring ESL support across the school.

## Mathematics

Mathematics is taught in all classrooms for a minimum of one hour each day or five hours across the week. Our program ensures that students develop important mathematical and numeracy skills for everyday life. Students are actively engaged in learning, making connections and applying mathematical concepts, skills and processes to posing and solving mathematical problems in a variety of real-life and meaningful situations. Students are encouraged to take risks with their learning and to develop a range of strategies for solving problems.

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is organised by sub-strands as outlined below.

Strands	Number and Algebra	Measurement and Geometry	Statistics and Probability
<b>Sub Strands</b>	Number and place value	Using units of measurement	Chance
	Fractions and decimals	Shape	Data representation and interpretation
	Real numbers	Geometric reasoning	
	Money and financial mathematics	Location and transformation	
	Patterns and algebra	Pythagoras and trigonometry	
	Linear and non-linear relationships		

## Programs of Inquiry

Science, Humanities and Technologies are taught using an integrated approach through inquiry-based units of work. The Inquiry units are based on a school based scope and sequence planner designed in accordance with Victorian Curriculum and implemented using the 5E inquiry model where students engage, explore, explain, elaborate and finally evaluate their learning.

## Library

The school has a spacious and well stocked Library and children are encouraged to use and borrow books on a regular basis. All classes have at least one library session each week with their class teacher.

Every classroom also has their own classroom library set up using the books from the school library. This ensures the children have daily access to quality reading material.

A group of parents volunteer their time to assist with library displays and processing of books. Please contact the office if you have time to assist in the library.

## Digital Learning

Digital devices such as laptops, digital cameras, video cameras, iPad, mini iPads, and electronic whiteboards are used routinely in our teaching and learning programs. All classrooms have laptops and iPad which children access routinely throughout the day. Our school uses a range of devices and tools to deliver a rich and engaging curriculum. We explicitly teach our children about being good 'digital citizens' and cyber safety.

We believe that, in partnership with families, we can ensure our children have the skills required to make effective use of technology – while maintaining a balance. It is critical that children learn the value of technology beyond entertainment.

## Specialist Programs

The following curriculum areas, Physical Education, Performing Arts and Visual Arts are implemented by specialist teachers and every class attends a one hour weekly session in each of these specialist areas. A LOTE (Language Other Than English) program operates in the school. The LOTE language is Indonesian.

## Health and Physical Education

The Physical Education program aims for every child to fully participate in an active life. Each child is encouraged to 'have a go' at an array of physical activities and they are given advice on how they can improve their individual performances.

The Physical Education program takes the individual to a higher level, in that children are encouraged to work co-operatively and harmoniously in small groups, leading onto the experience of playing in a team. Children are constantly reminded of the TEAM anagram - **T**ogether **E**veryone **A**chieves **M**ore.

With this focus, the program is delivered and assessed according to the Victorian Curriculum. Emphasis is placed on Physical Education and Health including a strong focus on the development of Interpersonal Skills.

### Aquatic Education Program

A two week intensive swimming Program is implemented each year for all children in F-6. Towards the end of Term 4 children walk to and from the local YMCA Kensington Community Centre where they participate in 30 minute swimming lessons. The children are grouped according to swimming experience and ability and are taught by qualified swimming instructors. As swimming and water safety are important components of the Physical Education Program at Kensington Primary School it is expected that all children will participate in the 10 day intensive swimming program.

### Interschool Sport

Throughout the year children in Year 5 and 6 participate in a range of interschool sport competitions against other schools in the Ascot Vale District School Sports Association (AVDSSA).

Term 1	Swimming Carnival – children compete against schools in the AVDSSA Cross Country - children compete against schools in the AVDSSA
Term 2	Interschool Sport weekly – football, netball, T-ball Soccer Round Robin Competition – AVDSSA – one day event
Term 3	Athletics Carnival – children compete against schools in the AVDSSA
Term 4	Interschool Sport weekly – European handball, soccer and rounders

## Performing Arts - Dance, Drama, Music

Every class has a one hour session of Performing Arts each week. The Performing Arts Program follows the Victorian Curriculum which has the Performing Arts delivered in an integrated way for the first few years. Later on, the sections of the Arts are teased apart and taught separately. Over the course of a year, children learn skills in music, dance and drama. They use these skills to develop their own compositions, choreograph their own movement sequences and create their own dramatic pieces. Students also explore and respond to the arts, which include reflections about their own and others works and studies of art works from other cultures or periods of history.

Some units of work complement the classroom studies. In these cases, the performing arts enrich the children's learning as well as the children bringing their classroom experiences and learning to the performing arts.

The cornerstones of the program are creativity, reflective thinking, risk taking, building personal and interpersonal skills and confidence. These are the skills of life.

## Visual Arts, Media Arts, Visual Communication Design

Every class has a one hour session of Art each week. The Visual Arts Program is based on the Victorian Curriculum and is a component of 'The Arts' learning area where children learn to create, make, explore and respond to art. When children are involved in creating and making art they are exploring experiences, ideas, feelings and understandings as they experiment with arts elements, principles, skills, techniques, processes and media. Throughout the year they do this using material in 2D and 3D forms.

When the children are involved in exploring and responding to art, they develop understandings of their own and others works (both other childrens' and established artists' works). Studies of Visual Arts artists can be from various periods in history or a range of cultures.

Throughout the year some units of work complement the program in the classrooms so children can use the opportunity to enrich and extend their skills and knowledge. In the Visual Arts program children are encouraged to express their ideas and creative flair in a supportive environment.

### **An Art Show/ Arts Week Art Show / School Expo / School Concert**

There is a 3-year cycle of whole school events which are held in Term 3.

- In 2017 the school will hold the Kensington Primary School Expo. This event highlights and showcases the learning that has occurred in all curriculum areas throughout the year.
- In 2018, Kensington Primary School will hold its whole school performance. All children, teachers, staff and many parents are involved in the planning, rehearsing, making costumes and props contributing to the production of the concert.
- In 2019 the school will celebrate the making and creating of art through the Art Show/ Arts Week.

## LOTE - Indonesian

The Language Other Than English program (LOTE) taught at Kensington Primary School is Indonesian. The core focus of the program is to expose the children to learning and communicating in a language other than English and to develop intercultural knowledge and language awareness. The major focus is to help children to see themselves as global citizens of the future with greater sensitivity and a deeper understanding of the Indonesian people, their language and culture.

Children are encouraged to practice conversational language, and to identify and imitate culturally appropriate language. The children repeat words and learn to ask and answer questions related to themselves, building a personal profile in Bahasa Indonesian. Children are encouraged to join in songs, dances and games and be able to demonstrate both verbally and non-verbally an enhanced understanding of Indonesian language and culture.

Our LOTE program makes use of STEM – Science, Technology, Engineering and Mathematics as areas for creative and critical thinking and problem solving. The children complete projects and learning challenges that develop their thinking skills and provide opportunities for them to use Indonesian language in context.

## Extra-Curricular and Enrichment Programs

### **Student Representative Council**

The Student Representative Council is made up of student representatives from each class who have been elected by their peers. Student Representative Councillors meet regularly and have input into many decisions that are made in the school. The Student Representative Council is able to present concerns and recommendations to meetings of School Council. They also run activities and lunchtime and raise funds for Charity or to purchase equipment/games for the school.

### **Choir**

Currently our school operates four choirs – Junior Choir (Yr 1/2), a Middle years choir (Yr 3/4), a Senior Choir (Yr 5/6) and an Earlybird Choir. Staff and children volunteer their time during lunchtimes to enjoy

singing together. The choirs perform several times throughout the year, in school, out in the community and as part of wider community competitions and events.

### **KPS Band**

Children who play an instrument can join the KPS band. The band under the direction of KPS teachers, practises at lunchtime each week and performs at special assemblies.

### **Strings Group**

Children who play a stringed instrument, such as violin, cello or viola, are invited to join the strings group, which practises before school each week under the direction of the KPS music teacher and parents.

### **Instrumental Music**

Melbourne Music Tuition operates an instrumental musical program at the school. Children can learn a variety of musical instruments, which are taught by experienced teachers. Children are taught in groups of 2-5 children or individually, lessons are 30 minutes and are held throughout the school day. Lessons consist of music theory as well as practical. A brochure regarding costs and instruments is available at the office. Currently instrumental music lessons are scheduled between 8am and 5pm on Mondays.

### **Buddy Program**

A Buddy Program operates for our Foundation children and any children new to the school. Children in Years 5 and 6 take on the role as a buddy to our Foundation children. Each Foundation child will be allocated a special buddy who will assist them during our Foundation Transition mornings and during their first weeks and months at school.

### **Cooking and Gardening Program**

Classes are rostered to participate in the cooking and gardening program every Wednesday morning. The program is run by a teacher and relies on parent volunteers to assist. Please contact the office if you are interested in assisting with this program.

### **Monday Mathematicians**

Interested children can participate in maths activities in the library each Monday at lunchtime. This activity provides opportunities for interested children to explore mathematical concepts through play.

### **The Greenies**

Children interested in volunteering their time to make our school more sustainable meet with a teacher one lunchtime a week, to discuss, plan and implement actions such as recycling paper and composting.

## **Excursions and Incursions**

Throughout the year, children will be involved in excursions out of the school or attend special performances or activities provided by groups visiting the school. These direct experiences will be related to their classroom programs and are an integral part of your child's education and, as such, it is expected that your child will participate. Your written permission is required for any excursion involving transport. The Essential Activities Levy, paid by families at the end of the previous year will cover the cost of excursions. Parents are welcomed and encouraged to attend most excursions and will be required to have a current Working With Children Check card. Parents who are having difficulty meeting the cost of excursions should speak to the Principal and a payment plan can be devised.

## **Outdoor Education Program**

An Outdoor Education Program operates for children in Year 3 to 6. Camps are a wonderful opportunity for children as they foster the development of positive relationships and further develop the childrens' independence in a different educational setting. Children in Year 3 and Year 4 attend a two day overnight camp. Children in Year 5 and 6 attend a three day, two night camp. Camp locations alternate from year to year to provide the opportunity for children to experience a range of environments. More detailed information regarding camps will be sent home to families when final details are confirmed.

Families are expected to pay the cost of attending the Outdoor Education Program. With the assistance of teachers, children are actively involved in fundraising endeavours to help subsidise the cost of transport to and from the camp venues.

## Out of School Hours Care Program

The Out of School Hours Care Program is run by an outside provider, OSHClub. It provides fun and creative activities for children in a safe and caring environment. The activities vary each day and include sports, indoor games, cooking and art and craft.

**Hours of Operation:** The OSHC Program operates between 7:00 and 8.50 in the morning and 3:30 to 6:00 in the afternoon. In addition the program also operates on curriculum days and at the end of each term when the school closes early. Breakfast and afternoon tea is provided for the children.

The Holiday Program and Curriculum days operate from 8am till 6pm. Children are required to bring their own food on those days.

The OSHClub website will provide answers to many questions you may have regarding our Care Program. It contains details on enrolments, billing and child care benefits, the activities offered, important policies, and other useful information. To access the website go to [www.oshclub.com.au](http://www.oshclub.com.au)

### ENROLMENTS/BOOKINGS

You can enrol your child in the Care program online via the OSHClub website [www.oshclub.com.au](http://www.oshclub.com.au). Once enrolled with OSHClub, log into your account and select to place either a permanent or casual booking.

### FEES

#### Before Care:

1 Child	\$13.80
2 Children	\$10.00 per child
3 Children	\$9.00 per child

#### After Care:

1 Child	\$17.80
2 Children	\$15.00 per child
3 Children	\$14.00 per child

All fees are subject to change. Please contact the OSHClub Account Manager if you have queries relating to fees. Contact details below.

Families can apply for Child Care Benefit and the 50% Child Care Rebate so the actual fee payable will vary between these amounts depending on individual families' circumstances. The CCR is not means tested which means just about all working or studying parents are eligible to receive it. Call 13 61 50 to register.

A **late fee** applies after 6pm. This fee is \$2 per minute per child. **Casual Bookings** made within 24 hours incur an extra charge of \$3.30 per session for Before and After Care.

Fees can be paid by Credit card or by Direct Debit from your nominated bank account. Your account will be automatically charged every 2 weeks for your attendance fees. Usage statements will be available online. A late/penalty fee of \$9.90 will be charged to your credit card or bank account if a transaction is declined. If you have questions regarding your account please contact your dedicated account manager, Belinda Ramtohul on (03) 8564 9024 or email [belinda.r@oshclub.com.au](mailto:belinda.r@oshclub.com.au).

All Information OSHClub links are also on our Kensington Primary School website.

## Holiday Care Program

A **Holiday Care Program** operates during term holidays and also in January for the three weeks leading up to the commencement of the new school year. Hours of operation are 8am to 6pm. Bookings are essential.

**Holiday Care** is currently charged at \$44.00 a day. For excursions during the Holiday Program a higher rate will apply. A late booking fee of \$10 applies to all Holiday Program Bookings made within 5 working days of a session.

# Foundation Students Information

## The First Day

All Foundation children will commence school on **Wednesday, February 1<sup>st</sup> 2017**. Parents are welcome to accompany their child to the classroom. Once your child is settled, parents are invited for a cup of tea or coffee in the hall and to meet other new parents.

School finishes at 3.30pm and Foundation children need to be collected by their parents/guardians from their child's classroom / library.

Your child will need to bring nutritious food for both morning recess and lunch. All food is eaten in the classroom prior to the children going outside to play.

- morning recess is eaten at 10:45am and children play outside from 11:00 – 11:30am.
- lunch is eaten between 1:15 – 1:30pm and children play outside from 1:30 – 2:15pm.

As there is a two hour lapse between morning recess and lunch we suggest that the children have two substantial mini lunches.

We encourage all children to bring their own water bottle to school each day to maintain hydration levels.

Please ensure that all clothing and equipment including bags, lunch boxes and water bottles are clearly labelled with your child's name.

## Buddies

All Foundation children will be allocated a special buddy from Year 5 or Year 6. The buddies will assist the Foundation children to settle into the school routine. For the first few weeks the buddies visit the classroom before morning recess and lunch to help their special Foundation child to get organized for outside play. They take them out into the yard and assist them to make friends and become familiar with the playground environment.

## Lining Up Arrangements

After the first day, your child will make their way to their classroom each morning at **8:50am** when the bell rings. Music will play before the second bell rings at 9:00am when the school programs commence. If it happens to be raining before school, an announcement will be made to inform children that they are to move inside to their classrooms.

## Collecting Students

Foundation children must be collected from their classrooms by a parent, carer or designated adult throughout the year. It is important that your child knows who will be picking them up each day and that the teacher is informed if there are changes to the usual arrangements on a particular day.

## Special attendance arrangements for Foundation children during February

To ease the transition into school, Foundation children will **not attend school on Wednesdays for the first four weeks of Term 1**. On one of these Wednesdays, your child's class teacher will allocate a one hour interview time where you will be required to bring your child to school. During this meeting time your child's class teacher will conduct some initial assessment and get to know your child's interests and basic literacy and numeracy abilities. This Foundation assessment is a requirement in all government primary schools. The assessment ensures students' needs are met, when teachers are developing curriculum.

Foundation children **will not** attend school on the following Wednesdays in 2017:

- February 8<sup>th</sup>
- February 15<sup>th</sup>
- February 22<sup>nd</sup>
- March 1<sup>st</sup>

From **Monday, March 6<sup>th</sup>** the Foundation children will adopt a normal school routine and attend school Monday to Friday.

## Preparing Your Child for School

Below are listed some ideas for things you can do to help your child settle into school life.

- Practise walking to and from school and become familiar with the school grounds. The school grounds are open on the weekend.
- Have a picnic in the school grounds during the holidays and practise drinking from the water fountains.
- Practise packing a lunch box together and talk with your child about eating times at school - morning recess and lunch recess.
- During the first weeks of settling in at school, you may find that your child eats only small amounts of food. It helps to pack small portions in your child's lunch box that are varied and offer a balanced diet – for example, pieces of orange, cheese, sultanas, biscuits, a sandwich with their favourite filling. Avoid cling wrap, as it can be difficult to manage.
- Let your child practise getting dressed and undressed, especially taking shoes on and off
- Children in Foundation class are often tired during the first few months of school. It is important to establish a routine and ensure they have adequate sleep and get to bed at a reasonable time
- Discuss with your child what will happen after school finishes. If they are to be attending the Out of School Hours Care Program, let them know they will be collected from the classroom by the Care Program staff.
- Encourage your child to start taking responsibility for themselves e.g. tidying up their toys and helping you put things away.
- Develop your child's skills in listening by playing games where they have to listen carefully.
- With your child, name the things they will be bringing to school – school bag, lunch box, drink bottle, school uniform, hat, etc. – so that your child will easily recognise any lost belongings.
- Encourage your child to learn their address and telephone number.
- Organize plays with other children who will be attending the Kensington Primary School. It helps if your child knows another child in their class.
- Adopt a low-key approach to the big day, initiating casual conversations with your child about this new step in their life and sharing positive memories of your own school life with your child.
- MOST IMPORTANTLY – Be positive about school. You are your child's first teacher and they will follow your lead.

## Helping Your Child at School

- Show interest in your child's account of the day when they are ready to talk about it. Most children in Foundation are very tired after school and need time to relax, especially at the beginning of the year.
- Understand that through 'play' a child builds up his/her confidence, establishes sound social relationships with other children, improves his/her powers of conversation and promotes dexterity.
- If your child has a problem, please come to the school and discuss it with us so we can eliminate those small concerns that worry every child.
- Encourage your child to organise clean clothes and pack their books and bag the night before. Also check your child's bag for notes and sign and organize payments for activities such as excursions. Make sure the envelope containing the money is carefully sealed and all details are recorded. Pack these notes in your child's bag together so that they will be able to pass them on to the teacher.
- Establish a routine with a set bedtime to ensure your child is well rested and ready for the busy school day.
- Be sure your child has a balanced breakfast. Healthy eating has a long-lasting and positive impact on a child's growth, development and health. Healthy eating will also maximise a child's concentration and ability to learn.
- Avoid the last-minute rush by leaving home early so that you arrive at school well before 9 o'clock.

- Notify the school if your child is taking medication and complete the Medication Form at the office if medication is to be administered at school. All medication must be handed in at the office.
- Ensure your child attends school every day unless they are sick. Children who are regularly absent from school are at risk of missing out on learning the basic building blocks in subjects, and may experience long-term learning difficulties. Schedule medical/dental appointments outside of school hours where possible.
- Be aware that not all children develop at the same rate and it is unhelpful to compare your child's progress with other siblings or students. Teachers carefully monitor and keep records of each student's progress. Arrange a time to speak to your child's teacher if you wish to discuss aspects of your child's development or progress. Praise and encouragement will build your child's self-esteem and confidence to engage in new learning experiences.
- Avoid organizing or enrolling your child in extra curricula activities such as sport, music and other activities for at least their first semester at school. Beginning school can be very tiring for children and they need time to relax after the demands of a busy school day.
- Be creative in how you ask about your child's day.
  - What was the best part of your day?
  - What was the most interesting thing you did?
  - What games did you play at recess time?

## Student Permission Forms

Parental permission to meet The Department of Education requirements is required for Local Walking Excursions, Headlice checks, Consent for Medical Attention and Publicity. Parents are required to sign the required permission forms before your child commences school.

### **Local Walk Excursion**

During the year, the children will be taking part in several walks around the local community as part of their curriculum studies, eg walk to the local Library, park and along neighbouring streets to observe seasonal changes and traffic patterns.

The Local Walk Excursion note covers any local excursion within walking distance. Parents will receive a note for each outing.

### **Headlice Checks**

Kensington Primary School has a head lice policy to help parents manage head lice. Any child with live head lice will be excluded from school until treatment has occurred. Parents will be contacted to collect the child and the child will be provided with a note to take home. A child may return to school after treatment has commenced.

Parents will also be notified if eggs are present and treatment is expected to eliminate the possibility of further outbreaks.

### **Publicity**

To promote the school in the educational and local community and on the school's website, newspapers and television stations are sometimes invited or they request the opportunity to film and photograph the school programs and special events.

Other than names and the school details no personal information about students would ever be provided without specific parental permission.

Parents/guardians who have security concerns regarding custody and restraining orders or personally object to images of their child being used are asked to contact the Principal or Assistant Principal to inform us if your child is **not** to be included.