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## Student Permission Forms

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Kensington Primary School is a vital community of children, teachers and parents, and enthusiastically promotes:

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

The children are guided by caring teachers who are committed to this philosophy and who are generous in giving their own time for extra school activities.

We are proud of our special programs and facilities in such areas as music and drama, learning technologies, home reading, library, art/craft and physical education.

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.

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.

Mark Ryan
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
- 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.
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 students to other ways of thinking. Just under half of the students 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 student in a positive and stimulating learning environment. Students 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, independent learning is developed.

A seven-year, Prep to Year 6, sequential program addressing outcomes of the Australian 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 Literacy Support programs. A Social Skills/Resilience Program, Bounce Back, is also implemented in all classrooms. The school is committed to the use and development of Information and Communication Technologies as an essential learning tool. Students and teachers have access to a computer network from every classroom and eboards, laptops and ipads ensure that all students have routine access to information and communication technologies to enhance their learning.

A wide range of complementary programs is 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. A Care Program offering many enrichment experiences operates before and after school and on Curriculum Days. The school also runs a Vacation Care Program 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/Maribyrnong 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 curriculum policies, maintain facilities, coordinate the Care & Vacation Care Programs, raise funds, promote the school in the wider community and focus on sustainability. Students 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 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”, a relatively new addition to our grounds, includes the a wood-fired pizza oven, decking area and new landscaping. Other facilities include a well-resourced library, a Care Program room, a kitchen for students to prepare and cook food as part of the cooking and gardening program and interactive whiteboards, laptops and ipdas in all classrooms.

Victorian Term Dates - 2016 to 2017

2016

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

* 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.

2017

Term 1: 30 January (school teachers start) to 31 March *
Term 2: 12 April to 30 June
Term 3: 17 July to 22 September
Term 4: 9 October to 22 December

* The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The remaining three student-free days are determined by each individual school and will be advertised to the school community early in the school year.
The school yard is supervised from 8:45am. At 8:50am the bell rings and children make their way inside to their classroom to get organized for the start of lessons. Children are expected to be punctual and to be ready to start the day at 9am when the second bell is rung. 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 inside the building to their classroom
9:00am School day begins
9:00-11:00 Session 1 (recess snack eaten in classroom at 10:50am)
11:00-11:30 Morning Recess
11:30-1:15 Session 2
1:15-1:30 Lunch in classroom
1:30-2:15 Lunch Recess
2:15-3:30 Session 3
3:30 School dismissal (Preps must be collected from their classroom)

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

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

The Out of School Hours Care Program operates each school day from 7:30 am – 8:45am and from 3:30 – 6:00pm.
A Vacation Care Program operates during each term vacation.
The Out of School Hours Care Program also operates on student free curriculum days.
Details about our Out of School Care Program are outlined further in this handbook.

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 too and can impact on their confidence and vital learning.
Students arriving late must report to the Office, sign the Late Register 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 always teachers in the yard to supervise student play. Students should 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 too hot for the students to play outside, yard duty teachers share the supervision of the students in the classrooms. Students are not permitted to be in the classrooms when the teacher is not in attendance.
Parents are asked to make full use of the Out of School Hours Care Program. Students can be booked into Before or After School Care and can enjoy fully supervised activities.
Absences from School

Regular school attendance is essential for the overall development of children. 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 medical and dental appointments for their child out of school hours.

If your child needs to be 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 student'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 students from school during the day. On such occasions advance notice is appreciated and arrangements must be made for the collection of the student from school. Under no circumstances may a child be collected from school during school hours without notification to the Office. The Exit Book at the Office must be completed by the person collecting the student prior to the student 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.

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 in the Library Fund to be used to purchase resources for the School library and a Building Fund to be used to maintain and continue to improve the school's buildings and grounds. 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 the current school year, 2015, the school's Voluntary Contribution Levies are:

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<th>Building Fund</th>
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<tr>
<td>$120.00 per year for one child</td>
<td>$120.00 per year for one child</td>
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<tr>
<td>$150.00 per year for more than one child</td>
<td>$150.00 per year for more than one child</td>
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Essential Activities Levy

At the beginning of every year each student will be charged an Essential Activities Levy to cover the cost of excursions and incursions and other educational resources and experiences that your child’s class will be involved in throughout the year.

The Essential Activities Levy for 2015 is $300 and will apply to all students at all grade levels at Kensington Primary School. The Essential Activities levy is reviewed by the School Council at the end of each year and recommendations made for the following year. You will be notified of the levy for 2016 by the end of 2015.
These fees contribute to a wide range of school initiatives including additional Art & Craft materials and expenses; Science materials and expendables; Computers, Kindles, Tablets, mini ipads including hardware, software, 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)

All student books, pens, pencils, scissors, erasers, textas, small whiteboards and markers(Junior school), rulers sharpeners, dictionaries(where appropriate), glue sticks, student diaries, reading bags, personal reading boxes and more are covered in this levy. Also covered in this levy is all Excursion costs-buses and entrance costs, photography and printing. Any unspent money from excursions is put towards the swimming program to defray costs for those families. So it all gets used up on activities and resources for the children.

Swimming and Camps are not covered in these costs as these costs change and are often subsidised by grants. This year’s swimming program has been assisted by a Melbourne City grant of $7000 which is fabulous and we often receive donations to assist us with the camping program from teachers and parent sponsorships, School Council assisting with hardship concerns, welfare agencies as well as children fundraising over the year-ice-creams, discos etc.

School Canteen

The school canteen currently operates four days a week: Monday, Tuesday, Thursday, Friday. Healthy hot and cold food options are available. Children order lunches via reusable insulated lunch bags available for purchase at the Office.

School Uniform

Kensington Primary School has a compulsory school uniform which is on display outside the office area. 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). If you are unable to visit the school during this time you can purchase school uniform items by completing a Uniform Order Form and lodging it at the office together with payment. Your order will be processed and ready for pickup from the school office the following week. It is advisable to contact the office to ensure that your order is ready for collection. All enquiries about prices and availability should be directed to the Office.

Children need to wear sensible footwear at all times. 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 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 & white check summer dress
- Navy & 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
Polo shirts, windcheaters, dresses and trackpants are available in Sizes 6 – 16.

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

Other Items for sale through the Uniform Shop include:
Navy school bag, with school logo

### Lost Property

Most articles 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.
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:
- any medical condition 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.

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 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 the students 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 minimization 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 or Education Department website: 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.

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<th>Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td><em>Entamoeba histolytica</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>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.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of</td>
<td>Exclude family/household contacts until cleared to</td>
</tr>
</tbody>
</table>

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

It is a legal requirement that students must be excluded from school if they have the following infectious conditions. http://ideas.health.vic.gov.au/guidelines/school-exclusion-table.asp

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.
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<tr>
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<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion of Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenzae type b (Hib)</td>
<td>Exclude until at least 4 days of appropriate antibiotic treatment has been completed.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>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.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immunodeficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles*</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningitis (bacteria other than meningococcal meningitis)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection*</td>
<td>Exclude until adequate carrier eradication therapy has been administered.</td>
<td>Not excluded if receiving carrier eradication therapy.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Cases</td>
<td>Exclusion of Contacts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mumps*</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>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.</td>
</tr>
<tr>
<td>Pertussis* (whooping cough)</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.</td>
<td></td>
</tr>
<tr>
<td>Poliomyelitis*</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>
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. |
| Treatment must be repeated 7 days later |

The Department of Education and Early Childhood Development states:

Children must not return to school until treatment has commenced

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 |

For more information visit www.health.vic.gov.au/headlice

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 trained from an early age in all aspects of safety. Please ensure that your child knows:
• their own name, address and telephone number
• to avoid an interaction with people they do not know
• to go straight home from school via a route previously agreed to by you. (Please Note: Prep Children must be collected daily from their classroom by their parent /carer.)
• 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
• when you expect them to go 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 students 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. There is no parking in the staff carpark at pick up/drop off times as students are walking past the gates and it is dangerous.

Staff Car Park Restrictions

The staff car park is not to be used as an area for parents to drop off or collect their children. It is extremely dangerous to have cars entering or leaving this area as children are exiting the school grounds and walking along the footpath.

Active Transport

Kensington Primary School encourages students 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.

Students who ride bicycles or scooters to school can lock their vehicles in the designated bike area. Students 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.

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) and our Wellbeing Officer in consultation with all classes. This booklet is shared with students and reinforced at the beginning of each year to promote positive, responsible and caring behaviour. Students are expected to take their personal copy of the Working and Playing Together student 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 encourage responsibility.

COMMUNICATING
- We use positive and polite language
- We listen carefully and respectfully

LEARNING
- We participate in classroom activities in a positive way
- We co-operate with each other and we share the teacher's time
- We share the playground and school facilities
RELATING WITH OTHERS
- We are courteous and considerate of others.
- We respect each other’s differences.
- We respect and take care of other people’s property.

BEING SAFE
- We protect the safety and well-being of everyone in our school.
- We must have permission to leave the classroom or school grounds.
- We play safely and use equipment sensibly.

RESOLVING CONFLICT
- We try to resolve our own problems first in a sensible manner
- If we can’t resolve conflicts ourselves we ask someone for help

MOVEMENT
- We always walk safely without disturbing others, when moving inside the school building
- We take care when we move about or play outside.

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 students 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 students 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.

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

<table>
<thead>
<tr>
<th>B</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Accept the things you can’t change, but try to change what you can first.</td>
</tr>
<tr>
<td>C</td>
<td>Catastrophising makes your worries worse. Don’t believe the worst possible picture.</td>
</tr>
<tr>
<td>K</td>
<td>Keep things in perspective. It’s only one part of your life.</td>
</tr>
</tbody>
</table>
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 curriculum, 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 students 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 and Facilities Committee

The Finance and Facilities 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.
- Ensuring all facilities are safe, adequately maintained and developed.

#### Education Committee

The Education Committee assists the School Council by:
- Determining the general education policy of the school and ensuring that the interests of all students are taken into account. This includes providing a forum for parents, teachers and the wider community to participate in educational 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 & Vacation Care Program 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.

#### Welcome and Transition (WAT) Committee

The WAT committee assists the School Council by:
- Promoting the school to the local and wider community.
- Outreaching to local Kindergartens.
- Working with staff and parents to provide a smooth transition to school for 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

#### Sustainability Committee

The Sustainability Committee assists the School Council by:
- Organizing and implementing procedures and projects to ensure our school is working towards providing a sustainable environment for our students.
The ‘Grubbies’ is a ‘hands-on’ sub group, implementing the Sustainability Committee goals in waste management, water conservation and cultivation and maintenance of our kitchen garden.

Communications Committee
The Communications Committee assists the School Council by:
- Continuing to improve and enhance the connectivity of our community by developing and implementing changes to increase the effectiveness of all our existing communication channels.

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.

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 in classroom activities
- hearing reading or assisting with literature groups
- supervising maths and science activities
- 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
- attending community events such as picnics and organized functions

Communication

Whole School Assemblies
These are held every Monday morning at 9.05am in the School Hall and are conducted on a rotational basis by members of the school staff and students. Parents are invited to attend to observe both formal and informal items presented by classes, groups and individuals.

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 is emailed directly to families and is available online on our website at www.kensingtonps.vic.edu.au. Paper versions of the Newsletter are available from the Office on request.

Student Diaries
Students in Prep – 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 student’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.

School Website
www.kensingtonps.vic.edu.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 students, 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 concerns about your child’s progress with the teacher, an appointment time can be arranged. If you have any other concerns or enquiries please contact the Principal, Mark Ryan, by calling the Office to make an appointment.

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**Curriculum**

The curriculum implemented at Kensington Primary School is based on the sequential stages outlined in the Australian Curriculum and AusVELS. The curriculum outlines what is important for all Victorian students to learn and develop during their time at school from Prep to Year 10. The documents provide a set of common Australian-wide standards which schools use to plan student learning, assess student progress and report to parents.

Information about the new AusVels curriculum can be found at: [http://ausvels.vcaa.vic.edu.au](http://ausvels.vcaa.vic.edu.au)

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>General capabilities</th>
<th>Cross-curriculum priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English</td>
<td>• Critical and creative thinking</td>
<td>• Aboriginal and Torres Strait Islander histories and cultures</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Personal and social capability</td>
<td>• Asia and Australia’s engagement with Asia</td>
</tr>
<tr>
<td>• Science</td>
<td>• Intercultural understanding</td>
<td>• Sustainability</td>
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<tr>
<td>• Health and Physical Education</td>
<td>• Ethical Understanding</td>
<td></td>
</tr>
<tr>
<td>• Languages</td>
<td>• Literacy</td>
<td></td>
</tr>
<tr>
<td>• Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)</td>
<td>• Numeracy</td>
<td></td>
</tr>
<tr>
<td>• The Arts (Performing and Visual)</td>
<td>• ICT</td>
<td></td>
</tr>
<tr>
<td>• Technologies (Design and Technologies; Digital Technologies)</td>
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Teaching sessions draw on elements from each of the three strands 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 a focus for staff. Teachers meet weekly to plan and coordinate learning experiences and to evaluate and moderate student progress. Each term inquiry units are developed with consultation and input from the specialist teachers. At the beginning of each term all families receive a Curriculum Overview which outlines the curriculum being implemented and some of the special events being organized for the term.
The whole school has regular access to specialist services such as Speech Therapy and a Guidance Officer/Educational Psychologist. A school nurse conducts vision and hearing screening assessment for Prep students. Students with disabilities or special learning needs are assisted to access the curriculum through the Program for Students with Disabilities. Education Support staff assist these students under the direction of the class teacher.

**English**

The English domain 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 reading & viewing, writing, speaking and listening. Classroom programs provide numerous real life and meaningful opportunities for students to develop effective literacy skills.

A coordinated approach to teaching literacy is implemented across the school. The essential elements of the program are:
- Two hours of literacy daily
- Explicit teaching of literacy skills through whole class, group and individual conferencing
- Students matched to appropriate texts
- Allocated independent reading time each day
- Classroom libraries stocked with a variety of fictional and factual texts
- Ongoing and consistent monitoring and assessment

**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 group 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 for meaning.

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

At Kensington Primary School the classroom teacher and the ESL/Literacy 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 ESL student may be withdrawn from the classroom to work individually or in a small group with the ESL teacher. Alternatively the ESL student may work within the mainstream classroom where both the classroom teacher and ESL teacher work in parallel to support the student’s acquisition of language skills. Education Support staff, working under the direction of the classroom teacher, also provide support for ESL students. 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.

**Reading Recovery**

Reading Recovery is a school-based early intervention literacy program. The program targets students in Year 1 who require support in reading and writing. Each child selected into the Reading Recovery Program has an individual program designed and implemented by a trained Reading Recovery teacher. The child attends a thirty-minute Reading Recovery session each day and can be on the program for up to twenty weeks.

**Mathematics**

Mathematics is taught at all levels across the school for one hour each day or five hours across the week. There are five domains in the teaching of mathematics: Number, Space, Measurement, Chance & Data, Working Mathematically, Structure. A variety of ‘hands on’, concrete materials are used in all classrooms across the school to assist students to develop mathematical understandings and knowledge. Classroom programs are designed to cater for individual differences. Classroom sessions are planned to ensure that students see mathematical connections and are able to apply mathematical concepts, skills and processes to posing and solving mathematical problems in a variety of real-life and
meaningful situations. Children are encouraged to take risks and develop individual strategies for solving problems.

### Units of Inquiry

Science, Humanities, Technology, Civics and Citizenship, Information & Communication Technology are taught in an integrated way through inquiry-based units of work. The Inquiry units are based on a two year scope and sequence planner designed in accordance with AusVELS.

Planning is based on the 5Es inquiry approach to learning. Each Unit of Inquiry follows a familiar sequence to have students engage, explore, explain, elaborate and finally evaluate their learning. The 5Es approach follows a sequence of:

- **Engage** – each unit begins with a lesson that captures children’s interest through an activity or question
- **Explore** – students carry out hands-on activities in which they explore a concept or skill
- **Explain** – after students have explored a concept or skill the teacher guides students to develop explanations for the experience
- **Elaborate** – encourages students to apply what they have learned to a new situation
- **Evaluate** – an opportunity for students to review and reflect on their learning

### Library

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

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

A group of parents volunteer their time to assist with library displays and processing of books. Parents are asked to assist by ensuring that borrowed books are returned by the due date.

### Information & Communication Technology

Digital Devices such as laptops, digital cameras, video cameras, kindles, ipads, mini ipads, internet and electronic whiteboards are used routinely in our teaching and learning programs. All classrooms have laptops and ipads which students access these routinely throughout the day.

### 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 student to fully participate in an active life. Each student 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 students are encouraged to work co-operatively and harmoniously in small groups, leading onto the experience of playing in a team. Students are constantly reminded of the TEAM anagram - Together Everyone Achieves More.

With this focus, the program is delivered and assessed according to the AusVels curriculum. Emphasis is placed on the Physical Education and Health including a strong focus on the development of Interpersonal Skills.
Intensive Swimming Program
A two week intensive swimming Program is implemented each year for all students in P-6. Towards the end of Term 4 students walk to and from the local YMCA Kensington Community Centre where they participate in 30 minute swimming lessons. The students 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 students will participate in the 10 day intensive swimming program.

Interschool Sport
Throughout the year students in years 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 – students compete against schools in the AVDSSA
  - Cross Country - students 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 – Students compete against schools in the AVDSSA
- Term 4: Interschool Sport, weekly – volleyball/ newcomb, soccer, rounders

Performing Arts
Every class has a one hour session of performing arts each week in our performing arts room. The Performing Arts Program follows the AusVELS Curriculum Guide 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. The AusVELS emphasises “creating and making”. Over the course of a year, students 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. The AusVELS also emphasises “exploring and responding” to the arts which includes 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 students 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
Every class attends the art room for a one hour art lesson each week. The Visual Arts Program is based on the AusVELS curriculum guide and is a component of “The Arts” as a whole. The AusVELS includes two sections; Creating and Making, and Exploring and Responding which are included in the program throughout the year.
When students are involved in the creating and making part of the curriculum 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. As students are involved in the exploring and responding part of the curriculum they develop understandings of their own and others works (both other students’ 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 students can use the opportunity to enrich and extend their skills and knowledge. In the Visual Arts program students are encouraged to express their ideas and creative flair in a supportive environment.

School Concert / Art Show / School Expo
There is a 3-year cycle of whole school events which are held in term 3.
In 2016, Kensington Primary School will hold its whole school performance. All students, teachers, staff and many parents are involved in the planning, rehearsing, making costumes and props contributing to the production of the concert.
In 2017, Kensington Primary School will have an Art Show. Art works of all the students are displayed and their creative masterpieces celebrated.
In 2018 the school will hold the Kensington Primary School Expo. This event highlights and showcases the student learning that has occurred in all curriculum areas throughout the year.
The Language Other Than English program (LOTE) taught at Kensington Primary School is Indonesian. The core focus of the program is to expose the students to learning and communicating in a language other than English and to develop intercultural knowledge and language awareness. The major focus is to help students to see themselves as global citizens of the future with greater sensitivity and a deeper understanding of the Indonesian people, their language and culture.

Students are encouraged to practice conversational language, and to identify and imitate culturally appropriate language. The students repeat words and learn to ask and answer questions related to themselves, building a personal profile in Bahasa Indonesian. Students 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.

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 Choirs (Yr 1-2 and Yr 3-4), a Senior Choir and an Earlybird Choir. Staff and students 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 also practises one morning 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. Students can learn a variety of musical instruments, which are taught by experienced teachers. Students are taught in groups of 2-5 students, 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.

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

Cooking & Gardening Program
Grades are rostered onto the cooking and gardening program every Wednesday morning. The program is run by a teacher and relies on parent volunteers to assist.

Monday Mathematicians
Interested students can participate in maths activities in the library each Monday at lunchtime.

The Greenies
Interested students in year 3 and 4 meet with a teacher one lunchtime a week, to discuss, plan and implement actions that will make our school more sustainable such as recycling paper and composting.
Homework Club
A Homework club operates in the school library for children in years 5 & 6 every Tuesday afternoon after school from 3.45 – 5pm. Homework activities are supervised by Hotham Mission staff. Attendance is voluntary and no fees apply. Contact the school office to make a booking for your child.

Excursions and Incursions
Throughout the year, students 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 beginning of the year will cover the cost of excursions. Parents are welcomed and encouraged to attend most excursions.

Parents who are having difficulty meeting the cost of excursions should speak to the Principal and a payment plan will be devised.

Outdoor Education Program
An Outdoor Education Program operates for students in Years 3-6. Camps are a wonderful opportunity for students as they foster the development of positive relationships and further develop the students’ independence in a different educational setting. Students in Years 3 & 4 attend a two day overnight camp. Students in Years 5 & 6 attend a three day, two night camp. Camp locations alternate from year to year to provide the opportunity for students to experience a range of environments. Students are expected to pay the cost of attending the Outdoor Education Program. With the assistance of teachers, students are actively involved in fundraising endeavours to help subsidize the cost of transport to and from the camp venues.
Out of School Hours Care Program

The Out of School Hours Care Program provides fun and creative activities for children in a safe and caring environment. The activities vary each day and include sports, indoor games, cooking, computer games, videos and art and craft.

Hours of Operation: The OSHC Program operates between 7:30 and 8.45 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. Afternoon tea is provided for the children.
Vacation Care and Curriculum days operate from 8am till 6pm.

Bookings: Bookings for next year can be made by filling in the booking request form and returning it to the Office. These forms are accepted from December 1st.
Casual and temporary bookings are available if we have the space and staffing. For more information on casual bookings and booking cancellation, please see the Care Program Family Handbook or the Coordinator.
You can contact the Care Program on (03) 9376 9848 for further booking information.

Staff: Rebecca Clifton Coordinator
Patricia Santalucia Financial/Administration Manager

Fees:
Our fees are currently:
Before School: After School
1 Child $10.00 each 1 Child $15.00 each
2 Children $9.00 each 2 Children $14.00 each
3 Children $8.00 each 3 Children $13.00 each

Vacation Care is charged at $38 or $48 for an incursion/excursion day.

All fees are subject to change. Please contact the OHSC Program staff or the Office for a current fee schedule.
A late fee applies after 6pm. This fee is $1 per minute with a minimum charge of $5.
Bills are sent out at the end of each month. Ezidebit, a direct debit facility, is the compulsory method of payment for parents utilizing the Care and Vacation Care Facility. Statements are sent to parents at the end of each month and your bank account debited.

For more information on bookings and cancellations, please see the Care Program Family Handbook.

Childcare Benefit
You may also be eligible for Childcare Benefit (CCB). This can reduce the cost per session or allow you to claim a bulk reduction at the end of the financial year.
To register for CCB you will need to give us your families Customer Reference Numbers (CRN) supplied by the Family Assistance Office and provide some details, such as the claiming parents and child/ren’s date of birth. You will need to have been assessed by Centrelink to receive Child Care Benefit. For details contact Centrelink on 13 61 50 (or 13 12 02 for multi-lingual support).

Further Information on our program and policies is available in our OSHC Family Handbook.

Vacation Care Program

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

The First Day
All prep children will commence school on **Friday, January 29th 2016**. 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 prep 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 students going outside to play.

- morning recess is eaten at 10.45 and students play outside from 11:00 – 11:30am.
- lunch is eaten between 1:15 – 1:30 and students play outside from 1:30 – 2:15pm.

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

We encourage all students to bring their own water bottle to school each day.

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

Buddies
All Prep children will be allocated a special buddy from Years 5 or 6. The buddies will assist the preps 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 prep student 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 students that they are to move inside to their classrooms.

Collecting Students
Prep children must be collected from their classrooms by a parent, carer or designated friend 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 prep children during February
To ease the transition into school, Prep 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 prep assessment is a requirement in all government primary schools. The assessment ensures students' needs are met, when teachers are developing curriculum.

Prep children **will not** attend school on the following Wednesdays in 2016:

- February 3rd
- February 10th
- February 17th
- February 24th

From **Monday, February 29th** the Prep children will adopt a normal school routine and attend school Monday to Friday.
Monday Morning Whole School Assembly

The new prep children will not be involved in the first assembly of the year. However, parents are most welcome to stay for the assembly and to join other parents afterwards for a cup of tea or coffee, in the hall foyer.

Prep children will attend their first whole school assembly on Monday, February 8th 2016.

Special Morning Tea for New Parents

A morning tea to welcome new parents to our school will be held on Monday, February 8th in the foyer of the hall following assembly. The morning tea will provide an opportunity to meet other new parents and also parents with older children at the school.

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.
- Have a picnic in the school grounds during the holidays and practice 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 Prep 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 themself 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.

Helping Your Child at School

- Show interest in your child’s account of the day when they are ready to talk about it. Most Preps 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 everyday 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.

### Student Permission Forms

Parental permission to meet The Department of Education requirements is required for Local Walk 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 always be informed of these outings either in the Newsletter or by notice.

#### 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. At the conclusion of the day, the child will be provided with a note to take home to inform their parents that they have head lice. 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 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 also asked to contact the Principal or Assistant Principal to inform us if your child is not to be included.