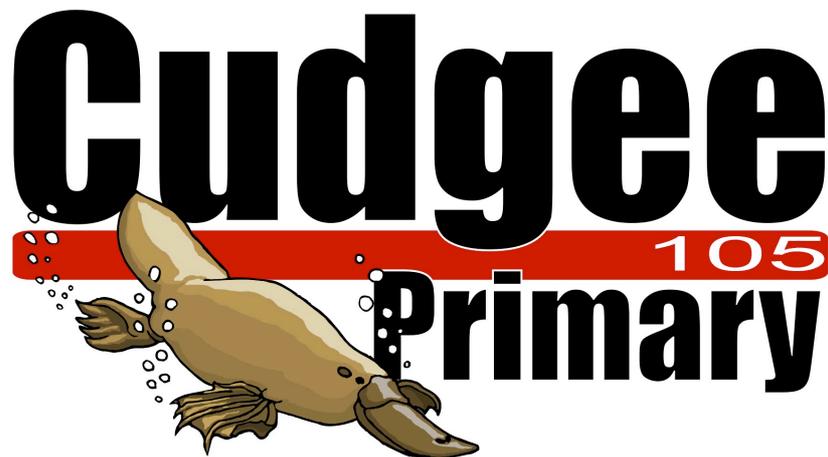


PARENT INFORMATION BOOK



CUDGEE PRIMARY SCHOOL 2017

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WELCOME TO CUDGEE PS 105

I warmly welcome you to Cudgee Primary School. This booklet contains much useful information about the way the school operates. The first section is mainly relevant to Prep children. The remaining sections are general information relevant to all levels. Please keep the booklet handy for future reference.

The school has a strong tradition of parental involvement in school activities and we invite you to share in the partnership. This partnership is one of the many strengths of our school.

Being a small school, we have a number of advantages. The students learn to grow up in an environment where they respect and support one another regardless of age levels. They have the opportunity to interact without being threatened by dominant children. With smaller class sizes, the teachers are able to see that all children receive personal attention.

Where a query or problem needs attention, please feel free to come and discuss it with me. We want your child's growth and development to be given every consideration.

Fiona Selway
Principal



PREP ENROLMENT INFORMATION

ENROLMENT REQUIREMENTS

- Children must turn 5 by 30 April in the year that they start school.
- Documentation needed: immunisation certificate and a copy of the birth certificate.
- It is essential that the Confidential Student Information Form be completed accurately when each child enrolls. It must subsequently be updated as circumstances change. We use this for our emergency information.

SCHOOL READINESS

Children must be socially and emotionally mature enough to cope with the extra demands of school, regardless of their age. Each child develops at a different rate and many undergo huge changes between the decision making/enrolment time and January.

Dr Kay Margetts, a lecturer in primary and early childhood education at the University of Melbourne says, “School is about interacting with others and considering their needs, co-operation, controlling your responses and behaving in an appropriate way, not just reading and writing.”

Kathy Walker, a lecturer in education at RMIT University says, “It’s better to go to school too late than too early, particularly in Victoria, which has one of the world’s youngest starting ages.

She goes on to say, “Over the past ten years there has been a pressure in society that the earlier children can read and the more extracurricular activities they can do, the better off they will be. We’re trying to turn them into pseudo adults, but many are heavily stressed. The pushdown of the curriculum means prep and kindergarten children are now taught what used to be covered in years 1 and 2. Young children need to be stimulated through unhurried play based curriculum. When addressing school readiness parents should ask: Does my child initiate contact with other children? Is he able to entertain himself? Is she able to make things by herself? Can she express feelings by saying, “I need help” or “I feel sad.”

At Cudgee Primary School we consider the following as signs of school readiness:

Language Skills – A child needs to be able to communicate and interact with other people in conversation. They need to follow instructions and understand what teachers are saying, as well as being able to communicate well with teachers and other students.

Physical Well Being – If a child is in the best possible physical health they will learn to the best of their ability. Issues such as appropriate eating, sleeping and activity are important to maximize their learning opportunities. A child who has a disability or a chronic illness may have difficulty with some aspects of school. This does not automatically mean they are not ready for school but any physical and functional limitations need to be considered.

Motor Co-ordination – A child needs co-ordination skills. These skills allow them to dress and undress, unwrap lunch, use a pencil and scissors and participate in other activities that require hand eye co ordination and motor co- ordination.

Concentration and Emotional Adjustment – A child needs to be able to socialise. They need to deal with the more structured environment, follow directions, cope with and understand rules.

Independence – A child needs a range of skills. This includes going to the toilet by themselves, dressing and being able to follow a classroom routine.

It is an advantage but not a pre- requisite to starting school for a child to be able to do up shoes independently and write their own name. We strongly believe there should be no academic pre- requisites to school readiness.

We would much rather encourage parents of kindergarten children share rich experiences such as:

- Listening to and telling stories
- Reading books (Australian Literacy expert and author Mem Fox says you should read to your child from birth. Reading 1000 books to your child before coming to school will be of great benefit; this is less than one book a day.)
- Reading and writing together
- Playing games
- Building with materials
- Cooking,
- Playing with sand and water
- Going on outings
- Learning to follow instructions
- Talking about what he or she is doing
- Asking questions
- Involving other children in play activities

.....rather than pushing students to take on board what they are not yet ready to learn.

SCHOOL AND HOME

Talk to your child about school but don't let her/him become over-excited or worried. Don't greet your child with a series of questions - let her/him chatter after she/he is comfortable, eg - drink, rest then talk. It is normal for children to be very tired in the first term of school and often children don't give blow by blow descriptions about their day and learning. Encourage your child by admiring her/his work when it is brought home. Give paintings/handiwork a place of honour for a few days at least.

SCHOOL TIMES

- Teachers return to school on Monday 30 January 2017.
- Students start date to be confirmed.
- School times:

SESSION 1	9.00 AM—11.00 AM
RECESS	11.00 AM—11.30 AM
SESSION 2	11.30 AM—1.30 PM
LUNCH	1.30 PM—2.15 PM
SESSION 3	2.15 PM—3.15 PM

- During the first term, Preps will stay home on Wednesdays for a rest. During these Wednesdays individual prep students will undertake individual testing in literacy and numeracy with their teacher.
- If someone other than yourself is collecting your child, please let us know.
- Please try not to come too early (about 5 minutes before the bell is long enough) as children can become distressed when they have to wait.
- If your child is upset then come in, but leave at the first opportunity - most children settle more easily when Mum/Dad have gone.

LUNCHESES

A small attractive and healthy lunch is best. Before your child comes to school give her/him a "Practice Lunch" from a lunch box, eg - opening a drink container, pouring a drink from a container, putting a straw in a fruit drink, knowing which food is for playlunch. Pouring a drink from a container needs to be practised. Cling plastic is often too difficult to unwrap for Prep children.

Children also like to have a piece of cake or biscuits for playlunch. Wrap playlunch separately. Lunches are eaten inside or outside every day under supervision. During the first 2 sessions of the day we encourage children to have a fruit/veg snack break at 10.00 and 12.30 to help them concentrate on their learning – please supply fruit/veg for each of these times. Uneaten food is taken home.

Children can bring lunch to heat up in the microwave oven during the colder months of Terms 2, 3 and 4. Cups of soup, noodles, etc that require boiling water are not allowed. On Fridays we are able to toast sandwiches – please bring prepared sandwiches for this purpose.

CLOTHING

Make sure that the clothing is suitable for the weather. Make sure that your child can fasten fasteners easily by herself/himself. If these cannot be managed at home, they cannot be managed at school either.

Name all removable clothing. Shoes should be comfortable. Don't send your children in new shoes on the first day if the shoes have not been worn before. Remember the child probably has not had shoes on very much at home during summer. Please choose shoes for your new Prep, which are easy for them to get on/off (we don't wear shoes on the carpet) so they don't always have to rely on other children/teachers to help them. Sneakers will be required for children to do physical education and sport. Thongs are not allowed for safety reasons.

Gumboots are generally worn out of doors in winter. Slippers or thick socks are recommended for indoors in wet weather.

Please refer to the School uniform price list/order form for uniform particulars.

HEALTH

Children must know how to use and flush a toilet without assistance and they must know that hands should be washed after visiting the toilet (soap is supplied). Please teach your child to put away playthings and materials after using them. Please teach your child how to take off any article that could cause an accident or anything of personal value. If your child has asthma, poor eyesight, hearing difficulties, allergies or other health conditions, let the teacher know. Also let your teacher know about any family upsets, as these can cause changes in your child's school work. The more a teacher knows about what is going on for your child the better they will be able to help them and meet their needs at school.

READING—TAKE HOME BOOKS

Children will bring home a book to read from the beginning. Try to listen to your child read every night. Begin by reading their book to them, then read it together and then let your child try to read it alone. To begin with, they will read from memory - THIS IS QUITE NORMAL. You can encourage them to “point” to the words they are reading and discuss the pictures and the story together. It is a great help if you can fill in the comment section of their Reading Log Book - eg - “very enthusiastic”, “keen to read”, “enjoyed the book”, etc.

PLEASE NOTE

Many “new” parents find that school is a very different place from the one they remember. We try to keep the parents informed and up-to-date with the latest methods and programs, but sometimes we overlook the fact that what is familiar to us (the teachers), is quite new to you. Please don’t hesitate to come up and ask about anything at all which you are not sure of, or don’t quite understand. Your questions may also remind us that other parents do not know or understand that particular piece of information. Don’t ever feel that your question is “too silly”, as I can assure you that almost every time, someone has asked it before!

SCHOOL ORGANISATION

STAFF INFORMATION AND TIME FRACTIONS 2017 (To be confirmed)

- Miss Fiona Selway – Principal, Grade 3-6 Teacher – Full time
- Mr Matthew Dodson – Grade Prep – 2 Teacher – Full time
- Mrs Chris Howlett, MARC Librarian – Wednesdays & Thursday afternoons
- Mrs Merrin Moir, Music, Art Teacher – Tuesdays
- Mrs Andrea Lyon, Business Manager– Mondays & Tuesdays

NEWSLETTER

Parents will receive a fortnightly newsletter on Fridays detailing activities happening at school. There will be many occasions when parents are asked to sign and return reply slips to school. A Calendar of Events at Cudgee Primary School is listed on each newsletter to enable you to keep track of upcoming events at school as well as having a reminder of those little things that are easy to overlook. There is also a board in the office area showing important dates for each term.

SCHOOL ASSEMBLY

School assembly is held every Friday from 3.00-3.15 and is run by the student leaders at the school. This is an opportunity to share and celebrate the learning and things that have been going on during the week and to look forward to the coming weeks. We would love to see you there!

SCHOOL WEBSITE and FACEBOOK PAGE

The school has a website which includes useful information about the school and its staff. The website includes a copy of the schools fortnightly newsletter, parent information book, photos and more. www.cudgeeps.vic.edu.au. Please join/like our Facebook page, Cudgee Primary School 150th Anniversary, for updates throughout the year.

UNIFORM

Cudgee uniform consists of a red polo shirt with the Cudgee PS logo and navy shorts, skirts or tracksuit pants. Student can also wear a red and white check dress in summer. Preference is given to wearing black shoes (school shoes or runners) and on Mondays and Fridays students have wear ordinary runners for PE lessons. In term 1 & 4 it is compulsory to wear a school bucket or wide brimmed hat with the school logo as we are a Sunsmart school.

The uniform is compulsory and can be ordered through the school at different points through the year. Please see the attached price list/order form for further details of how to order.

SCHOOL FEES

School Council set school fees late in the year for the following year. The fees cover school requisites, MARC Van, Panmure Arts Performances, and other curriculum related school requirements. Last years fees were around \$250 for the year.

CONVEYANCE ALLOWANCE

Where parents must travel greater than 4.8 km to their nearest State School, they are eligible to have their travel costs subsidised.

SCHOOL DISASTER PLAN

The school has a “Disaster Plan” which is an attempt to face possible issues, which may arise. Please feel free to ask questions or to read a copy of the document.

The important issues are always current information and it is important to keep each other informed.

1. At commencement of the year you will be asked to list emergency details. Please keep this information **CURRENT** throughout the year.
2. All excursions and out-of-school experiences require your approval and authority for the teacher in charge to make emergency medical/surgical decisions.
3. Forms will be sent home at the beginning of the year and at appropriate times.

HOMEWORK/READING

We strongly encourage all Parents to practise Home Reading with their students as this is proven to be an important step in Literacy Development.

Expect reading to be a normal developmental process - just as you expected speech. Encourage, be enthusiastic, share!!!

Often homework is expected but is rarely given on a regular basis before Grade 3 - your assistance and interest is requested.

SCHOOL COUNCIL

President: Elvira Hewson Secretary: Matthew Dodson Treasurer: Fiona Selway

The School Council is the mechanism chosen by the Government to determine the policy of the school within the guidelines, which apply to all State Schools in Victoria, and is responsible for policy in regard to the following:

- School buildings and grounds;
- School operations policy;
- School finance;
- School curriculum and organisation.

Our School Council currently consists of eight members. There are five parent representatives, a community member, a teacher and the Principal. Each year there are parent positions that become vacant. School Council members are elected for a 2 year term but are eligible to renominate. Meetings are held on the third Tuesday of each month at 7.30 pm and is open to all interested people.

PARKING

School Council has decided that driving of vehicles in the school grounds by parents is prohibited for safety reasons. Please do not drive up to the school.

Children are taken to the gate by one of the teachers and are dismissed when their parents are ready to leave. This policy is necessary due to the concerns of the council about accidents.

It is also important that the school gate is kept clear in case of emergency.

2. STUDENT HEALTH AND WELFARE

BEHAVIOUR

Children's behaviour is a shared responsibility between parents and school.

Should any information which may possibly affect your child's behaviour (illness, accidents, etc) seem relevant please discuss it with us.

The school bases its child management policy on the idea of meaningful consequences (where possible) and this is clearly explained in the school charter.

SUN PROTECTION POLICY

Our Sun Protection Policy means that during the warm weather (Terms 1 and 4) it is compulsory to wear hats. Supplies of 30 + sunscreen are kept at school for daily distribution when appropriate.

ACCIDENTS/ILLNESS/MEDICATION

- All parents are requested to notify the school if their child/ren require any medication to be taken in school hours. This medication must be handed to the teacher for safekeeping and distribution. On no account should children administer their own medication.
- Basic first aid supplies are kept at school for minor accidents however should a child require further treatment, parents or emergency contacts will be notified.
- At the start of each year parents are requested to complete a medical information questionnaire. This information will be confidential but will be recorded in our Health Register and made available to visiting teachers (CRT's) in case of medical emergencies.
- Parents are advised to check whether they are covered for ambulance benefits. Where a child appears to have a serious injury, an ambulance could be called.
- Student Insurance Protection has been taken out by the School Council to assist parents in the event of a serious accident to your child, anywhere in Australia, 24 hours a day. A schedule of benefits is available at school. This cost is covered by school fees.

MANDATORY REPORTING

The reporting of child abuse has now become mandatory for teachers. Where a teacher has reason to suspect physical or sexual abuse, that teacher must by law report their findings.

ABSENCE FROM SCHOOL

If you know that your child will be absent, please contact the school. A note from the parent is required to cover any absence.

3. SCHOOL CURRICULUM

Our School Curriculum is based on the Victorian Curriculum which is the current policy framework for curriculum planning in Victoria. For further information see <http://victoriancurriculum.vcaa.vic.edu.au>.

The Victorian Curriculum includes 11 levels. The levels broadly associated with schooling from years Prep to 6 are as follows:

Foundations – Prep year

Level 1 – Grade 1

Level 2 – Grade 2

Level 3 – Grade 3

Level 4 – Grade 4

Level 5 – Grade 5

Level 6 – Grade 6

The foundation knowledge, skills and behaviours that children must develop from Foundation level to level 2 to become successful learners at school are in the areas of:

- English
- Mathematics
- The Arts
- Interpersonal Development
- Health and Physical Education

At Cudjee Primary school we endeavour to employ specialist staff in music, art, LOTE and library.

WALKER LEARNING APPROACH – INVESTIGATIONS – DEVELOPMENTAL CURRICULUM

The walker learning approach is what drives the teaching and learning at Cudjee PS. It is an approach that highly values the interests and developmental needs of children.

ENGLISH

Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

The English domain is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including literary texts such as novels, short stories, poetry, plays and non-fiction; film and other multimodal texts; media texts; information, commercial and workplace texts; everyday texts; and personal writing.

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas. English teachers encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in

texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. They come to understand that different kinds of texts are appropriate for different occasions and learn to appreciate the variety of English usage in different times and places. They also learn about the ways language shapes and reflects attitudes in different times and places. Students are provided with opportunities to use language effectively in a range of contexts from informal to formal.

Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Strands

Standards in the English domain are organised in three Language Modes:

- Reading and Viewing
- Writing
- Speaking and listening.

The learning in these dimensions is interrelated. For example, speaking and listening contribute to the development of students' reading responses. Writing contributes to communication about texts read or viewed and to reflection and learning. To help support student progress in all three dimensions, learning contexts are diverse and include situations that are informal, formal, planned and spontaneous.

Reading and Viewing

The *Reading and Viewing* mode 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 such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology. 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

The *Writing* mode involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas, issues, arguments, events, experience, character, emotion and information and to reflect on such ideas. 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

This mode 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 including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.

National Literacy Benchmarks

National Literacy Benchmarks are used for reporting achievement in three aspects of literacy – reading, writing and spelling – at Years 3, 5 and 7. The benchmarks define nationally agreed minimum acceptable standards for literacy at these years.

Full details of the National Literacy Benchmarks are available in *Literacy Benchmarks Years 3, 5 and 7, Writing, Spelling and Reading*, Curriculum Corporation, 2000.

The benchmarks describe minimum standards. For this reason, the Year 3 benchmarks relate to Level 2 English standards, the Year 5 benchmarks relate to Level 3 English standards and the Year 7 benchmarks relate to Level 4 English standards. Links to the literacy benchmarks are located in the English standards.

MATHEMATICS

Aims for essential learning in school mathematics are for students to:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Be confident in one's personal knowledge of mathematics, to feel able both to apply it, and to acquire new knowledge and skills when needed
- Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

Mathematical reasoning and thinking underpins all aspects of school mathematics, including problem posing, problem solving, investigation and modelling. It encompasses the development of algorithms for computation, formulation of problems, making and testing conjectures, and the development of abstractions for further investigation.

Computation and proof are essential and complementary aspects of mathematics that enable students to develop thinking skills directed toward explaining, understanding and using mathematical concepts, structures and objects. They provide a framework for the development of mathematical skills and techniques exemplified in the use of algorithms for computation and for the development of general case arguments.

Strands

Standards in the Mathematics domain are organised in 3 strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

EXTRA ACTIVITIES

CLUBS PROGRAM

It is proposed to hold a 4 week Clubs Program during Term 4. Each program will have a different focus. Eg:

- Craft
- Sport and Leisure
- Indoor Games
- Gardening
- Cooking

Children will experience a variety of activities that are not usually offered in a general day-to-day teaching program. Parental assistance is required to run these programs and newsletters will go out asking for volunteers when the programs are being organised.

BOOK CLUB

This is a service provided to children and parents to encourage reading and enjoyment of books. Books are grouped into beginning, middle and upper levels. The school gains free books according to the number sold. It must be stressed that when the Book Club list comes home, there is no obligation to purchase any book.

PLAYS/THEATRE ACTIVITIES

The School makes an attempt to attend theatre experiences at least once each term. These excursions have included the excellent Arts Council shows as well as local secondary school performances. They provide a valuable educational and cultural resource and we hope to continue wherever appropriate events are available. Student in grades 4-6 also participate in the State School Spectacular every 3rd year. A school concert is held at the end of each year.

EXCURSIONS - need to be educationally and economically viable. Often this is an extension of, or preliminary to “work” in an area of the course. Parent opinion and support is sought prior to planning.

CAMPS – The camps program aims to provide a rich experience for students to develop independence, build resilience and develop relationships with other children from other local schools. The venues for camps change from year to year. The program begins in Prep/1 where they go on an extended full day excursion to a regional attraction. Grade 2 students participate in an overnight camp in Term 4. A 3/4 camp and a 5/6 camp is organised in Term 3. These camps are organised together with Panmure PS and Nullawarre PS and provide an excellent opportunity for relationship building.

GARDENING - The grounds of the school are the public’s first view of us all as a school community. Parents and children are encouraged to offer efforts to the maintenance and development of an attractive school environment. We hold working bees at different times during the year.

KITCHEN GARDEN FACILITIES – Our Kitchen garden facilities are used for different activities and learning opportunities throughout the year. Students are involved in planting, growing fruit and vegetables and maintaining the garden. They then have different opportunities to cook and create meals and other food in our kitchen as part of their learning.

SOCIAL SERVICES - Each year, students support a major appeal. These may vary from Jump Rope for Heart, Red Nose Day, The Royal Children’s Hospital or the MS Read-a-thon.

LIBRARY VAN

We have the services of the **MARC** Van (Department of Education) from which the children borrow and are taught Library skills.

The cost to be affiliated with this service is paid by School fees and subsidised by School Council from Department of Education Grants.

Currently this program is run on a Wednesday with Panmure Primary School. We travel to Panmure fortnightly and they come to us on the off fortnight for this program. This has benefits for children meeting and developing skills to work with different children broader than Cudgee PS.