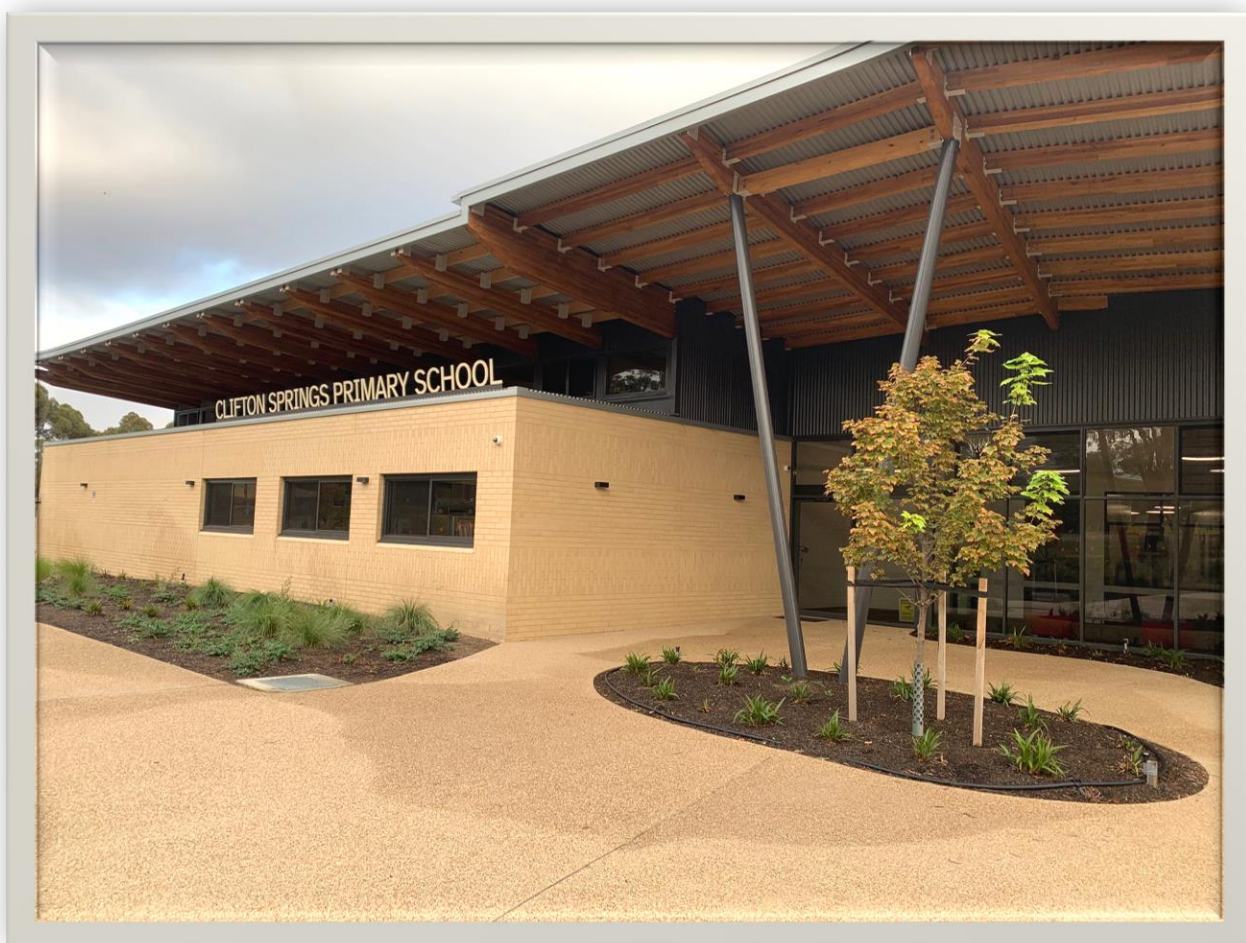


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# Clifton Springs Primary School Handbook

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# School Vision and Values

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Clifton Springs Primary School belongs to us all - it is a community school. The students, staff, parents and members of the community all work together to create a positive environment in which the students learn. We are all proud of the excellent reputation Clifton Springs PS has in the community and continually strive to improve our achievements. We know your association with the school will be a positive one.

This handbook has been produced to assist parents in knowing all about their school.

We look forward to a long, positive relationship with you and your child/ren.

## **SCHOOL ORIGIN**

Clifton Springs Primary School began in February 1989, as part of a shared campus with host school, Drysdale.

On July 23<sup>rd</sup> 1990, the new school commenced operating from its current site in Jetty Road. In Term 4 of 2023 we moved into our new buildings which were officially opening by the Minister for Education on March 27<sup>th</sup> 2024.

## **SCHOOL VISION STATEMENT**

We aim to give all students the opportunity to:

- develop their potential in a safe, supportive and stimulating environment,
- become lifelong learners, and
- become responsible citizens to take action for a sustainable future.

## **SCHOOL VALUES**

We value:

- the mutual respect of the school community and surroundings
- the provision of a safe, caring environment reflecting a sincere concern for the needs of all students
- the provision of equal opportunity for all members of the school community
- the recognition of all students' interests and abilities encouraging confidence, self-esteem and student voice.
- the development of knowledge and skills through active participation in stimulating, relevant and well-planned learning and teaching activities
- the development of a sense of individual and team pride in all efforts and achievements
- the encouragement to persist at all activities



Underpinning these core values, our school has adopted the Nine Values for Australian Schooling which are:

1. **Care and Compassion** – Care for self and others.
2. **Doing your Best** – Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3. **Fair Go** – Pursue and protect the common good where all people are treated fairly for a just society.
4. **Freedom** – Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the right of others.
5. **Honesty and Trustworthy** – Be honest, sincere and seek the truth.
6. **Integrity** – Act in accordance with principles of moral and ethical conduct. Ensure consistency between words and deeds.
7. **Respect** – Treat others with consideration and regard, respect another person's point of view.
8. **Responsibility** – Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
9. **Understanding, Tolerance and Inclusion** – Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.



# General Information

The following information gives a brief outline of some of the important aspects of school life. The school is in a constant state of change. There may be things that change after the time of this handbook being printed.

## CONTACT

### CLIFTON SPRINGS PRIMARY SCHOOL

84-146 Jetty Road  
Clifton Springs VIC 3222  
Phone: 5251 3581

Email: [clifton.springs.ps@education.vic.gov.au](mailto:clifton.springs.ps@education.vic.gov.au)

Website: [www.cliftonspringsps.vic.edu.au](http://www.cliftonspringsps.vic.edu.au)

OFFICE HOURS: 8:15am – 4:30pm

## STAFF

### Principal

Ms. Meg Parker

### Assistant Principal

Mr Alex Werner

### Leading Teacher

Mrs Jess Craghill

### Inclusion & Disability Officer

Amanda McDonald

### Learning Specialists

Nicole Tabone & Elise Jenkins

### Class Teachers

Foundation/ Prep

Suzie Matthies, Tim Teague, Lauren Palmer

Year 1

Karen Marinelli, Nicki Tabone, Jaime Alfredson, Sarah Flaherty

Year 2

Courtney Mercer, Taylah Newell, Kelly Holwerda, Bryce Hanson, Katie Palmer

Year 3 /4

Brad Beales, Elise Jenkins, Nick Westerman, Callen Wade, Kerri Rees, Charlie Vagg, Lauren Gundry & Jess Delaney

Year 5/6

Enza Gillespie, Saira Shah, Ben Price, Almadeus Mambwe, Aaron Randall, Sarah Wayth, Tiann Duim

### Specialists

Art

Jill Petersen, Julie Ryan & Tiann Duim

Music

Kate Kelly & Tiaan Duim

P.E.

Amanda Edwards and Charlie Vagg

Science

Luke Smith & Heidi Critchell

### Student Wellbeing Officer

Samantha Galle

### Inclusion Team

Jason Pritchard, Narelle Stone, Amber Woods, Alicia Muller, Tahnee Shanley, Hilary Fleming, Kerry Ryan, Amy Forster, Will Murray, Erin Higgins, Cameron Freeman, Mel Adams, Tanya Bowen, Daniel Clifton, Tahlia Gill, Charlene Buckle, Audrey Andrews, Cait Reynolds, Elizabeth Simner, Josh Reid, Kelsey Allan, Lily Drake, Lin Grant, Taylah Wilson, Meg Swinton, Mia Little, Emma Headlam

## Office Staff

Manu Robinson, Michelle Thomas, Millie Fleet, Amy Forster

## ATTENDANCE TIMES & LESSON TIMES

It is critical for all students to attend school every day and be on time to commence work at 9am. Students who are regularly late and/or miss school for non-illness related reasons, put themselves at great risk of not achieving their learning potential.

8:50am	Bell for children to bring bags in and do their morning tasks
9:00 – 10:00 am	Learning Block A
10:00 – 11:00 am	Learning Block B
11:00 - 11.20 am	Recess play time
11:20 - 11:30 am	Eat Snack Time in class
11:30 – 12:30 pm	Learning Block C
12:30 – 1:30 pm	Learning Block D
1:30 - 1:40 pm	Eat lunch in class
1:40 - 2:20 pm	Lunch play time
2:20 - 2:30pm	Eat Lunch in class
2:30 – 3:30pm	Learning Block E
3.30pm	Dismissal

At the end of Terms 1, 2, 3 & 4 dismissal time is 2:30pm (or as per guidelines in the DET agreement)

## Special Foundation / Prep Times

Foundation students attend school from 8:50am – 3:30pm each day during **Term 1 except Wednesdays** (when they are not required to attend). They will be involved in some assessment with their teacher during this time.

Full time schooling starts after the first Term Break.

## SUPERVISION

Teaching staff are always mindful of their duty of care; however parents are reminded that the yard is not officially supervised prior to 8:45am and after 3:45pm in the afternoon. Children should therefore not arrive at school prior to 8:45am in the morning.

If for some reason you are unavoidably detained and are unable to arrive at school in time for the end of the school day, please notify the school. The playground is also supervised during recess and lunch breaks.

## ARRIVAL AND DEPARTURE FROM SCHOOL

To relieve congestion in the school grounds and to increase safety, all children must be dropped off and picked up from the allocated parking areas.

The **car park in front of the Administration** area is only for use by staff, visitors, deliveries, the waste disposal contractor, or any emergency vehicle as may need to attend the school.

**It is not for the delivery or collection of students.**

Off-road car parking has been developed for parents dropping off or collecting pupils – (it is one way only).

Parents and students must access this via pathways around the main building - not through the main entrance or through the staff car park.

The staff car park may be used to collect students from sickbay or for Out of School Hours Care. All students arriving at, or leaving school, outside of normal hours must be signed in or out by a parent/carers at the office. A late arrival card will be issued and must be presented to the classroom teacher.

Students will not be permitted to leave the school grounds during school hours unaccompanied. If you have difficulty collecting your child, please contact the office and discuss possible arrangements.

## SCHOOL CROSSING

A supervisor is on duty at the crossing from 8:30 – 9:00am and 3:15- 4:00pm daily.

## ABSENCE

Regular attendance at school has a significant impact on student achievement and, along with punctuality, is a very important habit to develop.

Parents are asked to advise the school of known absences (e.g. holidays) via Compass, by phone or in person at the school office/ Class Teacher or with a note.

For every absence, The Department of Education requires an explanation.

## ASSEMBLIES

There is a full school assembly every Friday at 3.00pm. Last Friday of term, assembly is at 2:00pm. All students and staff are in attendance and parents / friends are most welcome.

## FOOD

We have students at our school who have severe, life-threatening allergic reactions to **nuts/ eggs and seafood**. We have been provided with an EpiPen and management plan to cope with any problems arising from these allergies.

We strongly recommend not sending nuts or nut products to school for your child, as this would greatly assist us in managing this.

### Brain Food

All students are encouraged to drink water and bring a healthy snack to have at 'Brain Food' time in class. This helps to keep the brain "switched on". At around 12noon, students will have 'brain food' time, the opportunity to snack on foods like dried fruit, vegetables such as carrots and celery, and plain wholegrain snacks such as rice crackers.

Snacks are to be brought to school in a small named container. Students will only be eating their own snacks and not sharing with others. The way classes organise their snacks will be decided by the teachers and students of each individual class and therefore may be different from class to class.



## Nude Food

The school has a 'Nude Food Policy' which requires parents and children to organise waste free lunches. Waste-free lunch programs favour the use of reusable food containers, drink containers, utensils and napkins.

We discourage the use of disposable packaging, such as pre-packaged foods, plastic bags, juice boxes and pouches, paper napkins and disposable utensils.



## What does a waste-free lunch look like?

### (REUSABLE)

- sandwiches and other main dishes, fresh fruit, fresh vegetables and treats in a reusable lunch container
- cloth napkins
- stainless-steel forks and spoons
- reusable drink containers and lunchboxes

\* With this type of lunch, lunch food items can be bought in larger quantities. The packaging can be left at home for reuse or recycling. Waste-free lunches are not only a wise environmental choice, but they are less expensive as well.

## LUNCH ORDERS

Lunch orders are available on Monday, Wednesday and Friday. Students may order their lunch online from The Fresh Lunch Fairy any time up to 9pm on the **preceding night**.

See our website for the link.

## SCHOOL COUNCIL

School council is:-

- \* A legally formed body that is given powers to set the key directions of a school
- \* It is the major governing body of the school
- \* It decides future directions for the school and oversees the school's operation

All parents are welcome to nominate for School Council or to attend meetings as an observer. Parent and teacher Councilors are elected for two years with half retiring annually in March.

A list of School Councilors will be published in the newsletter. The sub-committees of School Council are Finance, Environment/Facilities, Policies and OSHC.

School Council currently meets at the school on the third Tuesday of each month at 7.00pm in the staffroom.

## PARENT INVOLVEMENT

We encourage parents to participate and become involved in school activities.

Many opportunities are available for parents to offer their help, assistance and expertise.

These include:

School Council and its sub-committees

Working Bees

Sport events

School Concert

PFA

## BIKES

Students are not permitted to ride bikes to school, unless accompanied by an adult or until having completed the Bike Education Course in Year 4.

Students who ride bicycles to school should be aware that the school takes no responsibility for the security of the bikes.

It is required that all bikes have secure locks, are only walked through the school grounds and ridden safely between home and school. The wearing of helmets is compulsory.

If these few rules are not obeyed then the privilege of bringing a bicycle to school is withdrawn temporarily or, in the case of repeated problems, permanently.

We recommend students below Year 3 should not be riding bikes to school, unless supervised by a parent, as research indicates that their physical and spatial awareness skills are not well enough established for them to be safe.

**Please note:** School bike sheds are not locked overnight or on weekends.

## DOGS

We do not encourage dogs to be at school at any time but if parents choose to walk their dog to or from school, we ask that they must **always** be on a leash and are to be kept well clear of the immediate area around our school buildings.

The safety and health of our students is always our main priority in these decisions.



Some preloved uniforms are available from the office for a minimal price. Funds raised from second hand uniform sales go towards helping students attend camp.

## **Lost Property**

All property - clothing, shoes, books, bags, should be clearly labelled with your child's name.

Lost Property is displayed in the Junior Learning Space and in the Senior Learning Space and may be collected at any time before or after school. At the end of each term, unclaimed lost property is forwarded to a charitable organisation or sold as second-hand uniform.

If your child brings home someone else's property by mistake, please return it to school promptly.

<b>UNIFORM – STUDENT DRESS CODE</b>
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### **1. Rationale:**

- 1.1. To create and promote a sense of collective and individual pride in students, and their identification with the school and the school colours of royal blue and gold.
- 1.2. To ensure that clothing worn to school is neat, clean, safe and inoffensive.

### **2. Aims:**

- 2.1. The student dress code will apply during school hours and when travelling to and from school, and when students are engaged in school activities outside of school hours.
- 2.2. Broad brimmed or legionnaire's hats in school colours must be worn as set out in the CSPS Sunsmart policy, from the start of September to the end of April.
- 2.3. The wearing of jewellery is not permitted, except for watches, stud and sleeper earrings.
- 2.4. Appropriate footwear must be worn. No high heeled shoes or open toed sandals.
- 2.5. Plain socks (either black, white, navy blue or royal blue) must be worn. No stripes or spots. Tights or leggings are to be in royal or navy blue.
- 2.6. Nails are to be of a safe length and only clear coloured nail polish is allowed.
- 2.7. Skin transfers and make-up (except for clear lip gloss / chap stick) are not to be worn.
- 2.8. Collar length hair must be tied back for health and safety reasons and hair colour to an extreme shade is not permitted. Fringes must not be so long as to impede vision.
- 2.9. Winter kilts or box pleat skirts may not be worn higher than the knee.

### **3. Implementation:**

- 3.1. The process for exemptions from a dress code is set out in the School Policy and Advisory Guide. The operational tasks of granting exemptions on the basis of the grounds stated in the dress code, and the administrative decisions associated with its enforcement belong to the management role of the Principal.
- 3.2. School leadership will when needed, make recommendations to the School Council as to items of approved School Uniform.
- 3.3. In deciding school clothing items, consideration will be given to cost, practicality, health, safety and availability, ensuring that both sexes are able to participate actively and safely.
- 3.4. The main supplier of school uniforms is A-Plus Uniforms, Belmont. This contract will be reviewed annually.
- 3.5. Some uniform items (without insignia), hats, bags and second hand clothing items will be available for purchase at the school office.
- 3.6. The school community will be regularly kept informed of the student dress code requirements through the school newsletter and on the school website.
- 3.7. Prospective students and parents will be notified of the dress code requirements prior to enrolment at the school.
- 3.8. Parents are required to provide a note of explanation in the student's diary for an infringement of the dress code. For a child out of uniform for more than one day, the classroom teacher will contact

the parents and assess the situation, which will include a standard proforma which requires a parent signature. The Assistant Principal will be notified if lack of uniform compliance continues.

- 3.9.** If parents are having difficulty providing a uniform, arrangements can be made with the Principal. (eg, second hand uniforms, State Schools Relief Fund, KIND funding).
- 3.10.** Year 6 students will have the option to purchase individual polo shirts or rugby tops with a specific design for that year.
- 3.11.** Summer and Winter uniform options are available, as are female uniform options, eg dresses, kilts and skirts, however students are not limited to wearing specific options in set terms, nor are females required to wear female uniform options.

### **The CSPS uniform consists of:**

- Shirts - royal blue or gold short or long sleeved polo shirt
- Rain coat – royal blue, fleece lined, long sleeved zippered
- Shorts – royal blue basketball mesh or cargo shorts
- Pants – royal blue pants (No denim)
- Dresses –In blue gingham
- Skirts – Kilt or Box Pleat skirt in school colours (navy, royal, gold, white)
- Vest – royal blue polar fleece
- Jumper – royal blue and/ or royal blue and gold
- Skort – in blue gingham or royal blue
- Hats – royal blue broad-brimmed or legionnaire style
- Sport-wear – no additional uniform requirements for PE classes except for runners; basketball style or polo shirt style in school colours will be provided by the school for use at interschool events.
- School bags – royal blue with insignia, optional.

**Coat:** In cold weather students may wear a plain navy coat or jacket over their jumper or polar fleece outside at recess or lunchtimes.

**Special Year 6 top:** Year 6 students can wear an individualised top following design approval from the Principal.

**Jewellery:** Restricted to only one each of a small ring, bracelet and/or necklace and only 1 pair of sleepers or studs in ears; any other piercing must have clear studs.

**Adornments/accessories:** Students may have a choice of colour in headwear, gloves, scarves, ribbons.

**Socks:** Socks are navy, grey, white or black.

### **Uniform Suppliers**

#### **NOONE**

Belmont Centreway Arcade

Shop 6-7, 168 High St

BELMONT 3216

Ph: 5241 6316

Clifton Springs Primary provides:-

- Some second-hand uniform
- School hats and bags
- Iron on school logos



## EMERGENCY INFORMATION

It is essential that the school has up-to-date information about your child. We need to know of any alterations to your child's medical requirements, who to contact and where they can be found in case of an emergency.

Please inform the school of any changes. **Emergency contacts should be easily contactable and accessible (local area please)** to the school as they are relied on to support your child in case of an emergency or serious injury.

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# Foundation Orientation

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## WHAT IS THE FOUNDATION YEAR?

The Foundation year is designed to provide children with a solid base to the early years of education and make the move to Year 1 easier. Foundation provides the foundation for your child's success at school by developing: -

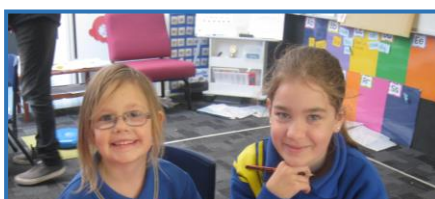
- a positive approach to learning
- independence and confidence
- thinking and problem-solving skills
- language skills
- early literacy and numeracy
- physical abilities, including gross and fine motor skills

At Clifton Springs P.S. we promote the Foundation year as being:

- Part of the whole P-6 school.
- Designed to provide the foundation needed for success in later schooling.
- A place where children can learn through investigations and play in a range of structured and unstructured learning environments.
- Engaged in their learning as part of the 'Early Years Program'.
- Involved in other areas of the curriculum, such as:-
  - Visual Arts
  - Physical Education
  - Science
  - Music
  - ICT – laptop computers, I-Pads, video and digital cameras
  -

## BUDDY PROGRAM

All Prep students are involved in a Buddy program. During the Transition program at the end of the year, each Prep student is 'buddied' up with a Year 6 student. Throughout the year, Prep and Year 6 students are involved in activities together.



## PREPARING YOUR CHILD FOR FOUNDATION

Starting school for the first time can sometimes cause anxiety for young children. Fear of the unknown and nervousness over change can cause a child to stress as the first day of school approaches. Parents can help to empower their child to be confident and in control.

Below are some tips to help alleviate a child's anxiety and to assist you in preparing your child for school.

Getting your child ready now and into a regular routine will lead to a positive start to school experience that will set them up for a successful school year.

- A child who doesn't know what to expect of school is often fearful. Starting school has lots of unfamiliar elements: new teachers, new friends, new routines, and new environments. By introducing your child to the unknown slowly and repeatedly before school begins, they will feel more comfortable and gain trust in their ability to cope. At Clifton Springs PS we assist by holding several Classroom Orientation Days, a more formal transition program.
- You and your child may like to write a list of questions your child has about school. Let them bring their list of questions to their Orientation Days and they can ask their classroom teacher. Knowing the answers to such questions as, 'Where will I sit?', 'Where are the toilets?' and 'Where do I hang my bag?' will make your child feel confident about arriving on the first day of school.
- Sit down with your child and plan special outings to purchase school items and the school uniform together. Make these trips low-key but fun.
- Encourage them to call their grandparents or other relatives to talk about the upcoming school year with others in a positive way.
- When having lunch at home, why not pack a lunchbox for them. Plan a lunchbox menu with them of their favourite foods that can be made at home.
- In the first few weeks of school it might be a good idea to pack smaller plastic containers inside the lunch box making it easier for your child to access their food. It is also important to talk to your child about the differences between snack and lunch.
- At school, we eat our snack first followed by lunch. Glass bottles are not allowed at school so a plastic drink bottle should be used. Your child can then fill this up throughout the day with drinking water or use the drinking fountain.
- If your child will be wearing lace up shoes, why not start to teach them how to tie up their shoelaces. Velcro straps and shoes with buckles are easier for Foundation students to wear.
- All Foundation children need to be able to put their shoes on and remove them, independent of adult assistance.
- It is an expectation that when your child starts school, they are confident in going to the toilet by themselves.
- They should know that when they finish, they should always flush the toilet and wash their hands. Asking to go to the toilet during class-time is discouraged; however, we do know that sometimes emergencies arise.
- Children must be accompanied by another student to go to the toilet. Children leaving the classroom to go to the toilet during lessons can be disruptive, therefore, we recommend that you monitor your child's toileting habits now and encourage them to withhold from using the toilet for longer periods of time.
- If your child does have special needs in regard to toileting issues, please speak to the classroom teacher so that they are made aware of this issue.

## GETTING STARTED

It is our aim at Clifton Springs PS to make every day at school a happy occasion for your child. We will be working hard to make sure everything goes as smoothly as possible. We'll have lots of smiles and a lot of time for your child and his/her parents.

Our routine will be simple and consistent until children feel confident and at ease in the school environment.

Have your child's things organised the night before so that the start of the day goes smoothly and no-one must rush.

You can assist by:-

- Planning morning snack and lunch with your child and pack food that your child likes.
- Be positive and talk about all the new experiences in a happy way.
- Don't slip away - always tell your child that you are leaving and will be back after school.
- Be positive when picking your child up. Do not ask if they have been good; instead ask them what they have done, who they have played with, etc.
- Encourage your child to show you what they have made.

## WHAT WILL THE FOUNDATION STUDENTS BE DOING AT SCHOOL

### A Typical Day

8:50 – 9:00am	Morning routine- place take home folders in the tub etc
9:00 – 11:00am	Early Years Literacy Program - Reading, Writing, Speaking & Listening
11:00 – 11:20am	Outdoor Play
11:20 – 11:30am	Eating Snack
11:30 – 1:30pm	Early Years Numeracy Program - Number and Applied Mathematics
1:30 – 1:40pm	Eating Lunch
1:40 – 2:20pm	Outdoor Play
2:20 – 2:30 pm	Eating lunch & quiet time
2:30 – 3:30 pm	Integrated Learning - Theme Based Learning & Specialist subjects
3:30 pm	Home time

# Communication

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The following information gives a brief outline of the methods of communication between school and home.

*Parents are encouraged to discuss concerns they may have about their child's progress, but an appointment must be made first to meet with the teacher.*

## COMPASS

You are required to sign up to access this online Communication/ assessment tool by completing the authorisation form obtained at the office. You will then receive a unique login and password.

Through COMPASS you can:

- Access live reporting via learning tasks and your child's semester reports
- Notify the school of student absences.
- View the newsletter.
- Receive alerts and reminders about events/excursions.
- Pay and give permission and pay for events/excursions
- Keep up to date with upcoming events
- Compass Chat with Teachers

**Login:** <https://cliftonspringsps.vic.jdlf.com.au/login.aspx> OR download the FREE 'Compass School Manager' App from the app store.

## ASSEMBLY

There will be a school assembly every Friday at 3:00pm except for the last day of term when it is 2:00pm. The assembly will alternate between Junior and Senior students each week and staff are in attendance, parents and friends are most welcome.

Class Awards are given out weekly in accordance with our school values.

Specialist Class Awards are given out per term per class.

Each term the classroom teacher will nominate a student who has been demonstrating the CSPS Values. These nominations go into the draw to win one of two prizes at the end of each term.

## NEWSLETTER

The Newsletter is published bi-weekly to keep everybody up to date on school news. It is published on a Tuesday via Compass.

**This is our key means of communication of dates and upcoming events so please read it very carefully.**

## NOTES

**Children will be permitted to leave school only with parents/guardians during school time.** It is a DET requirement that notes/phone calls be provided if:

- Children are absent from school
- Children are required to leave early
- Parents can log absences on Compass or can call the office – 5251 3581 – if their children are going to be away from school.

## REPORTING TO PARENTS

Reporting student progress to parents is an important element of your child's education.

At Clifton Springs PS you can expect the following:

- Throughout each term, your child's Maths and Literacy Learning Tasks, together with the task Proficiency Scale and your child's work, are uploaded onto Compass for parents to see as they are completed.
- 3 Way Conferences/Meet & Greet Session with student, parent and teacher will take place early in Term 1
- A written report at the end of each semester (end of Term 2 & Term 4)
- Student Led Conference/Expo Learning during Term 4.





# HOME SCHOOL PARTNERSHIP

At CSPS, we value parent engagement in learning and offer here formal events during the year to facilitate this partnership. Each event has a different purpose (outlined below) and they are equally important. We strongly encourage you to attend all three events during the year.

Parent Information Session Meet and Greet BBQ	Three Way Conferences	Student Learning Expo
<p><b>Focus:</b> Curriculum &amp; Classroom Information</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Meet classroom teacher and parents / careers in the same learning space.</li> <li>• Curriculum Information about teaching and learning and our approach at CSPS</li> <li>• Information about classroom routines and housekeeping items pertaining to the year level.</li> </ul> <p><b>Venue:</b> Classroom</p> <p><b>Participants:</b> classroom teacher, parent/s / carers</p> <p><b>When:</b> Early Term 1</p> <p><b>**While parents participate in the information session, students have the opportunity to play with friends in the yard.</b></p> <p><b>Meet and Greet BBQ</b></p> <p>After the Information Session, parents are invited to join their children and other families for a picnic BBQ dinner</p>	<p><b>Focus:</b> Goal Setting &amp; sharing of information</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• How your child has settled into the school year</li> <li>• Sharing of Term 1 learning goals set collaboratively with your child and their teacher</li> <li>• Opportunity for parents to share strengths, opportunities and ideas for future goals</li> </ul> <p>This is a three-way discussion with each participant having the opportunity to share their thoughts and ideas.</p> <p><b>Venue:</b> Classroom</p> <p><b>Participants:</b> student, classroom teacher, parent/s / carers</p> <p><b>When:</b> Mid Term 1</p> <p><b>Booking:</b> Online via Compass</p>	<p><b>Focus:</b> A 'Celebration oLearning'</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Students will lead the entire session</li> <li>• Your child will highlight their achievements during year</li> <li>• Parents/careers are given question prompts to work through with your child if needed.</li> <li>• Specialist learning spaces are open to provide an opportunity for your child to share some of the exciting learning that occurs during these sessions.</li> </ul> <p><b>Venue:</b> Classroom and Specialist learning spaces.</p> <p><b>Participants:</b> student, classroom teacher, parent/s / carers</p> <p><b>When:</b> Term 4</p> <p><b>Booking:</b> Not required</p>

## PARENT CHANNELS OF COMMUNICATION

The following is offered as the first point of contact regarding particular issues.

1	Child's Progress	Teacher
2	Behaviour issues in class or Behaviour issues in the Schoolyard	Teacher, Principal or Assistant Principal
3	Child placement in class	Principal or Assistant Principal
4	School organisation	Principal
5	General enquiries	Admin Office
8	Contributions and charges payments & School Accounts	Business Manager
9	Excursions/camps	Classroom teacher or Principal
10	Newsletter	Administration
11	Curriculum	Principal or Leading Teacher
12	Child Protection/misconduct issues	Principal
13	Building & Grounds	Principal

# Curriculum

The following information describes the regular subjects taught at school.

## ENGLISH

Standards in the English domain are organised in three modes:

- \* Reading and Viewing
- \* Writing
- \* Speaking and listening.

The learning in these modes 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 modes, learning contexts are diverse and include situations that are informal, formal, planned and spontaneous.

The Victorian Curriculum English Curriculum is compulsory in all Victorian schools as of the beginning of 2017.

## MATHEMATICS

Standards in the Mathematics domain are organised in three strands:

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

The Victorian Curriculum Mathematics curriculum is compulsory in all Victorian schools as of the beginning of 2017.

## SCIENCE

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The Australian Curriculum: Science has three interrelated strands:

- Science Understanding,
- Science Inquiry Skills

Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

## VISUAL ARTS

The Arts is offered at Clifton Springs PS in a weekly session. Students are required to supply their own Art Smock.

In every society the Arts play a pivotal role socially, economically and culturally. Students will use their environment, their experiences and their imagination as an inspiration for their work.

They will develop an ability to concentrate and complete an artwork over a period. Students are developing a foundation of self-awareness about their own interest and preferences in Visual Art.

Through exploration of a variety of tools, techniques and materials appropriate to the artworks being developed, they can demonstrate their growing individual creativity and ability to express themselves. Students are learning to respond reflectively to the artwork of others.

## **PERFORMING ARTS**

The Performing Arts program is available to all students from Foundation - Year 6. Students learn Performing Arts skills such as singing, instrumental music, dance, drama and performance through working with the Performing Arts teacher, classroom teachers or visiting skilled practitioners in a specific performing arts area.

Examples of these are our bi-annual school concert at GPAC, our lunch time Glee Club and Music Bands and participation in the Geelong Music and Movement Festival.

## **ITALIAN (L.O.T.E.)**

Italian language studies focus on developing language proficiency and promote intercultural understanding. Studying a language better equips students to engage with others and participate fully in an increasingly globalised world.

The students listen to and begin to speak in Italian and respond to language in context through play, games, songs and actions.

## **PHYSICAL EDUCATION**

All students participate in an active Physical Education program. The program is conducted throughout the week by a Physical Education specialist teacher, as well as the classroom teachers for morning fitness.

Physical Education encompasses swimming, athletics, outdoor adventure activities, gymnastics, fundamental motor skills, bike education and games skills. The regular school-based program builds students' fitness, agility, strength and co-ordination through a broad range of age-appropriate activities.

Students in Years 3 - 6 participate in the annual House Athletics Competition and from this event, select students are chosen to compete in inter-school competitions.

A House Cross Country Running competition is available for students in P-6.

Students in Years 5 & 6 also compete in a winter sport Lightning Premiership competition.

Students in Year 4-6 can qualify to compete in Inter — school Swimming Competitions.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY (I.C.T.)**

Information and Communications Technology (I.C.T.) is taught across all year levels from Foundation to Year 6. The program offers children experiences using a variety of software programs and emphasis is placed on Cyber Safety and correct use of the Web for learning.

Students in Year 3-6 are encouraged to have an iPad for 1-to-1 learning, purchased by parents through the BYOD (Bring Your Own Device) program. Students in Foundation - Year 2 will have access to school purchased iPads.

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# Extra Curriculum

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The following information describes the activities available in addition to the regular subjects taught at school.

## SPORTS EVENTS

Students have opportunities to participate in House, Interschool and Division Swimming and Athletics Events. Competitions are conducted in Term 1 & 2. Term 2 is the 3-6 Athletic events at Landy Field.

The sport program also provides an opportunity for students to compete in both team and individual competition in a variety of sports including netball, basketball, football, tennis, soccer and cricket.

## SWIMMING PROGRAM

An intensive Foundation-Year 4 swimming program runs annually. The timing of this program is dependent on our annual events calendar and venue availability (heated indoor pool).

Details will be advertised closer to the commencement date.

Year 5/6 students are involved in an alternative water safety program.

## OUT OF SCHOOL HOURS CARE PROGRAM (OSHC)

The Out of School Hours Care, (OSHC) Program is run by Camp Australia, and is in one of the portable classrooms

It is available every weekday before school from 6:45am and after school till 6:15 pm for a fee that is largely rebated through government Childcare rebates.

We also run a Holiday Program based here at school, for all school holidays.

For more information please go to the school website.

## CAMPS

Foundation	Special Day Out / Teddy Bear Picnic
Year 1	School based dinner and activities on campus
Year 2	School based overnight stay on campus
Year 3/4	Pax Hill & Sovereign Hill/ Anglesea (Alternate years)
Year 5/6	Melbourne Urban Camp/ Camp Cooriemungle (Alternate years)



## EXCURSIONS AND SPECIAL EVENTS

A variety of experiences are provided through excursions, incursions and special events. Parent permission is required for all excursions and any activity that takes place outside the school. Excursions and incursions will be linked with topics studied in integrated learning units.

## SPORTS ACADEMY

The students in the Sports Academy are selected for their interest and passion for physical activity and their dedication to improving their skills in this field. They also share a vision for contributing positively to the development of others in their classes and more broadly the school by displaying leadership and teamwork skills.

Our Academy group is run by our P.E. teacher and get together each week for an hour. Here we explore concepts relating to physical literacy, leadership and coaching through discussion and hands on activities.

The students work in pairs to promote fitness and physical literacy skills to our Year Prep, One and Two students. They conduct fitness activities 3 times per week that are 15 minutes in duration. These sessions help to develop Academy student leadership skills, whilst improving the outlook and health of our junior students.

The students also engage in healthy cooking sessions and excursions relating to the development of their physical and leadership skills such as Stand-Up Paddle boarding and a cross fit class

## ARTS ACADEMY

The CSPS Visual Arts Academy is an extension program aimed at select year 5/6 students who have a passion and skill in the Visual Arts.

It is run by our Visual Arts teacher, and consists of being exposed to new and challenging forms of art, as well as having the responsibility of art displays around the school.

The program strongly also focuses on leadership and being a positive role model for the visual arts in the CSPS community.

## MUSIC ACADEMY

The CSPS Music Academy is an extension program aimed at select Year 5/6 students who have a passion and skill in Music.

It is run by our Music teacher and consists of being part of an ensemble who will perform regularly at assemblies, as well as other opportunities that arise.

The program strongly also focuses on leadership and being a positive role model for the performing arts in the CSPS community.



## STEM ACADEMY

The STEM Academy is an extension program aimed at students in Years 5 and 6 who are interested in science, technology, engineering and mathematics. The academy is run by the STEM teacher and is held on Thursdays during lunch time.

The sessions consist of authentic learning experiences where students explore and develop their understanding of science concepts while experiencing design challenges, robotics and coding and a variety of technology.

Students in the STEM Academy are encouraged to be positive role models in the school and have the responsibility of assisting with whole school events such as the STEM EXPO.



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## Student Wellbeing

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The classroom is an integral part of our school Student Wellbeing and Management structure.

The objectives of the classroom are to:-

- develop positive relationships between students and between teachers, students and parents.
- provide support for the wellbeing and management of students in a caring and safe environment.
- undertake a range of administration activities.

Through the federally funded National School Chaplaincy and Student Welfare Program, the school has a student wellbeing worker available to support students.

Support includes emotional and pastoral care, parenting advice and referral to other agencies.

## WELLBEING & STUDENT MANAGEMENT POLICY

The Clifton Springs PS currently has a 'Whole School Approach' to Wellbeing and Student Management. This policy outlines the expectations for student behaviour and the consequences for inappropriate behaviour. A copy of our policy is available for you to view and, like all school policies, is subject to ongoing review.

## ACCIDENTS (TOILET)

Wet pants are quite easily changed. However, if your child soils him/herself at school we will try to contact you at home so that you can bring clean clothing to school and clean your child. We have found it is much less embarrassing for the child.

Naturally, if you are not available, we will ensure your child is discreetly cleaned and changed. It is suggested that prep's who can "forget" to go, have a spare pair of underwear and a change of pants in their bag.

## DISASTER PLAN

The school reviews its emergency and evacuation procedures annually.

In the event of an emergency:-

- Teachers will mark the student attendance.
- No student will be released to other adults or family members without written permission or phone call
- In the case of a major emergency the school will be evacuated to a safe location if the situation permits otherwise they will remain in situ.

## HATS

As we are a Sun Smart School, all children are required to wear a broad brimmed hat during recess and lunch times and for physical education, sport and excursions during September through to May.

Children without hats will be required to play in the shade.

Broad-brimmed and Reversible House coloured hats can be purchased from the Office.



## HEAD LICE

As you are no doubt aware, head lice have always been a community health problem. It is advisable to check your child's hair carefully at least twice a week, so that you may quickly discover the presence of eggs. It is a wise plan to have a metal comb on hand. This is the only satisfactory comb for removing the dead eggs once they have been treated.

Students with live lice are excluded from school until treatment has commenced. Please do not feel ashamed if your child does 'catch' head lice.

Small students tend to put their heads close together, which makes it easy for the problem to be spread.

You will assist us to eradicate the problem if you notify the school promptly that your child has head lice or eggs, obtain the necessary lotion from the chemist and spend a few hours carrying out the treatment carefully.

Notices will be sent home if an outbreak of lice occurs in your child's grade.

## ILLNESS

If your child is ill, home is the best place to be. However, common sense should be used here.

If it is necessary for your child to take some medication at school, please make sure instructions are clearly filled out on a school provide medical form and that Office Staff/ First Aid Officer are given the medication. Dosages administered by staff will be recorded.

## INFECTIOUS DISEASES

All students starting school are required to have an Immunisation Certificate. Parents are asked to notify the school immediately they are aware of their child contracting an infectious disease. For more information refer to;

<http://www.education.vic.gov.au/school/principals/spagthealth/Pages/infectiousdiseases.aspx>

## MEDICATION

The Department of Education and Early Childhood Development, Victoria has strict guidelines concerning the administration of medication to students.

Medication can only be given to a student when it is:

- accompanied by a written request from the parent
- prescribed by a doctor
- in the container issued by the pharmacist with the instructions written on it.

The instructions must state the child's name, time to be administered, the required dosage and the name of the medication that should be given.

*Please do not send single tablets. Students cannot administer their own medicine. All medicine must be sent straight to the office.*

## **‘SHINE’**

At CSPS, 'SHINE' is our framework for everything we do around Wellbeing. It includes many elements which we have provided a snapshot of here.

## **SCHOOL WIDE POSITIVE BEHAVIOURS:**

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is not a curriculum, intervention or practice. It is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioural practices for improving important academic and behaviour outcomes for all students.

We have developed a values matrix that explicitly outlines the expected behaviours from students.

## **SHINE DAYS:**

Twice per year we have 'SHINE' Days, focusing on areas of social and emotional learning. SHINE student captains run activities throughout the day including lunchtime. It is a real celebration of learning and maintaining a positive school climate.

The SHINE (formerly Kids Matter) Captains have been amazing over the years in their confidence, organisation and skills in planning and delivering key lessons to all students at CSPS. We look forward to the 2024 captains taking the reins this year!

## **RESPECTFUL RELATIONSHIPS:**

In 2017 Clifton Springs PS became a Lead School with the Respectful Relationship Program for a cluster of schools in Geelong.

The program was a result of the Royal Commission into Family Violence which identified the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence for future generations. In 2018, respectful relationships education became a core component of the Victorian Curriculum from foundation to year 12 and is being taught in all government and Catholic schools and many independent schools.

The program is based on the belief that everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes, behaviours and consequently experiences can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. The aim is to ensure all students are free to reach their full potential.

Respectful Relationships content is all now part of our 'SHINE' approach at CSPS

## **JUST RIGHT ZONE:**

The Just Right Zone is about trying to ensure all students are in their 'Just Right Zone' for learning. Each class has a Just Right Zone poster which explains the emotions of being 'Too Fast' or 'Too Slow'



in their thoughts and feelings, along numerous quick activities to help them return to a 'Just Right' state.

## LUNCHTIME ACTIVITIES:

We are very proud of the options we provide for students during lunchtimes. There are multiple choices each day for students looking for something to do or to pursue a particular skill or passion.

## RESTORATIVE PRACTICES:

At Clifton Springs PS we have a Restorative Practice approach to our student wellbeing and behaviour management processes. It is based on the three 'Rs':-

- Relevance - better understanding of the harm done and those affected.
- Responsibility - being accountable to targets and the community; repairing the harm done.
- Relationships - participation in resolution and restitution; opportunity for learning and growth through guidance.

Restorative Practices are about teaching people to behave well. Student Management via the Restorative approach means:

Wrongdoing is the violation of people and property and relationships

The aim of justice is to identify obligations and promote restoration and healing

The school community is involved in dialogue and repair.


So we ask:

- *What happened?*
- *Who has been affected?*
- *Who is responsible and accountable?*
- *What needs to happen to repair the harm?*

When the students do the wrong thing/make bad choices we take them through the restorative process. If it is a minor issue, there will be appropriate, informal discussions with the teachers and students involved and an opportunity to address the harm done.

This happens as part of a teacher's classroom management strategies. If it is a major incident, then parents will be informed.

# CSPS Whole School Behaviour Matrix

 <p>CLIFTON SPRINGS PRIMARY SCHOOL</p> <p>Values Matrix</p>	In all classrooms	
Respect	<ul style="list-style-type: none"> <li>- We allow others to learn at all times</li> <li>- We use good manners to all</li> <li>- We look at and listen to the person talking</li> <li>- We are on time and ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>- We keep our hands and feet to ourselves</li> <li>- We look after the gardens, animals and school property</li> <li>- We are safe and sensible with all equipment</li> <li>- We use positive and appropriate language</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>- We challenge ourselves in our learning and have a Growth Mindset</li> <li>- We look after our belongings and school resources</li> <li>- We put in our best effort and take pride in our learning</li> <li>- We keep trying if things don't work the first time</li> </ul>	<ul style="list-style-type: none"> <li>- We take care of our school environment</li> <li>- We will remind others of our school values if they are not showing them</li> <li>- We bounce back from minor problems</li> <li>- We use the 5-Finger Rule when needed</li> </ul>
Kindness	<ul style="list-style-type: none"> <li>- We treat others how we like to be treated</li> <li>- We help others get out of the Learning Pit if they need it</li> <li>- We use kind words to each other every day</li> <li>- We look after new students and teach them our school values</li> </ul>	<ul style="list-style-type: none"> <li>- We include as many people as we can in our games</li> <li>- We take care of people who are hurt</li> <li>- We are friendly to all others and accept everyone's differences</li> <li>- We treat others how we like to be treated</li> </ul>