



Senior School Parent Handbook 2018





The Senior School Teaching Team

Jay Tucker	Assistant Principal – Senior School
Ariana Peters	Teaching and Learning Coach/Grade 3 and 4 Team Leader
Chloe Hohneck	3C Class Teacher
Nathanial Payne	3N Class Teacher
Anna Morris	3A Class Teacher
Valerie Zedda	3V Class Teacher / Kitchen and Garden Coordinator
Rick McConchie	3R Class Teacher
Sarah Price	4S Class Teacher
Caroline Heath	4C Class Teacher
Thess Lohman	4T Class Teacher
Julie Allen	4J Class Teacher
Sarah Clair	5S Class Teacher
Gretl Tan	5G Class Teacher
Nick D'Amelio	5N Class Teacher
Corey Hall	5C Class Teacher
Billy Godfrey	6B Class Teacher
Louisa Dretzke	6L Class Teacher and Grade 5/6 Team Leader
Melinda Rankin	6M Class Teacher
Ryan Murphy	6R Class Teacher
Tim Ghys	6T Class Teacher
Leanne Murray	Specialist Art Teacher
Andrea Robinson	Specialist Art Teacher
Leyna Parkes	Specialist Art Teacher
Angela Dawson	Specialist Library/ICT Teacher and Specialist Team Leader
Kaz Sieger	Specialist Music Teacher
Paula Russell	Specialist Performing Arts Teacher
Sam Casey	Specialist Sports Teacher
Kirsteen Reid	Specialist Indonesian Teacher
Jenny Zimbachs	Specialist Indonesian Teacher
Kathy Beckwith	Garden Specialist
Janet Cameron	Kitchen Specialist
Sam Somerville	Kitchen Specialist

~ Who's Who in the Senior School? ~

We thought we should introduce our Level 3 (Grade 3/4) and Level 4 teachers (Grade 5/6). Whilst your child has his or her own classroom teacher, we are a learning community and grades often work together or visit each other's classrooms to celebrate their learning. We encourage all our students to feel confident in approaching any teachers in any situation and know that they will be listened to and cared for.

				
Rick McConchie – 3C	Chloe Hohneck – 3C	Nathanial Payne – 3N	Anna Morris- 3C	Valerie Zedda – 3V
				
Thess Lohman – 4T	Caroline Heath - 4C	Julie Allen – 4J	Sarah Price - 4S	Ariana Peters Level 3 Team Leader
				
Nick D'Amelio – 5N	Corey Hall — 5C	Sarah Clair – 5S	Gretl Tan – 5G	Louisa Dretzke- 6L Grade 5/6 Leader
				
Billy Godfrey — 6B	Melinda Rankin – 6M	Ryan Murphy – 6R	Tim Ghys – 6T	

Creating Powerful Learning Environments

Classroom Agreements:

In order to establish a safe, respectful, collaborative and effective learning culture each class goes through the process of developing their shared classroom agreements. These agreements describe the behaviours and attitudes expected of each child and outline their routines, rewards and consequences. It is our expectation that all children adhere to these agreements and that they have a clear understanding that their choices have both positive and negative consequences on those around them.

Upon completion these agreements will be sent home to you so that you will know and support the agreement your child has undertaken.

We really value and appreciate the support you give us in helping to create a wonderful learning environment.

You Can Do it & Manners Matter:

The You Can Do It (YCDI) Program's main purpose is to support our community, school and home in a collective effort to optimise the social, emotional and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing and have positive relationships including making contributions to others and the community (good citizenship).



YCDI's focus is on building social, emotional and motivational capacity of young people. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of young people.

YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people, including positive, caring relationships with young people; providing for their safety; high expectations for achievement and behaviour.

It is vital that school, home and communities work together so that the responsibility for supporting and educating, including quality social and emotional learning experiences and caring relationships, is shared throughout the community.

Each fortnight we shall focus on one of the five social-emotional strengths of YCDI; Getting Along, Organisation, Persistence, Confidence and Resilience through the newsletter, during classroom discussions, activities and assemblies.

Manners and the way we interact with each other in a positive, respectful and polite way is also a focus for us. Each fortnight, along with our You Can Do It focus, we will also be emphasising and promoting specific manners. They will be mentioned at each assembly, described in the school newsletter and each teacher will be proactive in promoting and expecting these manners to be demonstrated.

Soft Starts

We believe strongly in the development of positive and respectful relationships and welcome the opportunity to get to know our students on a personal level. Therefore, students are welcome to come into our classes before school from 8:50 on certain days, depending on the commitments of the teachers. On these days, students can enter their classroom quietly and begin their morning. Each teacher will let their class know when their specific soft start times are and these times will be posted on the entrance doors to your child's building.

English is central to the learning and development of all our EPS students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

English at EPS is investigative, purposeful and explicit, with an emphasis on fostering and nurturing a love of all Literacy. The teaching of English reflects the intent of AUSVELS (The Australian Curriculum in Victoria) and is inclusive of our students' needs, backgrounds, perspectives and interests.

English is personalised through various and agreed teaching strategies and skills across all Year levels in the dimensions of Reading and Viewing, Writing and Speaking and Listening.



Our Agreed strategies:

Writing:

Writer's Workshop and Components of:

- *Immersion in texts and linking to reading
- *Direct instruction using authentic literature or teacher's/students' own writing
- *Independent Writing and time for sustained writing
- *Teachers conferencing with individual students and keeping anecdotal records such as dates of conference, teaching points and discussions
- *Guided Writing; working with needs-based, focused groups
- *Sharing and celebrating students' writing, giving opportunities for students to observe and learn from each other
- *Use of whole class/individual notebooks
- *Using seeds to launch the Writer's Workshop; a springboard for ideas
- *Explicit teaching of text types identified in team planning
- *V.C.O.P (Vocabulary, Connectives, Openers and Punctuation) elements are taught as the building blocks of writing
- *Fortnightly Big Write sessions to improve writing stamina and to showcase students' writing growth
- *Fortnightly Analysis of Big Writes and Goal Setting

Reading:

- *Selection of Just Right Books
- *Use of the Gradual Release model with teachers selecting reading strategies to suit students' needs such as: Modeled, Shared, Guided and Independent reading
- *Comprehension strategies: predicting, questioning, visualising, inferring, summarising, synthesing and evaluating
- *Reading Conferences and goal setting
- *Book Club and Readers' Notebooks



Spelling, Punctuation and Grammar:

- *Agreement of our six spelling principles
- *Explicit teaching of the 5 spelling strategies (meaning, sound, visual, connecting and checking) linked to:
 - *Students' writing
 - *Needs based, continual assessment and observation
 - *Class focus
 - *Student investigations of spelling patterns/sounds/roots

Speaking and Listening:

- *Knowledge ready – supporting our students to get ready for speaking and listening situations, questioning, discussing, rehearsing
- *Tuning into ideas – focus on tone and voice with the use of visuals for support
- *Consolidate & review – reflection, self and peer feedback, continual improvement
- *Linked strongly to our current classroom curriculum and opportunities for informal and formal presentations such as sharing our work, assemblies, peer tutoring and buddy reading.

Mathematics

Our focus in Mathematics is to ensure that all children experience success in a safe, supportive but challenging learning environment. We provide students with many opportunities to explore and develop a deep understanding of mathematical concepts and ideas. We build their ability to think and work mathematically, with a heavy focus on the development of essential skills and problem solving strategies. Curriculum content in Maths includes the Domains of:

- Number and Algebra (place value, counting, operations, fractions & decimals, money and financial mathematics, patterns and algebra etc.)
- Measurement and Geometry (units of measurement, shape, location and transformation, geometric reasoning)
- Statistics and Probability (chance, data representation and interpretation)
- A focus on developing Understanding, Fluency (including the recall of number facts and times tables), Problem Solving and Reasoning.



Children will learn about these concepts and ideas at the level that is appropriate to them, given their needs, strengths and areas for improvement.

We are very mindful that children learn best when their learning experiences are hands-on (using a wide variety of materials and resources), relevant, linked to the 'real world', authentic, challenging and open-ended. We also put an emphasis on developing each child's ability to explain their thinking, justify the strategies they use and reflect on their progress and learning goals. We work very hard to monitor the progress and learning needs of our students so that we can support and extend their learning. We provide them with learning experiences that are just right for them—thus ensuring their success and the development of positive attitudes and higher levels of confidence.

The way we teach Mathematics in 2018 has changed very much since many of us were at school. We want, and indeed teach, children to question, wonder, challenge and justify what, and how, they learn. We pose questions and set problems that often have many different answers, or different ways of finding the answers. Our aim is to explore diverse mathematical thinking and processes. The most current educational research underpinning our approach to Maths learning and teaching outlines five desirable mathematical actions for students:

1. **Conceptual understanding** – knowing the why and how of mathematical concepts, skills, strategies and relationships
2. **Procedural fluency** – carrying out procedures flexibly, accurately, efficiently & appropriately while having ready knowledge of facts and concepts (number facts and times tables)
3. **Strategic competence** – the ability to formulate, represent and plan to solve mathematical problems
4. **Adaptive reasoning** – the capacity for logical thought, reflection, explanation and justification – being able to prove thinking and outcomes
5. **Productive disposition** – an inclination to see maths as sensible, useful and worthwhile, along with a belief in diligence (persistence) and confidence

Everything we do in planning our Maths Program is about building these understandings and competencies.

Inquiry

Our approach to teaching across other learning areas, including Science, History, Geography, Civic responsibility and Design & Technology, also follows an investigative and inquiring approach. We believe that our personalised approach to learning is reflective of the most current research on 21st Century education and the skills required to act effectively in our changing world. This includes:

- Learning to generate, process and sort complex information
- Thinking systematically and critically
- Making decisions about and evaluating different forms of evidence
- Asking meaningful questions about different subjects
- Being adaptable and flexible to new information and situations (being able to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations)
- Being creative
- Being able to identify and solve real-world problems.
- The ability to research, problem-solve, take risks (in a good way!), persist and be resilient

In Year 3 our inquiries will focus on:

- Health – learning what affects our physical, social and emotional health and how we can make positive choices to ensure we lead healthy lives
- Science: Earth and Space – exploring changes that occur on earth such as how shadows are formed and what causes day and night
- History – Community and Remembrance – learning about how our local community has changed and remembering Australia's first people
- Science: Chemistry – exploring what causes objects to heat and cool

In Year 4 our inquiries will focus on:

- Civics and Citizenship – learning about groups in our community and how we can make a difference. We also focus on ANZAC Day and how this is remembered and celebrated within our community
- Science: Physics – consolidating our notion of what makes a fair test and how to ensure our results are scientific. Students will investigate a variety of different forces and will focus on one to explore further through their own experiment
- History – the First Fleet: why the First Fleet came to Australia, what conditions were like on board the Fleet and what life was like for the first settlers and Australia's first people once the First Fleet arrived.
- Science: Biology – investigating the life cycles of living things and how these life cycles are interconnected. Students will also explore the effects humans can have on these life systems.

In Year 5 our inquiries will focus on:

- Science: Earth – exploring how sudden geological changes or extreme weather conditions can affect Earth's surface.
- Science: Space – exploring the concept of Earth being part of a system of planets orbiting around the sun.
- Science: Physics – investigating light sources and how light forms shadows and can be reflected and refracted and exploring energy and electrical circuits.
- History – the Australian colonies: how the convict and colonial presence affected the Aboriginal and Torres Strait Islander peoples and the environment; the gold rush and Eureka Stockade.

In Year 6 our inquiries will focus on:

- Science: Biology – investigating how living things have structural features and adaptations that help them to survive in their environment and learning how the growth and survival of living things are affected by the physical conditions of their environment.
- Geography - focusing on the concepts of place and interconnection. Learning the locations of the major countries in the Asia region, Europe and North America as well as examining environmental characteristics such as climate and landforms and how human actions influence the environmental characteristics of places.
- History/Civics and Citizenship – Australia's Federation and the key figures involved in Federation; Australian democracy including the rights of Aboriginal and Torres Strait Islanders, migrants and women; migration to Australia and the contribution of individuals and groups to the development of Australian society (this ties into our leadership program where we explore the skills needed to be an effective leader).
- Science: Chemistry – exploring the different observable properties of solids, liquids and gases and investigating how changes to materials can be reversible or irreversible.

Homework

Elwood PS implements a homework program that reflects current educational research, knowledge and experience in supporting children's learning at home, and is reflective of our Homework Policy. Children in 3/4 and 5/6 will keep the same, open-ended Homework grid all year. Both grids include some essential tasks and offer a selection of other tasks that promote and extend learning beyond school.

The descriptions on the front page of each Homework Grid should help you to support your child in completing the non-negotiable tasks and making choices about which of the other tasks they could complete. You can help your child by supporting their involvement in a range of activities, monitoring record-keeping and helping where necessary (e.g. researching).

Each Level has developed a slightly different approach to their homework process, which best suits the age and expectations of their students. For students moving into Secondary School the effective management of time and the ability to prioritise commitments become essential skills to develop.

Homework is intended to:

- Support children in taking responsibility and being organised by planning their time and recording their activities independently.
- Encourage children to monitor and broaden their experiences.
- Reinforce and practise skills learned at school.
- Promote curiosity and inquiry.
- Celebrate children's achievements as a means towards being a balanced individual.

If you have any questions about our homework process or wish to know more about it, please contact your child's teacher

Healthy Lunches & Allergy Awareness

We have a strong emphasis on health and wellbeing at EPS and we encourage all students to take some responsibility for the choices they make in relation to their own health and wellbeing. We also teach children to be aware of and thoughtful about the health and wellbeing needs of others and what they can do to support and help each other.

We have a number of students with food allergies and it is our policy at school to minimise the risk of allergic reactions at school by:

- Asking that you avoid sending your child to school with food which might in some way, through accidental contact, cause such an allergic reaction
- Ensuring that children do not share food at any time and that they wash their hands after eating
- Ensuring that children always eat in a supervised environment
- Regularly cleaning spaces where children eat
- Promoting an awareness of anaphylaxis, allergens, reactions and what they can do to help should the need arise.

We also encourage

- healthy fresh food lunches
- as little packaging/wrappers as possible

This year, Elwood PS will continue to join local schools leading the move toward "zero waste to landfill." As part of this leadership. We encourage all students to bring nude food every day – that is, food that has no packaging and wrappers.

Monitoring Student Progress

Your child's teacher is your first point of contact about any matter affecting your child's happiness, self-confidence, development and progress in all areas.

Student Progress

A positive relationship and effective communication between home and school is vital in helping us gather the information and feedback we need to ensure your child's learning is successful and that they feel secure and engaged at school.

If you have a question or concern about your child's learning or wellbeing you should:

- Make an appointment to discuss your concerns with the class teacher;
- Agree upon a strategy to trial;
- Meet again to review progress

Rules Relating to Electronic Communication & Internet Use

Email and Internet are powerful forms of communication and learning. Our school's ISP is the DEECD preferred Internet Service Provider, and is constantly vigilant in identifying and locking out inappropriate web sites.

When using e-mail, Internet and social media, students must always use good manners, and obey safety rules and copyright law.

Good Manners and Copyright Laws

- E-mails you send must always be polite and friendly.
- Should you receive an e-mail that is unfriendly or hurtful, do not answer it, but immediately inform a teacher.
- You may not use other people's pictures or information in your own work without acknowledging your source and where possible, receiving the author's permission.

Internet and Email Safety Rules

- Only use your first name in e-mails.
- Do not divulge your address or phone number in any electronic communication.
- Do not arrange real-life meetings with e-buddies from outside our school.
- The Internet may only be used for research and investigations approved by a teacher.
- Should you encounter any web page that you believe is inappropriate for students or makes you feel uncomfortable, inform a teacher immediately.
- You may not download (copy to a school computer) any file from the Internet without teacher permission.
- Internet Chat Groups are "out of bounds" unless they have been organised by a teacher.

Disregarding e-mail and Internet rules can be a safety risk and/or reflect badly on you and our school. It is regarded as serious misbehaviour.

Specialist Programs

Visual Art

Level 3

Throughout Level 3 the focus of visual art is for students to learn a variety of skills and techniques to give them the tools they need to express their own thoughts and feelings. Our aim is for students to feel empowered and confident, and believe that they are all artists. Students' interests and passions will be celebrated and will be used to support their learning. Students' art will not be reproduced and orchestrated, but is a reflection of their own discoveries and self-expression. In level 3, students will develop a visual language around the art elements and principles. Students will be challenged with high expectations and will be empowered to create to the best of their ability, while having fun in a creative and inspiring environment.

Level 4

In our art room students are responsible for behaving like artists. Through art making, students will explore their own ideas, make personalized connections and apply what they learn independently. Students are given their own visual diary at the beginning of Year 5 that they continue to use in Year 6. The art room has a vast amount of materials, resources and technology to encourage any wide array of art making. Students will work independently or collaboratively to express ideas and are encouraged in responding to the artwork of others.

Our self-directed responsible artists are expected to:

1. Come up with ideas and plan their own art pieces
2. Research, select and gather materials and tools need to create their art pieces
3. Create with engagement, persistence and risk- taking
4. Clean up and store artwork
5. Reflect and celebrate not only their own artwork, but the artwork of others

When students bring their art pieces' home, not only is it a reflection of their thoughts and passions, it is a unique product of their hard work and effort.

Assessment:

It is important to know and understand that everyone is an artist in his or her own way! Students are assessed on use of tools and materials, use of class time, craftsmanship and development of their creativity.

I look forward to a very artful and creative year with your child and am looking forward to celebrating the The Art Show in Term 4 (more details to follow).

Physical Education & Sport

Check out our PE website for all things Sport and PE, including key dates and detailed information about upcoming events for the year.

www.elwoodpsps.com

Physical Education Lessons

Throughout the year students will be involved in team building tasks and problems to help develop their skills in working as a team and take on different roles within their team. They will also continue to develop fundamental movement skills (FMS) and apply these within small sided minor games, striking and fielding games and invasion games. They will refine and expand their range of skills and perform them with increasing precision, accuracy and control in more complex games and activities contributing to an increase in their capacity to make accurate and timely decisions.

Furthermore, the students will also develop an understanding of what roles they can take on as a leader. They will undertake a variety of roles when participating in sport, such as being team leaders, umpiring and coaching. They will be supported in taking responsibility for organising and conducting activities in which decisions are made about procedures, communication, rules, involvement and fair play.

Level 5 & 6 Interschool Sport (Balaclava District Sport)

The Grade 5 & 6 students will be involved in Interschool Sports and represent Elwood PS against other schools in the Balaclava District. Selected students will also go onto District events such as the Swimming, Cross Country and the Athletics Carnival. For our guidelines on how teams are picked, please see the Team

Selection Guidelines section of our PE website: <http://www.elwoodpspe.com/team-selection-guidelines.html>

Sports Events

Throughout the year the grade 3 – 6 students will have the opportunity to compete in various sports events, both competing against each other (in houses) at a school level and also competing at higher levels against other schools. Some of these include Swimming, Cross Country, Athletics and Interschool sports. Throughout the year, we also run house lunchtime sports which is for our grades 3 – 6s to compete in. Our grade 4 & 5 students also participate in Bike Education giving them more competence and confidence to ride their bikes safely on the roads.

For a full list of all the PE and Sports events and dates, visit our PE website:

<http://www.elwoodpspe.com/2018-dates.html>

Thanks and we are looking forward to a great year in PE and Sport
Sam Casey - PE Teacher & Sport Coordinator

Library and I.C.T.

Welcome back to the Elwood Primary Information Learning Hub! We have a number of exciting opportunities in store for your children this year. All classes will be visiting the Information Learning Hub for an hour a fortnight, which will consist of both library and I.C.T. focussed sessions.

In the **library**, we will be:

- Promoting the very best of children's literature to your children;
- Working towards getting (or keeping!) your children 'hooked on reading' by recommending and discussing specific books with each student when they are borrowing to make sure the books are 'just right' for them;
- Adding a number of the latest and most exciting new books for young readers to our library this year – picture books, novels, non-fiction books, graphic novels and more; and
- Having a lot of special events planned, including author visits.

Students are able to borrow up to 5 books at a time, and will be encouraged to borrow books they are already interested in as well as books that they may not have considered before (different genres, from different sections of the library etc). As well as each fortnightly class session (for an hour), the library will be also open for student borrowing at lunchtimes on Tuesdays, Wednesdays and Thursdays. The library space will also be open before school from 8:45 – 9:00am – families are welcome to come and browse together!

In **I.C.T.** we are implementing the new Digital Technologies curriculum. Students will:

- develop their knowledge and understanding of digital systems (in particular hardware, software and networks and their uses);
- develop their knowledge and understanding of how data is represented and structured;
- Collect, manage and analyse data; and
- Create digital solutions by defining, designing, implementing, evaluating, collaborating and managing.

Throughout all sessions, there will be a strong focus on being cybersmart. We will work through concepts such as cyberbullying, digital footprints, 'netiquette', offensive content, online games, social networking and online friends, staying legal and unwanted contact.

If you would like to volunteer to help in the library or I.C.T. area, please come in and see me or send me an email...we'd love to have you! We have a number of things that you can help out with, from sharing computer knowledge or taking small group I.C.T. sessions to reshelving books, helping students locate a book or covering new books – what a fantastic way to get to know the new books in our collection! We really look forward to seeing you and we appreciate any assistance that you are able to offer. Also, if you are able to cover books for us but are busy during the day and would prefer to do it at home, let me know as we would still love to have your help ☺

Happy reading and computing!

Angela Dawson
Library and I.C.T. Teacher
dawson.angela.m@edumail.vic.gov.au

Debbie Packham
Library Technician

LOTE-Indonesian

Level 3 and 4 students will be studying Indonesian once a week with Kirsteen or Jenny in the Indonesian room which is located in the JLC building. Each student will be given a new exercise book to keep their Indonesian vocabulary and work in for this year.

Students will be exposed to both language and cultural studies of Indonesia during this program. Made will also be assisting Kirsteen and Jenny during these lessons which provides a valuable opportunity for students to converse with a native speaker.

The students will learn vocabulary associated with a range of topics including greetings, basic conversation, colours, numbers and classroom language. You may also wish to enrich your child's Indonesian language experience by participating on line with a great language site called Language Nut, there are vocab lists on many topics and great games and activities. The school currently subscribes to this site you can access it at www.languagenut.com. , user name- elwoo4791, password-elwoo0523, then click on Modern languages, select Indonesian.

We have also established a Sister School relationship with a school in Ubud in Bali. Our students will be given the opportunity to communicate with our friends later in the year. If you would like more information about our Sister School, please read the Indonesian notice board outside the Indonesian room or speak to Kirsteen. Our students sponsor a young Balinese girl who attends this school and contribute towards her education costs which is a wonderful gift for this child.

Sampai Jumpa
See you later!

Kirsteen

Music

Students are learning music through performing, singing, dancing and playing instruments. We improve by learning what a musician does. Students are encouraged to compose and analyse music and find out what composers do. Students in the senior school can participate in a lunchtime jam session on Thursdays in the music room and music leaders facilitate the Talent Show during Wednesday lunchtimes at the stage.

Grade 3

Students learn recorder during class, completing songs from a method book. Students progress through levels represented by coloured belts. Once the students begin broadening their abilities and demonstrating good habits students are asked to compose more. We also use other instruments for accompaniment such as hand percussion, xylophones and metallophones.

Grade 4

Students are invited to pick up a modern or orchestral instrument to learn in class. Each instrument has a method book. Our games are more challenging and compositional tasks are more complex in notation. Students explore more expressive playing and improvising within a form. We dance to folk music from other places around the world. Constantly striving to become better musicians.

Grade 5 and 6

Students continue to build on their musical skills on a chosen instrument and aim to form bands that feature fellow musicians from the class. They continuously work together to rehearse, create, refine and record the performances. They are challenged to develop interpersonal skills and learn to be an effective team by using their time well.

Ensembles

Students can take part in the 3/4 Choir or Senior Choir on Monday afternoons. Keen instrumentalists may also join the School Orchestra, which rehearses Wednesday before school.

Private Lessons at Elwood Primary School

Students interested in taking private music lessons can do so with one of our talented instructors on Brass, Woodwind, Guitar, Keyboard, Piano, Violin and Ukulele. Enquires at the office or through sieger.kaz.k@edumail.vic.gov.au

Instrumental Concerts

Students who are learning an instrument outside school are invited to take part in the **Mid-Year** and **Summer Soiree**. Each is at the end of a semester. I hope that everyone enjoys practicing and performing in their concerts.

Good luck and enjoy 2018!

Thanks, Kaz Sieger



Volunteers at Elwood Primary

Volunteering provides an opportunity for the school community to work together for the benefit of everyone at school. Our school values the contribution of all the parents, grandparents and other people in our community who generously give their time to assist and the children value having their families involved in school life.

What can Classroom volunteers do?

We appreciate your assistance, especially in those areas where parents have skills, knowledge or expertise to offer the children or time to assist with the following types of activities:

- leading book discussions,
- supporting small group work following Guided Reading,
- helping during student writing time,
- supervising small drama groups,
- typing work written by students,
- photocopying or laminating material
- making up class books and other projects,
- supervising small group mathematics work,
- supervising and helping children at classroom computers
- sharing skills in the Arts, Science and Technology Programs just to name a few.

Classroom Volunteers must read the Code of Conduct, You Can Do It and Handbook material and complete the School Classroom Volunteer Register form, which contains personal and emergency contact details. Whenever volunteers come to school to work in classrooms they need to sign into a specific classroom using the book provided and wear the Volunteer lanyard. When leaving, sign out and return the lanyard.

Volunteers, who work, specifically, outside the classroom i.e. in the Kitchen Garden, Kitchen, on Excursions, at Swimming or with Sporting Teams, must have an official "Working With Children Check" in addition to filling out the Volunteer Register form. Applications for a "Working With Children Check" are obtained and lodged through a Post Office. There is no cost involved and the cards are valid for five years. A photocopy of the card is kept for school records.

Volunteers participating in camps are required to produce a recent police check.

Some important points for volunteers in classrooms:

- Please remember to sign in and out using the book in the classroom you are working in and wear, then return the Volunteer lanyard
- Understand and use the "You Can Do It" Program ethos and terminology
- Be familiar with the Student Code of Conduct
- Be familiar with the School Values
- Use discretion and observe the understanding of confidentiality

- Try to commit to set times so that teachers can plan to include you in programs
- Feel secure that you are working under the guidance, sight and Duty of Care of the teacher at all times
- Encourage and support student risk taking in their learning
- Be friendly and have fun!

We look forward to seeing you and working with you.

Organisational Information

Additional Holidays

Students on vacation during term time are encouraged to read and write about their new environment and experiences.

Bikes/Scooters

All bikes and scooters are to be stored in the bike sheds and helmets are compulsory by law. Students are reminded not to ride scooters or bikes in the yard immediately before and after school for safety reasons.

Early Student Collection (Yellow Slip)

Any time you wish to collect your child from school before the end of the school day it is essential to sign them out in the Office. Complete and sign a 'yellow slip' then give to the teacher in charge of your child.

Lateness (Yellow Slip)

Students are expected to be at school before 9.00 am. This gives students time to prepare for class, catch up with friends or have a play and then start their learning on time without disruption. If students are late, they must be signed in at the office and the 'yellow late slip' brought to the classroom teacher.

Lost Property

Please clearly label all items such as clothing and equipment. The Lost Property bins are located in the Prep Building and outside the Senior School toilet area.

Sun Smart

All students must wear a hat in the yard from September to May and those not wearing a hat will be asked to sit in a designated shade area.

Excursions

Full school uniform must be worn on all excursions out of the school.

Uniform

School uniform is compulsory at Elwood Primary School. Its purpose is to promote a sense of pride, equal status and belonging amongst the students. The school uniform supplier is Primary School Wear (PSW) located at Unit 1, 596 North Road Ormond. Regular trading hours are Tuesday to Friday 9.00am – 5.00pm and Saturday 10.00am to -1.00pm. Second Hand uniform is available for sale at school on Thursday mornings from 8.50am

Thank you
