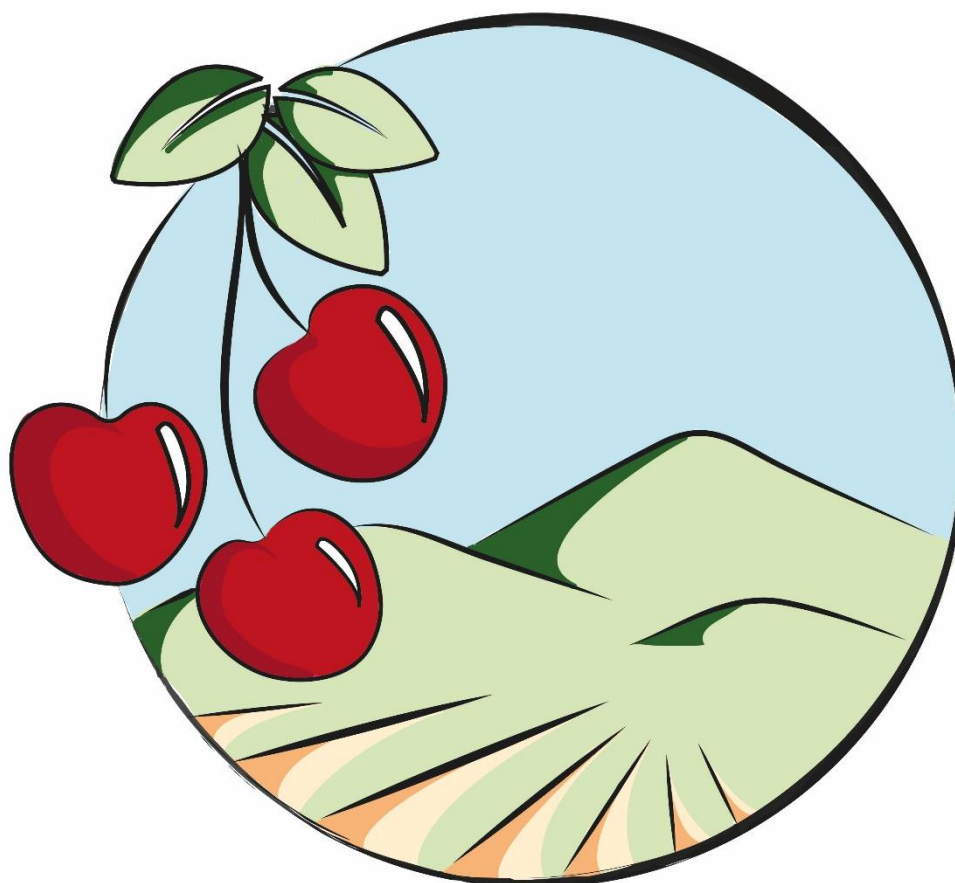


# Wandin Yallock Primary School

A Tradition of Caring and Excellence in Education



## Parent Information Handbook

**Address:** 105 Beenak Road, Wandin North, 3139

**Telephone:** 03 5964 4276

**Email:** [wandin.yallock.ps@education.vic.gov.au](mailto:wandin.yallock.ps@education.vic.gov.au)

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

Please take the time to carefully read this handbook as it provides you with vital information about our school. Even if you have had a long association with the school, please read its contents as procedures may have changed or been introduced of which you may be unaware.

We aim to deliver the highest quality education possible and to do that we need your support. This handbook endeavours to provide you with the necessary information for you to partner with us in achieving our goal.

Thank you,  
Ms Judith Martin  
Principal



## **CONTENTS:**

Principal's Introduction . . . . .	4
School Purpose . . . . .	5
Values . . . . .	6
School Strategic Plan . . . . .	6
Policies . . . . .	6
School Organisation . . . . .	7
School Hours . . . . .	7
Term Dates & Curriculum Days . . . . .	8
Parent Payments . . . . .	8
Rights and Responsibilities/Shared Expectations . . . . .	9
Student Behaviour . . . . .	10
Attendance (punctuality, early leaving, student absence). . . . .	10
Class Community Time . . . . .	11
Assembly . . . . .	12
Supervision of Children . . . . .	12
Change of Address and Telephone Numbers . . . . .	12
Accidents and Illness . . . . .	12
Medication for Students . . . . .	12
Digital Learning Technology . . . . .	13
Extra-Curricular Activities . . . . .	13
Permission Notices . . . . .	13
Returning Notices and Money . . . . .	13
Excursions and Camps . . . . .	14
Sport . . . . .	14
Swimming . . . . .	14
Communication with Parents . . . . .	15
Curriculum . . . . .	15
Reporting & Three-Way Conferences . . . . .	17
Homework . . . . .	18
Parent Participation . . . . .	18
Working With Children Checks . . . . .	21
School Council and Sub Committees . . . . .	21
Visitors . . . . .	22
Student Safety . . . . .	23
Child Safe Standards . . . . .	23
Bushfire at Risk Register . . . . .	23
School Uniform . . . . .	24
School Equipment . . . . .	25
Personal Belongings & Lost Property . . . . .	25
Social Service . . . . .	25
Food . . . . .	25
Canteen . . . . .	26
School Photographs . . . . .	26
Working Bees and Maintenance of School Grounds . . . . .	26
Use of Grounds . . . . .	27
Parking at Wandin Yallock . . . . .	27
Music . . . . .	28
After School Care . . . . .	28
Chaplaincy. . . . .	28
Secondary School Transition . . . . .	28
Smoking . . . . .	28



## **INTRODUCTION**

Welcome to Wandin Yallock Primary School. It is an honour and privilege to be the principal of such a vibrant, high quality government primary school.

The history of Wandin Yallock Primary School dates back to 1870 when it was first approved by the government as a common school. In 2010 we celebrated our 140<sup>th</sup> birthday with the launch of our new building, memorabilia display, local produce and old-fashioned games. Many distinguished guests including four generations of Wandin Yallock families appreciated Murrundindi's Welcome to Country. In 2020, we acknowledged our 150<sup>th</sup> anniversary with greater celebrations planned for 2022 (due to the impact of COVID 19).

The 2014 school year saw the completion of our \$4.5M building program which includes 7 spacious new learning studios and the renovation of the much-loved historic school house, both architecturally designed to meet the learning needs of our children long into the 21<sup>st</sup> century. It is a priority to take our rich traditions and memories of the past with us into the future.

Our school motto is "A Tradition of Caring and Excellence in Education". We promote a strong foundation of values based on our C.A.R.I.N.G. ideals as well as 'best practice' teaching and learning programs, which is evident in many innovative curriculum programs. We are proud of approaches to develop a strong student community within the school. Our Peer Support program provides leadership opportunities for our senior students as they care for our beginning students and we actively encourage and support students to develop relationships with others from across the school. This is evident not only in our classroom programs but also during break times where you will often see students mixing with and including students of all ages in recreational activities. Our staff pride themselves on personally knowing all students in the school, not just those in their class.

Wandin Yallock Primary School enjoys close links with the wider community. We value the support of families and community groups and believe that the sense of warm friendship and inclusiveness is a key characteristic of Wandin Yallock.

Teachers and staff are dedicated to providing a stimulating learning environment where the needs of the whole child can be developed. We create effective learning partnerships through respectful relationships. We strive to build a culture where our students are safe and happy whilst being engaged in challenging and appropriate learning activities to reach their potential. We believe that effective partnerships with parents are a key part of achieving success and we are committed to open communication and collaboration. This handbook aims to provide you with the necessary information for you to partner with us in delivering the highest quality education for your child.

On behalf of the whole staff, I extend a warm welcome to all members of the Wandin Yallock Primary School community and look forward to another successful year of excellence in education.

***Ms Judith Martin*** Principal



## **SCHOOL PURPOSE:**

**Purpose: Wandin Yallock Primary School provides excellence in education.**

We believe that all students have the right to the highest quality education and aim to develop in our students: a love of learning, social understanding and responsibility, academic success, personal awareness, emotional maturity and global citizenship.

In order to achieve our purpose, we focus on:

### **Being Student Centred**

- Knowing and catering to our students' academic and personal needs
- Teaching of pro-social behaviours and values
- Intentionally developing personal connections with and between students
- Promotion of and catering for student voice and interests in their learning
- Empowering our students to develop responsibility, ownership of their learning, leadership and voice

### **Having High Expectations**

- Clear expectations of staff, students and parents
- Documentation of expectations for student achievement and behaviour
- Clearly defined accountability and feedback mechanisms for students, parents and staff

### **Embedding consistent "best practice" pedagogy**

- Consistent teaching instructional models
- Quality formative and summative assessments that inform practice
- Quality planning that caters for all students
- Consistent reflecting on practice individual and school practice and researching quality teaching approaches

### **Having a mindset of collaboration**

- Professional learning teams with a focus on improving student achievement outcomes for all students; 'our kids, not my kids'
- Collaborative learning approaches for students
- Peer observation and feedback for staff and students
- Engaging and encouraging community/parent participation

### **Establishing Supporting Organisational Structures**

- Processes and procedures that prioritise and promote an orderly learning environment
- Administrative processes and procedures that protect teaching and learning
- Clear classroom timetabling arrangements and expectations

In combination with our school C.A.R.I.N.G values, this purpose and the five supporting pillars, underpin all decision making processes within the school.



## **VALUES:**

Wandin Yallock values C.A.R.I.N.G. –

**C**reativity, **A**chievement, **R**espect, **I**ntegrity, **N**urture and **G**rowth

We promote these six values as ideals that all members of the community should strive towards upholding. Students are regularly taught these values and how they apply to personal and academic growth and development. They are used as teaching points to reinforce positive and redirect negative behaviours. Members of the school community are encouraged to prioritise these in their interactions with others. Class teachers assist students to unpack what each of these values means and how they can be displayed by individuals. We encourage all members of our community to uphold and promote these ideals. Whilst we believe in and promote these values, we also encourage students to develop their own set of positive, personal ethics.

## **SCHOOL STRATEGIC PLAN**

During 2020 an intensive review process involving consultation with staff, School Council, parent focus groups and students and comprehensive analysis of all school results was undertaken and led to the development of our new School Strategic Plan for the next four years. This four year plan outlines in detail our goals, targets and key improvement strategies. Building upon our already established successes, we have identified exactly where we plan to go in regard to making improvements in Student Achievement, Student Wellbeing, and Student Engagement and have developed strategies to support us achieving this vision. The Strategic Plan is supported by an Annual Implementation Plan which highlights in more detail the improvement strategies to be implemented in each year. If you are interested, please ask for a copy.

## **POLICIES**

Our school has a comprehensive range of policies covering many aspects of learning and organisation at Wandin Yallock. We have systems in place to ensure that our policies are consultative, up-to-date and that they inform our practices. Policies include Junior School Council and Facilities Committee, Attendance and Punctuality, Professional Learning, Excursions, Privacy, School Uniform and a host of others. We welcome any suggestions for improvements or requests to see specific policies. The development and review of these policies occurs on an ongoing cycle. A cornerstone policy is Student Engagement which includes a range of student management strategies for supporting students to be physically and emotionally safe and secure as a foundation for being successful learners.



## **SCHOOL ORGANISATION**

### **STAFF**

<b>Principal</b>	Ms Judith Martin
<b>Current Classroom Teachers</b>	
Libby Davidson	Bree Scott
Zander Norris	Ben Straughair
Sarah Polmear	Therese Myring
Courtney Sharp	Alexandra Green
<b>Specialist Teachers</b>	
Physical Education	Sarah Polmear
STEM	Sarah Polmear
Visual Arts	Courtney Sharp
French	Courtney Sharp
<b>Business Manager</b>	Veronica Gamble
<b>Classroom Support</b>	Catherine Ramsden
	Merin Border
	Kate Heintze
	Donna Peterson
	Josh Cowman
<b>Chaplain</b>	Helen McCrimmon
<b>Farmer</b>	'Farmer Jill' – Jill Dowling
<b>Mont De Lancey</b>	Su Boyd / Sue Marshall

**Psychologists and Speech Pathologists and other support services are available on referral.**

## **SCHOOL HOURS**

Morning	(8.45-9.00)	Before school supervision of students in the yard)
	9.00 - 11.00	Instruction time
	11.00 - 11.30	Recess
	11.30 - 1.00	Instruction time
Afternoon	1.00 – 1.10	Lunch eating (all students together outside)
	1.10 - 2.00	Lunch break
	2.00 - 3.30	Instruction time
	3.30	Dismissal
	(3.30-3.45)	(After school supervision of students in the yard)



## **TERM DATES**

The school year is divided into 4 terms of approximately 10 weeks each. The school year generally starts the day after Australia Day and finished approximately a week before Christmas each year. Term Dates for future years can be found at: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Note: Students will be dismissed at 2.30pm on the last day of Terms 1, 2 & 3 and at 1.30pm on the last day of Term 4. Foundation students will not be attending on Wednesdays for the first few weeks of Term 1.

## **CURRICULUM DAYS**

There are four curriculum days per year. Dates for these student free days will be announced at the end of the previous school year and widely publicised throughout the year to give parents plenty of notice to plan for supervision. With sufficient demand, the outside school hours care program sometimes operates on these days. The dates are selected to fit in with key aspects of school planning and provide minimal disruption to families. The first day of the year is always a student free day. Generally, the remaining three days are spread over terms 1, 2 & 3.

The focus for the Curriculum Days each year align to our Annual Implementation Plan and usual involves activities such as ongoing professional learning for staff, curriculum planning or reporting.

## **PARENT PAYMENTS / SCHOOL FEES**

Each year the School Council reviews and determines the amount requested to be paid by parents to cover the cost of the Essential Educational Items that support the delivery of the core curriculum. This amount is published widely towards the end of each year with payment requested by the end of Term 1 of the following year.

**Essential Educational Items are voluntary** and exclusively covers the provision of supplies for your child's use; classroom materials such pencils, exercise books, pens, paper, rulers, group reading materials, printing costs in lieu of text books and shared art supplies etc.

Activities such as excursions and incursions, interschool sports events and competitions are considered Essential Educational Items and require additional payment from families throughout the year. Permission notices for each of these events will be sent home, giving parents sufficient time to make payment. Many families choose to make an upfront voluntary payment to cover the cost of these additional activities. Credit can be maintained at the school to avoid the need for regular payments throughout the year.

We understand that sometimes families experience financial difficulty, and in these circumstances we can make an alternative payment arrangements such as paying in monthly instalments. We also offer credit card and direct debit facilities for your convenience.





## **OTHER PAYMENTS**

In addition to the payment of the Essential Educational Items, there are still many purposes for which payment is required or requested. These are divided into two categories: Optional Educational Items and Voluntary Financial Contributions.

**Optional Educational Items (or non-essential materials or services)** are materials, services or activities which are provided in addition to the standard curriculum program. These are offered on a user pays basis and if parents/guardians choose to access them for students, they will be required to pay for them: e.g. instrumental music tuition, school photographs, Year 6 uniform, fundraising activities, lunch orders, etc. Notices for these will be sent home as they are offered.

**Voluntary Financial Contributions** are voluntary payments parents are invited to make to the school for specific school improvement initiatives or projects e.g. computer technology contribution, library resources, grounds maintenance and projects. It is not compulsory for families to contribute, but any contribution or donation would be appreciated and goes towards making Wandin Yallock an even greater place for your children.

## **RIGHTS AND RESPONSIBILITIES & SHARED EXPECTATIONS**

At Wandin Yallock we believe all students, staff, parents and other community members have the right to a supportive and safe teaching and learning environment. All members of the community have the right to be treated with respect and enjoy an environment free from bullying, harassment, violence, discrimination, or intimidation. Teachers and students have the right to expect to be able to undertake their teaching and learning responsibilities without interference or hindrance from others.

We believe in the following key responsibilities of students, staff and parents:

- Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.
- Staff have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.
- All members have an obligation to ensure school property is appropriately used and maintained.



In order to ensure these rights and responsibilities are upheld, we promote and hold each other accountable to a series of Shared School Expectations for student engagement, behaviour and attendance. These expectations are applicable to all members of the school community – students, teachers and staff and parents/carers. A copy of these shared expectations is available from the office.

## **STUDENT BEHAVIOUR**

We have high behavioural expectations of our students, both at school and when representing the school in the community, such as when on camps or excursions. These expectations are based on the rights of students and staff to be safe, the right to be treated with respect, the right to work and play without interference and the right to be treated equally.

At the start of each year, teachers support their students to develop a class mission statement and class agreement based on these rights and the collective responsibilities each member of the class has to ensure an optimal learning environment for all is established and maintained.

We strongly believe in students being responsible for their behaviour and the consequences of their choices and actions. Our Student Engagement policy covers the strategies used by the school to assist students to develop an understanding of their behaviour and how it impacts on others. School rules are meaningful, straightforward and simple and have a foundation in safety, fairness and mutual respect. Based on the notion of ‘behaviour education’ rather than ‘behaviour management’, restorative approaches which give students the chance to make amends for their actions are used in preference to punitive methods.

Our Anti Bullying and Harassment policy identifies the behaviours constituting bullying and clearly states that any form of bullying will not be tolerated. There are clear processes for dealing with incidents of bullying. These processes are designed to support all students to ensure the behaviour ceases.

If parents are concerned about an incident of undesirable behaviour that has occurred between students at the school, they must speak to the class teachers or principal about the matter as they are best equipped to deal with the situation. *It is highly inappropriate and unacceptable for a parent to approach or admonish a child other than their own about such matters.*

## **ATTENDANCE**

### **Punctuality**

Being on time to school is vital for student achievement and therefore we ask you to support us in encouraging punctuality. All children appreciate a smooth start to the day and the opportunity to arrive at school free from stress. Being punctual is the best lead-in to a productive and happy day.

Parents must sign in students who are late, including the reason for their lateness, using the Late Book held at the office. A Late Pass will be issued so the class teacher is aware that they have attended the office prior to coming to class. Students who are late should not go directly to class even if they are only a few minutes late. This is a legal requirement and enables us to make sure that children are safely accounted for, especially in the event of an emergency.



### **Early Leavers**

Parents or guardians collecting students early must first come to the office to sign the Early Leavers' Book and have a Leave Pass issued by the office staff. The Leave Pass must be given to the supervising teacher. This procedure is designed to keep your child safe. If another adult (non parent or guardian) will be collecting a child during school hours, a written note or phone call to the school is required, otherwise the child cannot be released into their care.

### **Student Absence**

'Every day counts' – the DET motto regarding student attendance, reflects the significant impact regular absence can have on a student's learning. Avoid allowing your children to have a "day off" for non-genuine reasons. Shopping trips or days off for birthdays are not valid reasons for missing school. Missing days of school means students miss vital learning opportunities and because these are often sequential, gaps in student understanding or achievement can occur. Just one day a fortnight can add up to more than half a year by the end of grade 6!

An explanation should be provided by parents for each occasion that a child is absent from school. Again, this is a legal requirement. The minimum requirement of the school is that a parent should telephone, Xuno message or email the school (office or class teacher) to explain the reason for a child's absence. If the school does not receive an explanation for absences, we are obliged to record this as 'Unexplained'.

If a parent has planned in advance for their child to be absent, the school should also be informed in writing in advance. Where a child has been absent without explanation from the parents, contact will be made by the school. We monitor absences to ensure that children are safe and so that we can cater for their learning needs.

## **CLASS COMMUNITY TIME**

Our motto at Wandin Yallock is "A Tradition of Caring and Excellence in Education". We firmly believe in the right of all children to receive the very best education possible. One way we do this is by knowing our students thoroughly; both academically and personally. We pride ourselves on making genuine personal connections with our students. In order to facilitate this better, we are being more deliberate in our efforts in this important aspect of school life. As such, we have structured our teaching and learning program to include a 30 minute Class Community Time once a week. Class community time will be a period of developing and strengthening relationships with and between students. Teachers will facilitate these sessions but will focus heavily on the needs of the students and their personal and social development, allowing relationships to be strengthened, individuals celebrated and our CARING values reinforced. Combined with our whole school celebration assemblies and the Jigsaw program run by our chaplain, Community Time will also help students attain the Ethical, Intercultural, and Personal and Social capabilities of the Victorian Curriculum.





## **ASSEMBLY**

Each week we hold a whole school assembly, held inside the multi-purpose room, Stadium or steps by the Oval. Assemblies are conducted by students and are a key feature of our community approach and our leadership programs. Assemblies provide important information for everyone, public speaking opportunities for our students and a chance to come together to acknowledge individual and group achievements. Parents are welcome and encouraged to attend. Our regular assembly is planned for 3pm on Mondays. We usually conclude each term with a whole school assembly prior to dismissal.

## **SUPERVISION OF CHILDREN**

Supervision is provided in the school yard from 8.45 am. Students should not be dropped off before that time. Students must not enter the building without staff supervision. During recess and lunch students are supervised at all times by at least one teacher and one education support staff member. During wet or cold weather, lunch is eaten indoors under teacher supervision. After school supervision is provided in the waiting area on Quayle Rd and officially concludes at 3.45 pm. Students not collected by then will be brought to the office to wait for their parents. No child is allowed to leave the school grounds during school hours, except using correct procedures.

## **CHANGE OF ADDRESS AND TELEPHONE NUMBERS**

It is important that the School has up to date contact details for each child as these will be needed in case of accident or illness. Please ensure the school is notified of any changes to addresses, home, work and mobile telephone numbers, and other emergency contact names as soon as possible.

## **ACCIDENTS AND ILLNESS**

Minor ailments and injuries may be treated at school by first aid trained staff. If the symptoms are more serious, parents will be contacted so that the child may be taken home for treatment. No child will be sent home without parental approval. Parents will receive a phone call in the case of any injury to the head, no matter how minor.

In an emergency, or where parents (or emergency contacts) cannot be contacted, the child will be taken to a doctor or a hospital. Parents are liable for any medical fees involved. If the injury appears to be serious, an ambulance may be called. The school supports the concept of family ambulance membership, which would cover the cost of any such use.

The school's first aid cabinet contains appropriate material for minor cuts and abrasions. However, home is the best place for a sick child. Sending a child to school when they are sick can often be detrimental to both your child and other children. Some illnesses require that students be excluded from school for a certain period of time. Details can be found at <http://www.health.vic.gov.au>

## **MEDICATION FOR STUDENTS**

If your child needs to have medication administered by our staff during school hours, parents should supply the medication to the office. All medication must be clearly marked with the student's name and in its original container. A Medication Authority Form must also be completed indicating the



dose and time of administration. Students must not keep medication, other than asthma medication, in their bags or classrooms.

Students who suffer from Asthma or who have allergies (regardless of how mild or severe) to certain foods or other allergens must provide the school with a management plan from a medical practitioner.

## **DIGITAL LEARNING TECHNOLOGIES**

All students have access to a range of computing devices such as Chromebooks and iPads to support their learning activities in class. We also take advantage of Seesaw, Google Classrooms and Google Apps for Education. Students and their parents are required to sign the school's Learning Technologies Acceptable Use Agreement. Parents are asked to read this agreement with their children and explain the contents and consequences for non-compliance. Teachers will reinforce the appropriate use of the school's digital technology hardware and software.

Students wishing to use their own devices to support their classwork may do so with the permission of their classroom teacher. When not being used for classwork, the devices must be handed to the teacher. They are not permitted in the yard during recess or lunch breaks. At this stage, Wi-Fi connectivity is only extended to school devices. The school accepts no responsibility for the loss or damage of personal devices brought to school by students. Parents are also requested to ensure no inappropriate content, including songs, images or games are on student owned devices brought to school. If such content is found, the devices will be confiscated.

## **EXTRA CURRICULAR ACTIVITIES:**

### **PERMISSION NOTICES**

The Department of Education and Training and the School require parents provide written, informed consent for students to participate in a range of extra-curricular activities; primarily those that require students to leave the school (excursions, local walks, sports days etc.). Additionally, parents must give medical consent allowing the provision of medical treatment in an emergency should the school be unable to contact parents.

It is important that parents get into the habit of checking their child's bag for permission notices and other newsletters daily. Where possible, permission notices outlining the details of the activity will be provided to parents several weeks prior to the event, allowing sufficient time for payment and return of permission forms. Students will not be permitted to participate in certain activities if written parental consent is not provided using the school generated form. Copies of permission notices are also available on our school website for downloading and printing at home if notices are lost.

Note: Verbal and an emailed consent does not sufficiently meet the DET's requirements for informed consent. (It is acceptable to email a signed and scanned copy of the original school-provided permission form.)



## **RETURNING NOTICES AND MONEY**

It is important for children to be confident and reliable handling money and permission forms from an early age. For this reason, we ask that money be handed to teachers by children rather than by parents. Any money sent to school should be in a sealed envelope. Please mark the outside of the envelope with the name of the child, the amount of money, the grade of the child, and the purpose for which the money is being sent to school. It is preferred that all money from one family be in the one envelope. Please do not ask students to hand money in at the office. All money should go to the classroom teacher.

## **EXCURSIONS & CAMPS**

Teachers at this school believe that the experience of school incursions, excursions and camps greatly benefits students, both intellectually and socially. Your child will be strongly encouraged to attend excursions and incursions which are designed to support the educational programs at the school. The school always ensures that children are well supervised during activities of this nature.

The school has a camping program that provides quality learning opportunities that foster academic, personal and social growth.

Foundation–Year 6	At least one excursion per year.
Year 1	After hours BBQ and games evening at school without parents.
Year 2	One night sleepover at school.
Year 3 & 4	Alternate between local Outdoor Education Program for 3 days & 2 nights, and a tour (e.g. Sovereign Hill) for 3 days and 2 nights
Year 5 & 6	Alternate between outdoor, environmental program (e.g. camping at Wilson's Prom.) and a Canberra tour, both lasting a week, i.e. four nights and five days.

**Once every two years, a longer outdoor education program run by DET known as ‘Somers Camp’ is offered to students in year 5 and 6, who will be randomly selected from interested students to attend.**

## **SPORT**

In addition to the Physical Education program on offer, students at all levels at Wandin Yallock PS take part in inter-school and other sporting activities throughout the school year. These activities are a mix of competition and skills based activities. All activities are designed to maximise student participation and enjoyment. Our sports stadium ensures that physical activity can occur in all weather.

## **SWIMMING**

A swimming program is run once a year at local swimming centres for all students. It is an intensive daily program and considered an essential aspect of the physical education program and therefore we strongly encourage all students to participate. The 5/6 program often includes introduction to various water sports and lifesaving skills.





## **COMMUNICATION WITH PARENTS**

We use various methods of communication with our community to distribute information and celebrate student achievement and school activities. The fortnightly newsletter contains important information, notices, dates and interesting school news items. Please take the time to read and share important information with your family. The newsletter is published on our website with a link to it distributed to all families either via email or Seesaw. We are no longer providing printed copies.

A key method of communication with parents is via the app called Xuno (zoo-no). Parents are encouraged to download the app. Access codes and instructions can be requested from the office. Using Xuno, parents will be able to receive notifications, news, announcements and event and excursion permissions from teachers and the school, as well as communicate directly with teachers.

Our school website is also another important source of information about the school as well as highlighting student learning. Please regularly visit our webpage as the content is changing frequently.

Finally, please 'like' the Wandin Yallock PS Facebook page to find out about current events and announcements at the school. This will be a valuable avenue for keeping parents and the community informed with the most up to date information possible and whole school celebrations. You are also welcome to join the WYPS Parents and Friends private group on Facebook. This is a great way to connect with others regarding fundraising assistance, ask day to day school questions and link with other WYPS families.

## **CURRICULUM**

At Wandin Yallock PS we endeavour to deliver a broad experience that covers the entire curriculum. We have a strong focus on literacy and numeracy with all class dedicating time each day to these vital elements of the curriculum. Along with our specialist program which covers languages other than English (French), Visual Art and Physical Education, students participate in a variety of Inquiry based units that encourage critical and creative thinking whilst covering other important aspects of the curriculum such as science, history, geography, technology, etc. Each term, classes focus on a particular area of the curriculum for an in depth look at the content and skills of the discipline. This is referred to as "Inquiry" at Wandin Yallock. Students have an active role in applying newly attained skills and knowledge to their own interests and experiences. The key focus of inquiry is about posing and finding answers to questions.

We use a variety of student centred approaches to ensure all students achieve to their potential in all areas of the curriculum. Beginning from the point of what students already know, teachers can build upon this knowledge to help students extend their understanding of the world around them. At all times students should be able to articulate the learning goals they and their teacher have set for themselves.

### **Literacy**

Writing is taught using the Writer's Workshop approach. The purpose of the Writer's Workshop is to build writing stamina; increase student enjoyment of writing; teach students to think about and articulate their writing skills, strategies and writing strengths; and support student goal setting and monitoring for writing. The key element of the approach is the use of the Writer's notebook. This



is essentially a blank book where a writer can engage in the fun, often messy job of being a writer – practicing, listening, playing with language, gathering images and insights and ideas. An important part of the writing process is noting down thoughts, feelings and observations about the world around us – the Writer’s Notebook is the tool that allows students to do just this. From their Writer’s Notebook, students are able to develop ideas into a piece of writing. The Writer’s Notebook is a personal place where students create and keep their initial ‘Low Stakes’ writing. Children are encouraged to bring along ‘seeds’ that may be useful as a prompt for future writing; a photograph, a ticket stub, a postcard, a feather – anything that is of personal relevance to the students. These prompts help make writing authentic. Please support your child to collect such items and take them to school.

During the writing workshop, teachers frequently hold one on one conferences with students. This is an opportunity for the teacher to provide some very specific and targeted feedback to each individual about their writing. The process includes the student and teacher setting goals for future improvement. The framework used by teachers across the school for the teaching of writing is known as the 6+ 1 Traits of Writing. This framework outlines the sequential development of the features of quality writing – Ideas, Organisation, Word Choice, Voice, Sentence Fluency, Conventions and Presentation. Students are taught how to apply each of these traits to suit the various purposes of their writing.

Our reading program is taught along similar lines to writing, using the reader’s workshop approach. This too includes teachers conferencing one on one with students to provide targeted feedback and set future learning goals. Students should be well aware of their reading goals. Students undertake independent reading each day at school during which time they practise their own personal goal. Myriad reading strategies are taught to students using the CAFÉ framework – this outlines the Comprehension, Accuracy, Fluency and Extending Vocabulary strategies required to develop reading competence. Teachers explicitly teach these various strategies to the whole class and individuals. Whilst all strategies are taught across the school, in the early years, there is a greater focus on the accuracy skills which support development of word recognition and decoding skills, where as in the senior school there is a greater emphasis on the comprehension strategies. When your child is reading at home, please ask them to share their current reading learning goal with you.

Spelling is another key aspect of our literacy program. Students are taught a variety of spelling strategies, including a strong phonics awareness, which allow them to become independent and accurate spellers. Students will regularly have spelling words to practise at home which reinforce the particular spelling skill or strategy they are working on in school. These words are usually tested on a Friday so the student and teacher can track achievement.

### **Numeracy**

Through our teaching and learning programs for numeracy, we aim to build automaticity of basic number facts, built on a solid foundation of understanding, sequentially throughout the school. We believe it is essential that students become confident mathematicians who believe in their abilities and who are ‘risk takers’ who understand the importance of having a go. Students are supported to learn new concepts and to then apply this knowledge in a problem-solving context using real life examples where possible. It is important in maths for students to have a solid understanding of what and why, and not only how to do maths.





Teachers provide opportunities for students to demonstrate their current level of understanding whilst extending themselves to gain new skills and knowledge. The use of open ended activities and problems where there may be more than one possible answer is a feature of the approaches used by teachers at Wandin Yallock, as is expecting students to articulate their thinking. This again further reinforces our emphasis in developing a deep understanding of maths concepts and knowledge rather than just focussing on rote learning how to use formulae or processes.

### **Learning Intentions & Success Criteria**

At Wandin Yallock, we believe students should know what it is they are learning, why they are learning it and how they can go about achieving the learning. In order to strengthen student engagement in the learning process, all teachers use Learning Intentions and Success Criteria to help students understand, 1) what it is they are learning for each lesson and 2) how they can be successful in achieving that learning.

In class, we call these WALTs (We Are Learning To...) and WILFs (What I'm Looking For). Teachers may either explicitly explain the WALT and WILF at the beginning of the lesson or wait until after the introduction activity and have students identify them for the lesson. Having a greater awareness of what is expected of you enables students to aim for higher levels of success. You can support your students understanding of their learning by asking them at home about the WALTs and WILFs for the day.

### **REPORTING & THREE WAY CONFERENCES**

Wandin Yallock endeavours to keep parents informed of student achievement at school through a variety of methods. The three key strategies used to achieve this aim are: Three-way conferences, twice yearly formal reports and Communications Books.

#### **Three –Way Conferences**

Twice a year, during Term 1 and 3, our three-way conferences are held. Students and their parents meet with the class teacher to discuss the learning achievements of the child. The students are actively involved in the discussion, sharing their thoughts about their progress as a learner that year. Parents and teacher are able to affirm directly to the child the achievements as well as collectively setting goals for the future growth. The three way meetings at the beginning of the year provide the opportunity for parents and students to share any information with the teacher that will help assist in catering for their particular needs.

In addition to these three-way conferences, there will be parent information nights and informal opportunities at any time to discuss your child's progress. We encourage ongoing and open communication between the school and home. Parents wishing to meet with any teacher should first ring to arrange a suitable time.

#### **Formal Reports**

At the end of Terms 2 and 4, written reports are completed for each student, identifying their achievements and progression against the curriculum. Teachers spend many hours compiling these reports so that parents have a clear picture of student achievement over the year as well as identifying clear areas for improvement and future learning. Teachers are able to discuss these written reports in person if they wish to.

**Communication Books (Portfolios)**

Students throughout the school have a Communication Book that is sent home each term. This portfolio is a compilation of samples of each child's work and keeps parents informed of progress in all areas of the curriculum. The communication book also informs parents of the many school activities. Parents are asked to share these books and make positive comments about their child's achievements. The communication book should be returned in the first week of each term.

**HOMEWORK**

At Wandin Yallock, we believe there is some value in students completing school provided homework, but also strongly believe in the value of developing other life skills and learning that can be attained through participation in a range of additional afterschool activities. We encourage parents to have their children participate in life-skill building activities: household activities such as cooking, shopping, chores, board games or puzzles; special interest clubs or programs such as dance, drama, music, or scouts; sporting activities such as footy, karate, netball etc. Therefore, Wandin Yallock has a school wide homework program in place, which is designed to support and reinforce the classroom learning taking place at school whilst also allowing time for fostering the development of early habits and life skills for the future. As such, the homework requirements are fairly minimal and we appreciate parents supporting their children to ensure that what is set is completed.

Across the school all children are expected to read for a short period of time each day, either to or with an adult or individually. The minimum amount of time will be set by the class teacher each year depending on year level and reading ability. Students should record their reading each day in either a student diary or reading log. There is also an expectation that students will practise set sight words (junior classes), spelling words or number facts (i.e. times tables or addition facts). In addition to the above, students may be required to complete unfinished class work, work on a class project at home or complete a curriculum related task at home. Students who consistently fail to complete the required homework on time may be required to stay in at lunch time to do so.

**PARENT PARTICIPATION**

We welcome and encourage active parent participation in their child's education and value any assistance parents can offer both at home and at school. We believe in maintaining a partnership with families and value parental support of the teaching and learning programs at the school. When parents engage with their child's learning they send a very powerful message that gaining a quality education is important. Children thrive on having their parents' input at school and home as this helps develop pride in their achievements and growth as learners.

**Communication with teachers**

We have an open door policy at the school and encourage ongoing and regular communication between parents and the school. Generally, the first point of call if parents have a particular concern or query is the class teacher.

Staff meetings are regularly held after school. School organisation, curriculum, professional learning and welfare issues are discussed. Meetings begin at 3.45pm. Teacher team planning meetings are generally held weekly. Parents wishing to speak with their child's teacher are asked to arrange a time other than during these staff meeting times. Additionally, just before 9.00am is not a suitable time to discuss your student with the teacher. Please make a mutually suitable time with the teacher.



### **How parents can help at school**

There are myriad ways you can contribute to and assist with the teaching and learning programs at school as well as other administrative or maintenance activities. Any contribution, large or small, is greatly appreciated. You don't have to be an expert. Teachers will support you when helping in the class and explain what is required.

Some of the ways parents can become involved are by:

- helping students during literacy and numeracy groups
- listening to students reading or facilitating book club discussions
- cooking with small groups of students
- volunteering to assist their child's class in the Farm each week
- attending and participating in the three-way conferences
- assisting in the art room
- taking an active part in the Mont De Lancey program
- assisting with supervision on excursions and camps or sports days
- typing, collating school newsletter, distributing the Scholastic Book club brochures
- coaching or leading in class, lunch time or after-school activities using the skills you have. E.g. basketball, table tennis, chess, science experiments, art, music
- running canteen or the coffee shop
- assisting with concert performances - costume or prop making
- assisting with whole school theme days
- participating in working bees
- joining School Council or one of the Committees such as the Fundraising Friends team
- attending school functions

***NOTE: ALL PARENTS VOLUNTEERING AT SCHOOL MUST HAVE A WWCC (see below) AND MUST SIGN IN/OUT AT THE OFFICE BEFORE GOING TO THE CLASSROOM.***

### **How parents can help at home**

Reinforcement at home of the teaching and learning activities undertaken at school is vital. It supports students to consolidate their learning and sends a powerful message that parents value education. There are many ways parents can support their child's progress at home. Many activities relate specifically to the teaching and learning programs at school whereas others are about developing life skills and responsibilities in the child.

A few suggestions are outlined below:

- A key way to help your child is by keeping yourself informed about what is happening at the school. Regularly read the school and class newsletters and other forms of communication such as Facebook and Seesaw.
- Many parents often express a frustration that their child doesn't tell them much about what is happening at school. Asking more focussed questions designed to get children talking may elicit a better response. Questions that are more specific than just "What did you do today?" or "What did you learn today?" may get more detailed answers and sends the message to the child that their learning is important and you are genuinely interested. The language you use is important as it focusses the child to think about their learning and achievements rather than just reporting what happened. Try some of the following instead:
  - Tell me about one thing you were working on during ..... today.
  - What did you find (hard, easy or interesting) during .....?



- What was the class learning intention for .....?
- Were you in a teacher group today? What did you discuss?
- Is there anything that you had trouble with today? Can I help explain something to you?
- What were you most grateful for today? What was the best thing about today? Why?
- How did you make someone else's day better today?
- What problems did you solve in your learning today?
- What growth did you demonstrate in your learning today?
- All our teachers use the concept of Learning Intentions and Success Criteria to help students understand, 1) what it is they are learning for each lesson and 2) how they can be successful in achieving that learning.  
In class, we call these WALTs (We Are Learning To...) and WILFs (What I'm Looking For). Parents could also use these concepts as a framework for discussions about the day's learning: "What was the WALT for .....? How did you go achieving the WILFs?"
- When a child brings home work, ask them what they are most proud of in the work? Ask them how they have demonstrated improvement in that piece of work. Celebrate your child's learning and achievements.
- Every student at the school will have a "Writer's Notebook". This is a scrapbook that is filled with authentic life experiences, thoughts, ideas, wonderings and the student's experimentations with the written word. Students use the contents as prompts for further writing in class. Encourage your child to collect and bring to school 'seeds' such as ticket stubs, postcards, photos, feathers, brochures, song lyrics, interesting articles from magazines, etc.; just about anything that can be stuck into the notebook.
- The importance of reading to and with children cannot be underestimated. Children learn valuable lessons from the example of competent readers. Parents are encouraged to read to and listen to their children read on a nightly basis and this forms the foundation of our homework policy. However, the benefit becomes even more valuable if you engage in quality discussion about what's being read. The strategies highlighted here will support your child to develop their reading and comprehension skills:
  - Try to establish a reading routine; one that is free from distractions such as TV.
  - When reading to your child, pause every now and then and articulate your thinking about the text and encourage them to do the same.
  - Ask questions that require them to think about the text on different levels. Support your child to make predictions about the content and help your child to make connections between what they are reading and their own life experiences.
  - When a reader struggles with a word or makes a mistake, don't rush to correct them. Instead give them time to work it out for themselves. Wait until they have finished the sentence before asking if what they have said makes sense or encourage them to reread to try again.
  - There are many reading strategies that teachers teach their students. In class teachers support students to set specific individual reading goals. Asking your child what their current reading goal is and then helping them to practise the goal during their home reading will be beneficial.
  - Be explicit with your praise. Rather than just saying "good reading", explain what was good about it. This focusses the child's thinking onto specific reading skills. Reinforce the reading skill with statements such as:
    - "I like the way you re-read when you made a mistake"
    - "Your fluency when reading was excellent, I could really follow the story easily"
    - "You sounded out that word really well"
    - "I like the way you checked the pictures to help you work out that word"



- "You pointed to each word really accurately when you read to me"
- "I liked the way you used the punctuation to help you read clearly, it made it easy for me to understand"
- "You had some really good thoughts about the text"
- Don't forget though, it's important at times to just read together with your child for the pure enjoyment of it. This helps develop children into lifelong lovers of reading and strengthens the bond between family members. Take them to a library to help select books or read your own childhood favourites to your children.
- Making connections to the real life application of maths is something that can be done easily at home. In addition to helping your child to practise and learn basic number facts (i.e., pairs to 10, 20 or 100 and times-tables), spend time modelling and explaining how you use maths in everyday life. Get your children involved in weekly household activities such as cooking dinners, shopping, handling money, etc. These life skills are invaluable and reinforce mathematical understanding. For early learners, board games and card games are a great way to apply mathematical understandings of number and chance. Once again the added bonus in these activities is the strengthening of family relationships.
- To help your child learn sight words or number facts turn the learning into fun. Make together and then play games such as memory or snap with the words or facts.
- Don't forget that your child can access school resources such as Reading Eggs and Mathletics from home. There are also endless other online literacy and numeracy websites with games to reinforce student learning. Be aware though, that many have distractions such as advertising or reward games that take the student away from the learning.
- If your child has homework, support them by creating a quiet space or environment so they can complete the work free from distraction. Show an interest in the work, by asking what is required and offer any support you can. Try not to make homework a battle. Any benefit of homework should not be at the expense of family!
- Encourage the use of student diaries. Check whether your child is expected to use one and if so, make sure it is regularly signed.
- Developing greater levels of independence is part of growing up. Primary school age children are more than capable of making sure their school bag is packed with the necessary items for the day and unpacked at the end of the day. Older children can also be involved in making lunches. Children should be responsible for making sure notices are given to parents for signing and returned on time.
- A weekly calendar that highlights the daily routine and household chores and when they must be completed by can help children develop responsibility and self-organisation.

## **WORKING WITH CHILDREN CHECKS**

In line with school council approved policies and the requirements of the Department of Justice, all parents and helpers working in child related activities at the school are required to have a current 'Working with Children Check'. This is free for volunteers with the application process completed online at <http://www.workingwithchildren.vic.gov.au>. Please ensure the school has a copy of your WWCC at the start of each year so that you can assist whenever needed. Please do not be offended if we decline your offer to help if we do not have a copy of your WWCC.



## **SCHOOL COUNCIL AND SUB-COMMITTEES**

The School Council plays an important role in the overall planning and administration of the school. Elections are held at the beginning of each year with a term generally being two years. We encourage all parents to consider joining the School Council as a way of contributing to the school. Council meets once a month throughout the year. Members are always interested to hear from you if you have any queries or suggestions. For a copy of all members' names, please call at the office. Sub-Committees of School Council are listed below. Parents are welcome to attend any of these sub-committee meetings. These groups all report to the School Council. You are also most welcome to attend School Council as an observer.

### **FINANCE COMMITTEE**

The Finance Committee is responsible for the financial management of the school. Parents are welcome to participate in this vital area of our school's management. Meetings are held a minimum of 8 times a year.

### **EDUCATION COMMITTEE**

The Education Committee oversees areas of curriculum and all educational activities. Parents are invited to participate in and be part of making important decisions about the school's learning programs. Meetings are generally held prior to School Council, a minimum of 8 times a year.

### **FACILITIES COMMITTEE**

The Facilities Committee is responsible for overseeing all buildings, grounds and equipment. This group plan for future developments, the purchase of new equipment and is responsible for the upgrade, maintenance and upkeep of all buildings, grounds and equipment.

### **FUNDRAISING FRIENDS COMMITTEE**

The Fundraising Friends Committee organises a variety of activities to raise vital funds for equipment and programs for the students at our School. The aim is to involve all families in these activities. Meetings are usually held monthly and advertised in the newsletter.

This group reports directly to the School Council regarding its activities and provides funds for extra school equipment and offers an environment for new parents to make new friends.

### **JUNIOR SCHOOL COUNCIL**

Two members from each grade are elected early in the year. The Junior School Council provides a forum for children to share their ideas about the everyday functioning of the school. It enables them to experience first-hand the democratic decision-making process. The Junior School Council is also involved in social service initiatives such as fundraising for our World Vision Sponsor village in Africa. It reports at least twice a year to the School Council.

### **ENVIRO SQUAD**

The "EnviroSquad" (previously known as Junior Facilities) enables student representation from grades 3-6 to have input to decision-making regarding the development and maintenance of school grounds and facilities. The EnviroSquad also actively promotes messages about sustainability and





other environmental issues, locally and globally. They report to the School Council and are supported by Alex Green and Farmer Jill.

## **VISITORS**

All visitors to our school, including parents helping out in classes (i.e. longer than just dropping off or picking up your child), must first report to the office to sign in (and out) via the Xuno Kiosk and obtain a visitor's identification tag that must be worn whilst on site. This is to ensure the safety of all students and visitors, and is particularly important in case of an emergency. They must also show their VIT card or Working With Children's Check.

## **STUDENT SAFETY**

1. Ensure that your child knows his/her full name, address and telephone number.
2. Instruct your child in the safest and quickest way to school and home.
3. Train your child to look both ways and to take care in crossing the street.
4. Ensure he/she knows to always use the school crossing if appropriate.
5. Alternatively, ensure your child knows exactly where you will be collecting them from.

Children are taught and encouraged to adopt safe behaviour on the way to and from school and to correctly use the children's crossing. Children cross under the supervision of officers appointed by Yarra Ranges Council. Parents are asked to stress the importance of following the crossing supervisor's instructions.

Parents dropping off or picking up children within the school environment are reminded to heed the traffic regulations and the zoned areas. Students are supervised in the waiting area until 3.45pm. At 3.45p.m children are escorted into the office where they need to be collected by parents. Children need to be constantly reminded of the dangers of speaking to strangers or accepting rides with them.

If you are collecting your child during school hours please remember to call in at the office and sign the Sign Out Book before collecting your child from the classroom. A slip will be given to parents that must be handed to the class teacher before a child may be taken from the school.

## **CHILD SAFE STANDARDS**

Wandin Yallock Primary School is committed to the safety and wellbeing of children and young people, and has a zero tolerance for child abuse. Our school community recognises the importance of, and has a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development. All schools are required, as part of their registration, to have a Child Safe Policy that outlines how the school will address the Child Safe Standards, and a Child Safe Code of Conduct that aims to protect children and reduce any opportunities for child abuse or harm to occur. This Policy and the Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media. Copies of these are available from the school office or our website.



Staff, volunteers, contractors, and any other member of the school community involved in child related work, are individually and collectively responsible for supporting and promoting the safety of our children.

### **BUSHFIRE AT RISK REGISTER**

Wandin Yallock Primary School is currently on the Department of Education's Bushfire at Risk Register. This means that on days declared as a Code Red fire danger rating, the school will be compulsorily closed. No staff, students, parents or other visitors, including OSHC, will be permitted to attend the school site. Families will be informed as far as possible in advance of potential closures, with confirmation in writing being sent to all families the day before. Families are encouraged to have an up to date and rehearsed Fire Safety Plan for the summer fire season.

### **SCHOOL UNIFORM**

It is compulsory for all students to wear full uniform when participating in all school events whether at school or off site. Doing so encourages in students a sense of connectedness and belonging to their school and promotes school spirit. It also communicates membership to the wider community and can be a safety matter when out of the school. The uniform was selected in consultation with the community and consists of a variety of choices. The cherry logo reflects the farming nature and heritage of our surrounding community. A note from parents is required if students come to school out of uniform. It is vital that all items of clothing, especially jumpers, jackets and hats are named so that items can be returned if misplaced.

#### **SUMMER:**

Plain black shorts, red polo shirt with school logo, red and white check dress, red, white or black socks, red broad brimmed hat in terms 1 and 4, red school jumper or jacket.

Winter clothing may be worn on cool days.

#### **WINTER:**

Plain black pants (not jeans), leggings or tracksuit pants, red polo shirt with school logo, black, white or red skivvy, red jumper, windcheater, bomber jacket or hooded jacket, red, white or black socks. Beanies and scarves may be worn outside, but must be plain red or black.

#### **HATS:**

All students are required to wear a broad brimmed school hat during terms 1 and 4. Students without a hat will be required to remain under the shade sails during recess and lunch breaks or miss out on sporting activities. The school discourages the sharing of hats for hygiene reasons and does not supply spares.

#### **FOOTWEAR:**

Closed shoes or runners must be worn, preferably black. Fashion shoes with leather soles or open toes are not permitted for safety reasons. If wearing leather school shoes, a pair of runners will be needed for physical education and other sport activities. Many students bring slippers for use inside during the cooler and wetter months when shoes are often removed. Additionally, students may bring gumboots to wear on the days they visit the farm with their class.



**HAIR:**

Students with hair past shoulder length must have it tied back for safety reasons. Black and red head bands or hair ties should be used. In line with the intent of a consistent school uniform, large, colourful bows or novelty head bands are not appropriate for school. School policy states that only natural hair colours are permitted at school, other than for special event days like dress up or crazy hair days. Extreme hair styles such as mohawks or symbols/words shaved into hair is not appropriate.

**OTHER:**

Make-up, including nail polish is not to be worn at school. Jewellery such as dangly earrings, bracelets, necklaces are not to be worn for safety reasons. Watches and plain sleeper or stud earrings are acceptable.

**FREE DRESS DAYS:**

Occasionally the school holds free dress or dress up days. These are usually associated with some form of social service fundraising event and participation in them by students is optional. Students are to ensure they dress appropriately for school on these days. Singlets and other short sleeved tops, clothing with offensive words or imagery, very short skirts or shorts, crop tops, thongs etc. are not appropriate for school. Parents will be contacted and asked to bring appropriate clothing if students wear such items on free dress days. If this is not possible, students will be given items of second hand uniform to wear for the day.

**SCHOOL EQUIPMENT**

Books, paper, pens, pencils etc. will be supplied by the school at the start of each year and is covered by the Essential Educational Items parent payment. Students will also need the following items:

- School backpack or bag large enough to hold books, jumpers and lunches etc.
- Lunch box with reusable containers for sandwiches and snacks
- Smock or old shirt for use in art activities
- Library bag, 25cm x 40cm

**PERSONAL BELONGINGS**

The school will not be responsible for the loss of or damage to personal belongings and does not have insurance to cover such items. Any personal belongings brought to school are the child's responsibility. Digital devices such as MP3 players, personal tablets, mobile phones and personal gaming devices and other valuable items are not required at school and are best left at home. If students must bring such devices for before or after school use, they are not to be accessed during the school day. Occasionally, teachers may allow students to bring such devices to support student learning. In this instance, they must not be used at other periods of the day including recess and lunch. Mobile phones should be handed I to the office for safe keeping during the day.

**LOST PROPERTY**

Please ensure that all your child's belongings are clearly named. This includes items of clothing, hats, lunch boxes, smocks, school bags and sporting equipment. This will minimise the chance of loss. All lost property is placed in the lost property bin in the multipurpose room. While staff will make every effort to return named items, it is parents and children's responsibility to check for missing items. After making every reasonable effort to return to rightful owners, property not claimed after a suitable period will be given to the local opportunity shop.



## **SOCIAL SERVICE**

Junior School Council makes decisions about social service events. Students are taught to appreciate the needs of others, particularly those in less fortunate circumstances. Our school sponsors a village in Africa through World Vision through the fundraising efforts of the Junior School Council.

## **FOOD**

At Wandin Yallock, students spend the start of recess and lunch breaks eating together outside under the sails. Students are not released to go and play during this period. This encourages students to actually eat all of their lunch rather than rushing off quickly to play. It also encourages our strong focus on building a culture of community and social interaction.

We believe in promoting healthy eating habits and ask that parents send healthy snack and lunch options as often as possible. Healthy food is proven to assist with children's learning as it provides greater energy, aids concentration, behaviour and attention. Many convenient snacks such as chips and snack bars do not have a high nutritional value and do not provide sufficient sustenance for children's needs. Lollies and chocolates are not appropriate for school and we ask that you do not send the. Parents may find that sending a larger morning tea may be necessary to help their child get through until lunch time. Students are encouraged to bring fresh fruit/vegies as extras to snack throughout the day and to have a named water bottle. Cordial or fruit drinks/juices often contain as much or more sugar as soft drinks and are not recommended for daily consumption at school.

## **RUBBISH FREE LUNCHES**

In line with our promotion of sustainability, we ask all families adhere to our Rubbish Free lunchbox initiative. Reusable sandwich wraps and plastic containers are preferred as they reduce the amount of waste at school. As we do not provide bins in the school yard, rubbish that is sent to school will come home in students' lunchboxes for disposal at home.

## **CANTEEN**

The School Canteen is not currently operating due to lack of parent involvement and financial viability. If you feel you can dedicate time once a week or fortnight, please discuss this with the principal in the new year.

Occasionally we hold special lunch days or sales of snacks such as icy poles, at recess or lunch times. These are advertised throughout the year. There is also an opportunity to order a special lunch fortnightly which is supplied by a local café Mr K's. Please see the office for lunch bags and ordering menu. Lunch orders must be received by the office on the Monday by 9am in the week of 'lunch order' day.

## **SCHOOL PHOTOGRAPHS**

Professional photographers take individual and class photographs during Term 1 each year. Order envelopes for photographs will be distributed to each child prior to the photographs being taken. Only those photographs, which have been prepaid, will be sent home with the children. A notice in the newsletter will explain about the procedures closer to the date.



## **WORKING BEES & MAINTENANCE OF SCHOOL GROUNDS**

The purpose of working bees is to maintain and improve our grounds and facilities. Activities may include general grounds maintenance such as mowing, weeding, sweeping or cleaning or improvement tasks such as making garden beds, planting, repairs to our facilities. Your assistance at these working bees further enhances the connection between your family and the school. Families are asked to attend one or more of the regular scheduled working bees which may be held on weekends, after school or early in the evening. For families who are unable to attend working bees we ask that they contribute to the costs of grounds maintenance through the Voluntary Financial Contributions.

## **USE OF SCHOOL GROUNDS AFTER HOURS**

Wandin Yallock families are encouraged to utilise the grounds and external facilities outside of school hours. In addition to strengthening connections to the school, this also serves the added purpose of keeping an eye on things and discouraging unsociable behaviour by others. We ask that visitors treat the facilities respectfully and clean up after any animals you bring with you.

## **PARKING AT WANDIN YALLOCK**

### **FRONT OF THE SCHOOL**

The first three parking bays on the school side of Quayle Road have been allocated for people with disabilities, staff and deliveries. Please leave these vacant for these purposes.

### **BEFORE SCHOOL**

The area in front of our school is a designated drop off zone each morning and is sign posted as:

NO PARKING 8.30am to 9.15am Monday to Friday Setting Down Children EXCEPTED.

Parents are not permitted to park here other than temporarily pull up whilst dropping off students. Parents must drive parallel to the road, following the yellow line until they are level with bottom waiting area rotunda. For safety reasons, please only allow your children out of the left hand passenger side of the car. When it is clear ahead you proceed as far as the turning circle at the end of the school fence to turn around or continue along Quayle Road. U-turns in front of the drop off zone are not permitted. Parents who come from the Seville end of Quayle Road should perform a U-turn in order to let their children out on the school side of Quayle Road.

Those parents who wish to stay at school longer should park in the lower car park, in the parking spaces past the end of the drop off zone or along the far side of Quayle Road. If parking on the opposite side of Quayle Road, you must personally escort your children across the road to and from your car.

### **AFTER SCHOOL**

In the afternoon the morning drop off zone reverts to angle parking. If you wish to stay for a lengthy period, please leave the parking area directly in front of the school as a pick up zone for parents who



come and go quickly. Students must remain behind the timber barriers until vehicles are stationary before getting into cars. Students must not enter the carparks to talk to parents or friends in waiting cars. Parents parallel parking on the opposite side of Quayle Road need to cross the road to collect their children. For their own safety, students are not permitted to cross Quayle Road by themselves. Teachers will provide supervision until 3.45pm. Children who have not been collected by 3.45pm will be accompanied by the duty teacher to the office. Parking officers from Yarra Ranges Council occasionally enforce the parking restrictions around our school.

### **THE CHURCH CAR PARKS**

These car parks are used to relieve car parking at the front of the school. Parents need to supervise their children in this area. We strongly discourage children being left in these areas alone for any length of time and prefer them at the school waiting area where they will be adequately supervised. Students meeting parents in these areas must use the school crossing on Beenak Road.

### **STAFF CAR PARK**

The school car park near the crossing on Beenak Road is for staff use only. For safety reasons, students are not to be dropped off or collected in this car park.

### **MUSIC**

The In Schools Music Program is an optional, user pays program, run by a private business, that provides individual or group music lessons to students who wish to learn a musical instrument. Information about the program and instruments offered is available at the school office.

### **OUTSIDE SCHOOL HOURS CARE**

Before and after school childcare arrangements are provided on site in the multi-purpose room by Wandin Yallock Primary School OSHC. The service hours are 7.00 - 8.45am and 3.30 - 6.00 pm during the school term. This program does not run on student free days. If you wish for your child to attend the OSHC program, please contact the office. The school encourages all families to register their children just in case the service is needed in an emergency. Vacation care is also offered during school holidays as required.

### **CHAPLAINCY**

The school community benefits enormously from the contributions of our school chaplain, who provides pastoral care to students with a particular focus on building self-esteem and resilience. Our chaplain is involved in a range of school activities including camps, incursions, organised lunchtime activities, student leadership and supporting friendships. The chaplain encourages safe behaviours and help-seeking attitudes and supports teachers to provide an emotionally and physically safe environment. Our weekly class wellbeing program, Jigsaw, is facilitated by our chaplain. The chaplain is available to support students with reconciliation, managing feelings around grief and loss and critical incidents, anger management and dealing constructively with anxiety. The chaplain provides support to parents and responds to parent requests to help out with children's personal challenges. Referrals can be made to local community agencies and other support services.



## **SECONDARY SCHOOL TRANSITION**

Students from Wandin Yallock Primary School attend a number of secondary colleges. Parents are encouraged to visit schools prior to their child beginning Grade 6 in order to make a decision as early as May in their child's Grade 6 year about the secondary college they would like their child to attend.

Transition Information nights are conducted during the year by the various secondary colleges, for parents of children in Grades 5 and 6. In making your choice, feel free to consult with the principal or class teacher for information.

## **SMOKING**

In accordance with state laws, smoking is not permitted anywhere on the school grounds or within 4 metres of an entrance way to the school. As we have many open entrances along the front of the school, we ask that parents do not smoke anywhere along Quayle Road, including whilst in their cars when waiting for children afterschool, as there is a lot of student and other pedestrian movement in that area.