

# Parent Information 2015



**Kingsville**  
Primary School

Everything you need to know about Kingsville Primary School

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# ABOUT KINGSVILLE PRIMARY SCHOOL

## School Contacts

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**Principal:** Kath Ginnane  
[Ginnane.Kathleen.KM@edumail.vic.gov.au](mailto:Ginnane.Kathleen.KM@edumail.vic.gov.au)

**Acting Assistant Principal** Jeff McDonald  
[mcdonald.jeff.g@edumail.vic.gov.au](mailto:mcdonald.jeff.g@edumail.vic.gov.au)

**School Council President** Leah Young

**Email** [kingsville.ps@edumail.vic.gov.au](mailto:kingsville.ps@edumail.vic.gov.au)

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

## Term Dates for Students

### 2015

**Term 1:** 28 January (teachers start) to 27 March

**Term 2:** 13 April to 26 June

**Term 3:** 13 July to 18 September

**Term 4:** 5 October to 18 December

### 2016

**Term 1:** 27 January (teachers start) to 24 March

**Term 2:** 11 April to 24 June

**Term 3:** 11 July to 16 September

**Term 4:** 3 October to 20 December

### 2015 Student Free Days

Wednesday 28 January

Monday 13<sup>th</sup> July and Tuesday 14<sup>th</sup> July

Monday 2 November

## School Hours

### School Hours

All classes start at 9.00am and are dismissed at 3.30pm. Students are expected to line up at 8.55 when the bell rings. The only exceptions are:

- the first month of school prep children attend for four days only- Monday Tuesday Thursday and Friday
- the last day of term, where dismissal is at 2.30pm and 1.30pm for the last day of the final term.

**Please note:** The school ground is supervised from 8.45am each day and until 3.45pm after school. Students still in the grounds after 3.45pm will be

## Out Of Hours Care

## KPS –who we are

brought into the foyer, until 4.00pm after which they will be supervised at the Out of Hours facility and normal charges will apply.

### Recess and Lunch Times

Morning recess is 11.00am-11.30am and lunchtime is from 1.30pm to 2.30pm with lunch eaten in classrooms for the first 15 minutes.

### Early Departure

An “exit slip” must be prepared by the office staff for the class teacher if a child is being collected by a parent or other responsible adult, prior to 3.30pm. Please notify the office if your child is to be collected by another person. Early dismissals must also be recorded in the “Early Dismissals” clip board at the front office.

### Out of Hours Care

KPS provides a quality out-of-school-hours care program for students via an outsourced provider, Camp Australia. The school provides the facility and infrastructure for this program, with Camp Australia providing the program itself.

Before-school care – 7.00am to 8.55am

After-school care – 3.30pm to 6.00pm

School holiday care and on student-free days – 7.00am to 6.00pm

Child Care Benefit (CCB) is a payment from the Government to help reduce the overall cost of child care to families who use approved and registered child care to. All eligible families can receive some Child Care Benefit. To register for CCB contact the Family Assistance Office (FAO) at [www.familyassist.gov.au](http://www.familyassist.gov.au) . The FAO will inform Camp Australia of your CCB percentage and this will then be applied to your fees.

Camp Australia

Phone: 8851 4160

Fax: 9859 7199

Email: [oshc@campaustralia.com.au](mailto:oshc@campaustralia.com.au)

Web: [www.campaustralia.com.au](http://www.campaustralia.com.au)

School contact: Asi Malu: 0401 054 261

Kingsville Primary School (KPS), a government primary school, opened its doors on August 1, 1919, and has provided a caring and stimulating learning environment for the children of Yarraville and its surrounding areas for over 95 years. The school is situated in Kingsville, in a residential area next to Cruickshank Park.

The staff include the principal, assistant principal, business manager, administration officers, teaching staff, and education support staff. The school also has auxiliary staff, including access to an educational

## Purpose

psychologist and speech pathologist.

Kingsville is an Authorized IB (International Baccalaureate) World School implementing the Primary Years Programme (PYP) across all areas of our learning and teaching practice. In the PYP the importance of traditional subject areas is acknowledged. Language, mathematics, the arts, and personal, social and physical education are specified as components of the PYP curriculum model.

At Kingsville PS, as a Victorian Government School, expectations are outlined in AusVELS. AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. The PYP does not replace the curriculum set by the Victorian Government, but rather provides the framework for teaching and learning.

Kingsville Primary School (KPS) aims to build a community of active, engaged and compassionate lifelong learners, equipped to meet the challenges of a rapidly changing world.

We see our purpose as being responsible to ensure optimum achievement for all our students and to provide a guaranteed and viable curriculum.

Beyond intellectual rigour and high standards, strong emphasis is placed on the ideals of international understanding and responsible global citizenship.

## Mission

The Mission Statement is a statement of belief and intent born out of the fundamental belief that Kingsville can and should create its own desired future. This belief is embodied within the overall consideration of being a Victorian Government school and an 'International Baccalaureate World School', authorized to offer the Primary Years Programme. Our Mission acknowledges our schools direction, Strategic Plan, core values and beliefs. It encompasses our desire to build active, engaged, compassionate lifelong learners, equipped to meet the challenges of a rapidly changing world. We view the purpose of our school to be the provision of a safe nurturing and challenging learning environment, which works to ensure students optimum participation, engagement, achievement and success.

Our responsibility is to ensure that all students have access to a guaranteed and viable curriculum. The provision of which will move beyond intellectual rigour and high standards, and be evidenced by a strong emphasis on the ideals of international understanding and responsible global citizenship.

At Kingsville we value and embrace

- an educational environment where all members of the learning community feel a sense of belonging and ownership
- the concept of our children being responsible citizens who are shaped by and can shape the world in which they live
- learning opportunities enhanced by the application of local, national and international considerations
- teaching and learning in the context of transdisciplinary themes

## IB Mission

- and through the pedagogy of inquiry
- the International Baccalaureate (IB) Learner Profile –as the set of ideals which serve to motivate, inspire and build culture and values that create internationally minded children
- the daily living and learning of students which demonstrate they are inquirers, thinkers, communicators and risk takers who are knowledgeable, principled, caring, open minded and reflective
- the values and attitudes appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance addressed consciously, professionally and explicitly in the curriculum design and everyday practice of teaching and learning
- the uniqueness of individuals and embracing our differences
- excellence in all areas
- environmental awareness and care
- the ideals of global values, local heart.

There is a clear connection between the school's mission and that of the IB.

**The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect.**

**To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.**

**These programmes encourage active, compassionate and lifelong learners who understand that people, with their differences can also be right.**

## Buildings and Ground

The original historic two-storey brick structure, the extensions to the library, hall, visual arts centre, a new permanent classroom block, school kitchen and separate out of hours facilities provide excellent spaces for learning.

The grounds are extensive with shaded areas, play equipment, games court, a large oval and a kitchen garden. The school oval provides an excellent facility for a wide range of play and sporting activities including a running track.

The surrounds are being further developed to provide seating, planting and a range of spaces to play and learn.

A plan of the overall school buildings and grounds is provided overleaf. The plan provides an indication of the location of the existing buildings, entries and facilities. **Please note this plan is not to scale**

# TEACHING & LEARNING

## Curriculum Overview

Curriculum provision at Kingsville ensures a comprehensive differentiated curriculum incorporating physical, personal and social learning, discipline based learning and interdisciplinary skills.

The IB organization is motivated by a mission to create a better world through education. It promotes intercultural understanding and respect, not as an alternative to who we are as an individual or a nation, but rather as an essential part of life in the 21<sup>st</sup> century.

The PYP is a transdisciplinary program of international education designed to foster the development of the whole child. The program draws on research and best practice from around the world to create a relevant, engaging, challenging and significant educational framework for all children.

At the heart of the Primary Year Programme's (PYP) philosophy is a commitment to structured, purposeful inquiry. The inquiry often transcends traditional subjects and through this process students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

## Inquiry

Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner.

Inquiry, interpreted in the broadest sense, is the process initiated by the student or the teacher that moves the student from his or her current level of understanding to a new and deeper level of understanding.

Inquiry can take many forms, including:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways.

A key feature of the PYP is the PYP Learner Profile. This is expressed in a series of desired attributes and traits that characterize students with an international perspective. They promote academic rigour and help the student to achieve and experience social-emotional-behavioural, intellectual well-being and international mindedness.

# TEACHING & LEARNING

## IB Learner Profile

### What we want our learners to be? –IB Learner Profile

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions..

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers(Courageous):** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## PYP Attitudes

Another essential element of the PYP is a particular set of **attitudes**. These attitudes affect the learning environment and the personal interactions that occur within them.

**Appreciation:** Appreciating the wonder and beauty of the world and its people.

**Commitment:** Being committed to their learning, persevering and showing self-discipline and responsibility.

**Confidence:** Feeling confident about their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

**Co-operation:** Co-operating, collaborating and leading or following as the situation demands.

**Creativity:** Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

# TEACHING & LEARNING

## AusVels

**Curiosity:** Being curious about the nature of learning, about the world, its people and cultures.

**Empathy:** Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

**Enthusiasm:** enjoying learning and willingly putting the effort into the process.

**Independence:** Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

**Integrity:** Being honest and demonstrating a considered sense of fairness.

**Respect:** respecting themselves, others and the world around them.

**Tolerance:** Being sensitive about the differences and diversity in the world and being responsive to the needs of others.

For further information about the PYP, see [www.ibo.org](http://www.ibo.org)

### AusVELS –The Australian Curriculum

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

The AusVels aims to meet the challenges of preparing young people for a world in which knowledge is valued and constantly changing, a world in which society, community and personal relationships are subject to increasingly complex pressures. Young people need a broad range of knowledge and social, personal and thinking skills to be successful.

The AusVels is a whole school curriculum framework which has three interwoven purposes:

To equip students with capacities to:

- manage themselves with relation to others
- understand the world and act effectively in that world
- prepare themselves for success in education, work and life.

Schools use the standards to plan their teaching and learning programs, including assessment and reporting. The standards outline what is important for students to learn during their time at school.

The standards ensure that students continue to learn traditional subjects such as English, mathematics, science, humanities, languages and the arts. Within these subjects, students learn the physical, personal and social skills they need in life.

# TEACHING & LEARNING

There are clear links between the Primary Year Programme and AusVels which are clearly demonstrated in the diagram below.



## Assessment and Reporting

### Assessment and Reporting

The AusVels provide a clear set of standard for assessment of student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities designed by their teachers. The assessment process is ongoing and should provide opportunities for students to demonstrate their skills, knowledge and depth of understanding of the curriculum.

Assessment is not only focused on the end product or on test results. Assessment is used by teachers to help direct the learning program so that it best meets the needs of students. Assessment can also be used as a learning tool where students reflect on and monitor their learning to inform their future learning goals.

Kingsville has developed assessment schedules in English and Mathematics that outline both assessment requirements mandated by the government ie Naplan, and other assessments determined at the school level.

The AusVels website, <http://ausvels.vcaa.vic.edu.au/> provides a complete set of achievement standards for assessment and reporting.

Portfolios form a significant part of the assessment process. Portfolios are collections of children's work and are designed to demonstrate successes, growth, higher order thinking, creativity and reflection.

# TEACHING & LEARNING

## Additional Support

Student Led Conferences are an integral part of the reporting process. These conferences involve students using their portfolios to assist them in sharing and discussing their work with their parents. The students provide information to clarify what they have learnt, how they have learnt it and what challenges they faced.

The reporting to parents cycle involves a parent/teacher conference in term one, a written report at the end of term 2 and 4, and student led conference in term 3. The reports outline achievements, areas requiring improvement and /or future learning, how the school will support your child's learning and how you can help at home. The reports will rate your child's progress against statewide standards from A (well above the standard expected) to E (well below expected). Please note: Prep students will not receive an A to E rating.

Those students who require additional support are assisted within the classroom and through other support programs, including intervention programs. Advice and guidance is sought from a wide range of professionals including a psychologist, speech pathologist, English language school and Western Autistic School.

## Specialist Programs

This year there are four specialist programs –Italian, the language students learn as well as English, physical education, performing arts and visual arts. These are curriculum areas taken by a specialist teacher for one hour each week.

## Library

All classes are timetabled into the library with their class teacher each week. Children have the opportunity to borrow books at this time. The library is open at lunchtime at least twice a week.

## Homework

All students are involved in relevant, meaningful and enjoyable learning activities that are done at home. Appropriate homework reinforces classroom learning and provides an opportunity for students to be responsible for their own learning.

Homework tasks are effective if a little can be done each night. Children and parents are encouraged to plan a time together for study. As a guide, it is recommended that prep to grade two students do approximately 15 minutes each night (essentially the home reading program), grade three to four students do 30 minutes each night, and grade five-six 45-60 minutes each night.

## Excursions and in house Experiences

Excursions and visiting programs are an integral part of classroom programs and they are linked to current units of study. Signed permission notes, along with appropriate money must be returned at least three days before the planned experience.

# TEACHING & LEARNING

## Sport for grades 3-6

The sport program at Kingsville encourages student participation with the goals of increasing students' physical competency, health and fitness.

Kingsville is affiliated with the Yarraville District Primary School's Sports Association (YDPSSA). This affiliation falls under the direction of the Victorian Primary Schools Association.

As a member of this association the school participates in on summer and one winter Lightning premierships in a range of sports. Other sporting events include cross country, swimming and athletic. Whilst these events focus on enjoyment and participation they are also competitive in nature as some successful teams and individuals are selected to participate at higher levels.

Kingsville holds its own events to encourage participation and develop skills and from these events students are selected to represent the school at YDPSSA events.

### Inhouse Sporting Program

All students in 3-6 participate in sport for at least one hour each week taking into consideration the Sun Smart policy. The students are encouraged to expand their sporting skills and knowledge by trying new sports.

## Swimming Program

Our swimming program provides a sequential program from Prep -6.

- Prep to Year 2 - an intensive 9-day swimming program usually in term one held at the Maribyrnong Aquatic Centre.
- Years 3/4 - a 4 day program that includes some experience in an outdoor pool
- Years 5/6 - a 2 day open-water beach program facilitated through the Williamstown Life Saving Club.

## Camping Program

KPS students have the opportunity to take part in a range of experiences from prep to grade six. Our camping program aims to build independence, self-confidence, problem-solving, team work and trust. Above all, the purpose is to enable students to have fun in a unique environment.

Experiences include:

- Prep – a special breakfast morning at school.
- Grades one - extended stay at school with dinner and activities;
- Grades two – as above with sleepover at school;
- Grades three and four – three-day camp alternating between a coastal and farm environment;
- Grade five - five-day camp at Roses Gap in the Grampians, and
- Grade six –five-day trip to Canberra.

## Extra Curricular Activities

Kingsville provides a range of enrichment opportunities including:

- School Concerts: held annually at Williamstown Town Hall
- School Choir rehearses at lunch time
- School Musical Production in Term 2
- "Green Kids" –a lunch time environment group

# PARTNERSHIP WITH PARENTS

## Parent Involvement

The educational value of parental involvement in education is well documented. KPS welcomes the interest and support of parents and guardians in their children's education. Parents and guardians can share in their child's learning or the KPS community by:

- Joining the **School Council** or one of its **Sub-committees**;
- Providing **assistance in class** with reading or other activities (please refer to "Working with Children Checks");
- **Supporting students at home** with their reading and other home work;
- Attending Monday or Friday **school assemblies**;
- Assisting and/or supporting **school events** including fund-raising, excursions, sports events, the community garden, working bees.

## School Council

**The role of the School council is to serve the interests of Kingsville Primary School students and staff and promote the school in the wider community.**

The School Council is a legally constituted body obligated under the Education and Training Reform Act (2006) to fulfill the following responsibilities:

- developing the Strategic Plan ( what the school wants to achieve and how it plans to get there)
- approving the annual budget
- developing and reviewing policies;
- administering the school's finances;
- developing, reviewing and monitoring the school's student code of conduct and the dress code
- raising money to support school needs
- principal selection;
- developing and maintaining the school buildings and grounds;
- creating interest in the school within the community
- reporting annually to the school community on its achievements.

At Kingsville, the school council meets at least eight times a year for about two hours. Elections are held at the beginning of each school year.

The Council has several sub-committees that focus on defined areas and report back, as well as make recommendations for the Council's consideration including: policy development, buildings and grounds, community and public relations, finance, and fund-raising. These groups include school council and non-school council members who meet and report back to Council.

# COMMUNICATIONS

## School Website

Kingsville's website [www.kingsvilleps.vic.edu.au](http://www.kingsvilleps.vic.edu.au) , provides a range of information about the school for the school and wider community.

## Newsletter

A newsletter is published every Friday. It is available in both hard copy and via email. It contains important dates to remember, a message from the principal, information, news, student contributions and other matters of interest to the school community.

## Assemblies

There are two weekly assemblies for all students. The first occurs **every Monday morning** in the area to the west of the hall beneath the new deck. This assembly takes place at 9.00am prior to students going to their classes. This assembly is short – to sing the national anthem, recite the school oath and make any short announcements.

The second assembly occurs **every Friday morning** soon after 9am in the hall. Following the 8.55am school bell, students go to class, where they meet their teacher and then go to the hall for the assembly. This assembly is longer (up to 40 minutes) and involves a variety of presentations, acknowledgements and celebrations, including a class performance, presentation of individual awards (one from each class), birthday celebrations, and announcements.

## Parent Information Nights

Information nights for parents are held early in the school year for each class level. At these nights, teachers outline the year's program to provide an insight into the classroom experience. The nights also provide an opportunity for parents to clarify expectations and ask questions.

## Communication with teachers

Parents are welcome to make contact with teachers regarding their child and any other school matter at the end of the day, once students have been dismissed. Please be mindful however that teachers are often expected at meetings by 3.45pm. Appointments are recommended if time may be required to discuss an issue.

Parents may also communicate with staff via email. Please ensure that you follow the protocols regarding email communication. This form of communication is particularly useful for communicating with teachers about basic matters that are not complex, urgent or require an immediate response. Due to teachers core work during the day and meetings after class, please be aware that email responses from teachers are usually not immediate and may not be a same day response. Similarly emails sent at the beginning of the day may not be read by teachers until later in the day. If the communication is urgent and the teacher needs to be advised immediately or during the day, it is recommended that parents send a note or call the Administration Office to ensure that the teacher will receive the information in a timely manner.

# COMMUNICATIONS

## Community Notices

There is a display board in the quiet play area. It is used by parents and community members to advertise events or provide news. All notices must be approved by the Principal.

## Photographs

KPS engages an external provider to take class and individual photos for purchase usually in second term.

At KPS we celebrate and promote student achievement and participation in school life in many different ways. At times we will wish to use pictures of students taken in both the school and external environment. Use of these images, in most cases, will be in specialist publications, newsletters, on the school's website, or for promotional materials. When images of students are put on the school website, they would be group photographs with first names or a class group identification.

When students enroll at KPS, consent is requested from parents/ guardians for the use of images as outlined previously

## Staff Emails

### STAFF EMAIL ADDRESSES:

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# COMMUNICATIONS

## Replacement Teacher

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At times during the year, class and specialist teachers will be absent. This may be due to illness, approved leave, training or professional development. If this is a significant period of leave, parents will be communicated with and provided with details of the replacement arrangements.

# STUDENT WELLBEING & SAFETY

## Student Welfare

The school has a comprehensive approach to student behaviour management and welfare and this is documented in our Student Engagement and Wellbeing Policy. It is based on the expectation that children have the right to be safe and secure at all times and that they are to respect the rights and property of others.

The student management plan follows procedural steps with an emphasis on restorative practices. At the beginning of the school year, all classes formulate an essential agreement setting expectations of positive behaviour linked to The PYP Learner Profile and attitudes.

## Injury or illness at school

In the event of serious illness or injury to a child, staff will attempt to contact parents or caregivers immediately. Parents/caregivers must ensure that up-to-date telephone contacts are provided. If emergency treatment is required, an ambulance or other appropriate transport will be arranged without delay. It is important that all parents/caregivers sign the authority for staff to seek treatment at a hospital or call a doctor and or ambulance so that emergency treatment can commence.

KPS has a sick bay next to the main office. The sick bay has a range of first aid supplies to treat most minor injuries effectively. A number of staff members have current Level 2 First Aid Certificates.

Staff on yard duty carry mobile first aid kits for treating minor injuries. In the case of an injury requiring further treatment, the student will be sent with a buddy (with a sick bay pass) to the staff room for further attention. A designated staff member will then attend to the student.

Students are given a "first aid advice" slip to take home stating briefly the attention provided and by whom. The incident is also registered in a report book in the sick bay.

Students who are unwell during class may be sent to the Administration Office to be monitored or attended to. If the illness persists, the parent/guardian will be contacted.

## Children's illness

Parents are asked to keep their children at home when ill, as staff are unable to provide the one-to-one care required to look after a sick child. We must also consider the health of other children and staff. If your child has a contagious disease (e.g. cold sores, conjunctivitis, gastroenteritis), they may be excluded from school for a period of time, so please make other arrangements. Please keep your child home until they are completely well.

# STUDENT WELLBEING & SAFETY

## Medication

No medication can be given to your child without your written authorisation. Only prescribed medicine in your child's name can be given. **Eye drops, cough medicine and over the counter pain relief (e.g. paracetamol) cannot be administered by staff.**

Prescription medication must be labelled and handed to your child's teacher or the designated staff member. Parents/caregivers must complete a **SUPERVISION OF MEDICATION** form, available in the foyer near the Administration Office.

Parents of children with chronic conditions (e.g. asthma) requiring prolonged and/or preventative medication must provide an action plan or certificate from a doctor at the beginning of the year explaining the medication, daily dosage and action required.

## Personal Details

It is essential that the school has current information regarding students, including parents' home and work address, phone numbers, family doctor contact details, health information and custody arrangements. **It is vital to notify the school of any changes as soon as possible.** Each year enrolment details will come home for review of modification as necessary.

## Head Lice Management

Head checks of every student are carried out each term by a contracted company, to detect head lice and to ensure that follow-up treatment occurs at home. As it is vital that all children are checked at each visit to prevent and combat any head lice problem, a small annual payment is required for every child.

## Emergency Management

The school has emergency management plans and procedures. They provide guidelines and outline the response to incidents that may put the school community at risk. Set drills are planned and executed during the year to ensure that everyone is familiar with signals, movements and responsibilities.

## Students Support Services

Kingsville has the support of both a psychologist and a speech pathologist once a week. These services can only be assessed through referrals from the Assistant Principal and only after permission is gained from parents or guardians.

# STUDENT WELLBEING & SAFETY

## Dogs

Dogs are not permitted in the school grounds. Families who walk their dogs to school are asked to tie them up at a distance away from the entrances, to ensure that children who are not used to dogs do not become distressed when arriving at or leaving school.

## Smoke Free Environment

Smoking is prohibited by law in the school buildings and grounds

## School Grounds Supervision

The school grounds are supervised for 15 minutes before and after school. Students should not be in the grounds before 8.45am or after 3.45pm. Four teachers are on yard duty at recess and lunchtime. The care and safety of students as they play in the school grounds is paramount. It is the role of the yard duty teachers to maintain student discipline and welfare procedures in the playground.

### **Wet / Hot Day Yard Duty**

Students will be supervised in their classrooms on wet days and for half of lunchtime on days of extreme heat – 35 degrees and over.

## Student Absence

If a student is unable to attend school, parents/caregivers must contact the school to advise of their child's absence, this can be done verbally, by telephone, note or email to the class teacher. It is recommended that telephone communication is followed up with a note advising of the absence on the student's return to school.

## Visitors On Site

All visitors to the school must sign the visitors' book at the Administration Office. Visitors include parents, helpers in classrooms and guests to the school.

## Identification

To ensure clear identification of people on the school grounds, all staff, relief teachers and pre service teachers are issued with colour coded badges.

## Custody & Access

If a parent/caregiver is having problems associated with custody and access, please discuss this with the principal or assistant principal. A copy of any current custody orders and any other court orders is required for our file, so that we can give the appropriate care to you child.

# STUDENT WELLBEING & SAFETY

## Working With Children

The Working with Children Act (2005) introduced minimum suitability standards for certain people who work or volunteer with children. All KPS staff have WWC checks, including teaching staff, support staff, administrative staff, staff from outsourced companies (eg Camp Australia, Primary School Wear) and school maintenance staff.

KPS relies upon and greatly benefits from the work of volunteers, who may work in the classroom or further afield in the garden or cooking group. All volunteers are required to gain a WWC check by completing an application form available from the Australia Post Office. There is no cost for volunteers, but a photo needs to be supplied. All volunteers are required to wear their check on a lanyard so it is visible when they are working within the school.

## Food

The school promotes healthy eating habits for students. Students are encouraged to bring healthy meals for snacks and lunch. All classes provide a short fruit break early in the day to ensure a healthy start to the day. Parents are asked to not bring any fast food to their children at school eg McDonalds.

## Lunch Days

A canteen is not available at the school, however, the school's Fundraising Committee arranges some special food days during the year.

# TRAVELLING TO SCHOOL

## Parking

Parking is available in the streets around the school. However, it is limited and restrictions apply (police and local traffic officers carry out parking blitzes). In the interests of children's safety and reducing traffic congestion, cars should not double park, park on nature strips or across driveways, or use driveways as a turning area. Drivers wishing to park in Bishop and Julian Streets should proceed to the southern end of the street and use the turning circles.

**The school car parks are for staff only. Parking is not permitted within these areas for dropping off or collecting children. Pedestrian traffic is not permitted in these car parks between 8.15am and 5pm.**

## Bicycles And Scooters

Students are encouraged to walk or ride to school. It is expected that bicycle and scooter users will:

- wear bike helmets
- not ride bicycles / scooters in the school grounds

The school also provides bike racks for parents and visitors to the school, which are located near the entrances of the school.

# School Uniform

## Dress code

The School has a Dress Code that outlines the expectations of the school council regarding students' dress and appearance. The Code also provides details of requirements of school colours, logo and uniform items. It is available on the KPS website at [www.kingsvilleps.vic.edu.au](http://www.kingsvilleps.vic.edu.au) or upon request. The Dress Code requires all students to wear school uniform every day (unless they have an exemption). Please refer to the Dress Code for further details.

## Uniform Shop

The major provision of uniform items is through a single supplier, Primary School Wear (PSW). Uniform can be purchased directly from the Deer Park store, ordered online via the PSW website or by mail. School uniform items that match our school colours (red top and navy bottom) can be purchased elsewhere as long as they have no other logo, writing or decoration on them.

**Address:** PSW Deer Park  
58 Westwood Drive, Vic  
Phone: 03 93638458

**PSW Shop online** [www.psw.com.au](http://www.psw.com.au)

**Shop hours:** Mon to Fri 8.30am - 5.00pm  
Sat 9.00am - 5.00pm

## Footwear

The Dress Code requires all students to wear suitable, safe, closed in footwear, which allows them to participate in the full range of school activities. School Council highly recommends black school shoes or plain white or black runners with a non-marking sole. Thongs, sandals, crocs and slip on party type shoes are not permitted.

## Headwear

Sun hats are compulsory from 1st September to 30th April, in line with The Cancer Council Victoria's SunSmart Program, an internationally recognised skin cancer prevention program. Students must wear either a navy legionnaire hat or a navy slouch hat. Both are available from the Uniform Shop.

From May to August, hats are not compulsory however students may continue to wear a sun hat or plain navy beanie.

## Lost Property

Please ensure that all uniform items are clearly marked with your child's name. Any abandoned/misplaced school items are placed in the lost property bin outside the hall. Please check this bin if your child has lost any uniform item.

# School Expenses & Allowances

## Required Payments

The required payments for KPS consist of **Materials and Requisites** and **Head Checks**. These payments are determined annually by the school council and parents will receive details at the beginning of each school year.

The **Materials and Requisites** payment will help provide students with materials and resources including stationery across a wide range of curriculum and school related areas, and a great deal of copying and printing. Parents will not be required to purchase any items prior to school commencing.

The **Head Checks** payment is required to cover the cost of contracting a private Company to provide head checks to students for the detection of head lice, twice a year. As it is vital that all children are checked at each visit, this payment is required for every child.

## Buildings & Grounds Payment

KPS is fortunate to have a significant historic building and additional external classrooms, plus vast playing areas and garden surrounds. Government funds do not cover all the costs required to maintain these, and the school relies on parents' contributions through the annual Buildings and Grounds Maintenance Payment (per family) to assist in achieving this.

## Additional Expenses

At different times throughout the year parents will be asked to pay for programs that support the classroom program. These include excursions and in house experiences. Camping and swimming programs also incur an additional cost to parents.

## Payment Methods

There are two options for paying the Required Payments and the Building and Grounds Payment. Families can pay in full by February 28 each year **OR** in two equal instalments (first by February 28, second by the end of term two).

Payments can be made by cash or cheque in an envelope with clearly marked details, via the General Office or to the class teacher. Alternatively payments can be made by EFTPOS (cheque, savings, visa, mastercard) in person at the General Office. BPAY is now also available for payments in full.

## Education Maintenance Allowance

The Education Maintenance Allowance (EMA) helps eligible families with the costs associated with their children's education. To be eligible to receive the EMA you must:

- Be either a parent or guardian of a primary or secondary school up to the age of 16; **and**
- Be an eligible beneficiary of a Centrelink pension, allowance or benefit within the meaning of the State Concessions Act 2004 **or** be a Veterans Affairs (TPI) pensioner **or** be a foster parent.

# School Expenses & Allowances

The eligibility criteria must be met as at the first day of Term one for the first instalment and the first day of term Three for the second instalment. If parents opt to have their EMA paid directly to the school this payment is used to reduce the amount a parent pays for a child's materials and requisites.

# TRANSITION PROGRAMS

## Prep Program

All children starting prep the following year are invited to attend a transition program in November. This is a valuable opportunity to become familiar with the school environment and their classmates for the following year. The program consists of three Friday morning sessions and includes concurrent information sessions for parents.

## Year 6 to 7

KPS is responsible for gaining for each year six student a place in a government secondary school within the principles of the Department of Education and Training "Neighbourhood School Policy". This policy guarantees the right of each child to a place in a designated neighbourhood school.

Parents may also select any other secondary school where space is available and they can meet any enrolment restrictions.

KPS ensures that parents have full knowledge of the process involved and are guided by the years six-seven transition co-ordinator.