

# SCHOOL INFORMATION

<b>PRINCIPAL:</b>	<b>Mr Glenn McConnell</b>
<b>ASSISTANT PRINCIPAL:</b> (Acting)	<b>Mrs Diane Powell</b>
<b>SCHOOL OFFICE STAFF:</b>	<b>Mrs Vanessa Leetch Mrs Michele Sinclair Mrs Rebecca Simpson</b>
<b>SCHOOL COUNCIL PRESIDENT:</b>	<b>Mrs Jacqueline Phillips</b>
<b>PTA PRESIDENT:</b>	<b>Mrs Maria Giudettit Mrs Jo Miller</b>

## TERM DATES

<b>Term Dates 2008.</b>	<b>Term 1 Start:</b> January 29 <b>Term 2 Start:</b> April 7 <b>Term 3 Start:</b> July 14 <b>Term 4 Start:</b> October 6	<b>End:</b> 20 March <b>End:</b> June 27 <b>End:</b> September 19 <b>End:</b> December 19
<b>Term Dates 2009.</b>	<b>Term 1 Start:</b> January 28 <b>Term 2 Start:</b> April 20 <b>Term 3 Start:</b> July 13 <b>Term 4 Start:</b> October 5	<b>End:</b> April 3 <b>End:</b> June 26 <b>End:</b> September 18 <b>End:</b> December 18
<b>Term Dates 2010</b>	<b>Term 1 Start:</b> January 27 <b>Term 2 Start:</b> April 12 <b>Term 3 Start:</b> July 12 <b>Term 4 Start:</b> October 4	<b>End:</b> March 26 <b>End:</b> June 25 <b>End:</b> September 17 <b>End:</b> December 17
<b>Term Dates 2011</b>	<b>Term 1 Start:</b> February 1 <b>Term 2 Start:</b> April 26 <b>Term 3 Start:</b> July 16 <b>Term 4 Start:</b> October 10	<b>End:</b> April 8 <b>End:</b> July 1 <b>End:</b> September 23 <b>End:</b> December 22

**\*Please note that these may be subject to change and are confirmed by DEECD each year.**

## COMMENCEMENT AND FINISH TIMES

<b>SCHOOL COMMENCES AT</b>	8.55 AM SHARP
<b>Morning Recess</b>	11:00 – 11:30am
<b>Lunch Eating Time (in classrooms)</b>	1:15 – 1:30pm
<b>Lunch Recess</b>	1:30 – 2:15pm
<b>NORMAL DISMISSAL TIME IS</b>	3.15 pm

**NB:** Occasionally early dismissal takes place, such as last day of term. Where commencement or dismissal times are other than stated above, parents will be notified via the newsletter. It is Important that students are in class at 8:55am. Lateness interrupts learning programs. If children are late please report to the office and sign the late book. The school ground is supervised from 8:40am before school and until 3:30 pm after school.

# HISTORY OF KISMET PARK PRIMARY SCHOOL NO. 5180

*Kismet Park Primary School No. 5180 commenced in February 1980 with an enrolment of 223 pupils, hosted by Sunbury Primary School at their Macedon Street site. Our school's name, Kismet Park, was derived from the Rupert Clarke horse training facility in the district, and the logo was designed by Miss Shelly Lambert, a then pupil of the school, as winner of a Grade 5 & 6 "design the logo" competition.*

On 12 December 1980, the school moved to the new buildings at the present location with 235 pupils. The buildings consisted of the central "core" of administration, library, art room and multi purpose room, with four relocatable classrooms attached to give eight classrooms and open galleries joining the activity areas.

Kismet Park Primary School was established in 1980 and is situated in a housing estate near the historic Kismet House at Sunbury which is about 37 kilometres from Melbourne. The school is located in the rapidly growing Sunbury area which is 37 kilometres from Melbourne. When established in 1980 the school was named after the renowned Rupert Clarke horse training facility in the district. A young student, Miss Shelly Lambert designed our horse shoe logo.

At Kismet Park we have 432 students enrolled. Classes are made up of composites of Years 1/2, 3/4 and 5/6 with 3 straight Preparatory classes and a composite Prep/1 class.

Our school community strives to provide a positive, stimulating and secure learning environment where we cater for the needs of each student as an individual. We do this by creating a caring atmosphere that reinforces mutual respect, promotes self-esteem and develops a sense of belonging to our school. We value teamwork, effective communication, informed decision-making and community involvement. We promote professional learning and networking for our staff to ensure delivery of excellent and consistent educational programs through exemplary professional practices.

Specialist programs are provided in Physical Education, Art, and Music. The school has experienced staff which includes the Principal, Assistant Principal, 3 Leading Teachers, 15 expert teachers, 1 accomplished teacher and 5 graduate teachers. Three teachers are employed on a part time basis. In addition to this, there are 4 teaching support staff and 9 teacher aides.

In recent years some significant demographic changes have occurred. These changes are influenced by the close proximity to metropolitan Melbourne, the lower housing prices in Sunbury compared with suburbs closer to Melbourne, an increase in rental accommodation in Sunbury, an increase in families with both parents working, and a small increase in the cultural diversity of parents. Recent Prep results indicate a need for further support strategies/ programs at this crucial stage of student development. Anecdotally, it has been evident that an increasing number of new enrolments have not had a stable educational or home environment and are in need of additional support when entering Kismet Park. A number of these students present with associated behavioural and emotional difficulties. Although not clearly identified through the data, of particular concern is the fine motor and oral language development of an increasing number of students. This has strong implications for the future teaching and learning of these students in all curriculum areas.

Kismet Park has a strong focus on developing a positive educational partnership within the school and with the community. The school is also actively involved in the local Innovations and Excellence cluster. The school is well supported by an effective School Council and a very active PTA.

The school motto of "Empowerment and Excellence for All" guides the school ethos.

## **School Purpose**

To provide a cooperative, supportive learning environment which assists students and staff to achieve personal excellence by fostering respect for ourselves, others and the environment while celebrating achievement and success in learning. Our School Motto is "Empowerment and Excellence for all."

## **Values**

The following values are central to us providing a cooperative, supportive learning environment which empowers the students, staff and parents of the Kismet Park learning community.

Respect Demonstrating behaviours that promote positive relationships

Integrity Honest and open communication between community members

Confidence Having confidence in ourselves and others in our approach to new and familiar challenges

Teamwork Working and learning together to achieve shared goals

Learning Learning to know, to think, to do and to live together

Through our daily activities we demonstrate and promote the 'You Can Do It!' foundations which we believe are essential to achieving personal excellence.

**CONFIDENCE**

**GETTING ALONG**

**ORGANISATION**

**PERSISTENCE**

**RESILIENCE**

## CODES OF PRACTICE

### School Council Code of Practice

The School Council of Kismet Park Primary School acknowledges that it operates within the Education Act and Regulations, to make the school a successful and effective learning environment for all children, through the development and implementation of appropriate policies.

**The School Council manages programs and initiatives through the use of Key planning Groups /Sub committees which may be reviewed according to the needs of the school –**

- Finance, Policy & Strategic Planning (FINPAS)
- Education
- Building and Grounds
- Marketing Committee / Gym Management
- PTA
- Uniform
- Canteen
- Kindergarten

The Council will operate using the following practices which reflect the school's values:

<b>Values</b>	<b>Expectations</b>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Members of Council will be provided with information and in-services where required, regarding their responsibilities, current school practices and DEECD policies and directions.</li> <li>• Councillors will declare conflict of interest where appropriate.</li> <li>• The executive will provide information to assist new members</li> <li>• Council will provide appropriate PD opportunities to members.</li> <li>• Council direct public comment through the School Council President and School Principal.</li> <li>• Council will operate in a way which supports the work of staff and ensures confidentiality to employees.</li> <li>• Council will make appropriate arrangements for employment and contracting of staff.</li> <li>• Councillors will demonstrate loyalty to the school, its administration and the staff.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Council will clearly report decisions of School Council.</li> <li>• Council will communicate regularly and openly with parents, students and staff.</li> <li>• Council will report to the school community following meetings for example, Newsletter items.</li> </ul> <p><b>Meeting Procedures</b></p> <ul style="list-style-type: none"> <li>• School Council Meetings will usually be held at 7.15 p.m. on the third Monday of each month. These times will be confirmed at the first meeting of each new Council.</li> <li>• Each meeting will be preceded by sub committee meetings and key planning groups at 6:30pm</li> <li>• Meeting information will be distributed following the FINPAS meeting during the week prior to each Council meeting.</li> <li>• Minutes will be distributed within 10 days of each meeting.</li> <li>• Meeting procedures and decision making processes will be conducted as detailed in the School Council Standing Orders and Constituting Orders.</li> <li>• Sub-Committees will have responsibility for reporting activities and making key recommendations to the full Council.</li> <li>• Sub-Committees will make written and/or verbal reports which will be included in the business papers for monthly meetings.</li> </ul>
<b>Community Involvement</b>	<ul style="list-style-type: none"> <li>• Council will foster cooperative relationships with Sunbury Network schools.</li> <li>• Council will recognise and encourage participation of individuals at the level they are most able to participate.</li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>• Council will canvass and consider school community view on all policy decisions.</li> <li>• Council will seek consensus at all times within the Council.</li> </ul>
<b>Policies and Programs</b>	<ul style="list-style-type: none"> <li>• Council will monitor the implementation and achievement of the charter goals and priorities.</li> <li>• Council will develop policy direction, policy evaluation and review consistent with the charter goals and priorities.</li> <li>• The Principal will implement policy in the most appropriate way.</li> <li>• Council will develop adequate processes and information for the school Annual Report.</li> </ul>

## COMMUNITY BUILDING

Kismet Park Primary School provides students with a range of opportunities to enhance their education through performance in academic, sporting and artistic pursuits at local, state and national levels. The school values the role of the community in providing a rich, meaningful and stimulating educational environment for its students and staff.

Kismet Park is committed to the support and development of effective educational partnerships within the local and broader community through:

### **Commitment of all staff to:**

- Parent Education
- Strengthening the teaching-learning partnerships between teachers, parents and students
- Family activities such as FAMPAs and FASPA
- Open classrooms where parents are actively involved in their children's education
- Creating an environment in which people are valued for their skills and are encouraged as they participate and contribute to the school
- Creating an environment in which everyone can enjoy participating and contributing to the school.

### **Parents as Partners in Education**

- Classroom helpers
- Parent Support Group meetings (PSG's)
- Information sessions
- Parent involvement in the school's decision making processes through School Council and relevant sub committees
- Parent Education opportunities
- Sports coaching and support / Music, Arts and Dance involvement
- Family activities such as FAMPAs and FASPA
- The Buildings and Grounds Committee (BAGS) organises regular working bees to actively involve parents in the maintenance and beautification of the school
- A Parent Teachers Association (PTA) operates to provide both social and fund raising events

### **Roles of parents:**

- Demonstrate a positive attitude towards education to their children
- Support their children's learning
- Assist and support school programs and activities at the level they feel most able
- Positive communication with the school through formal and informal channels
- Support the school in the delivery of its accepted policies and programs
- Support school rules by reinforcing the school's Dress Code, Homework, Code of Conduct and Attendance policies

### **Communication**

Kismet Park Primary School informs and seeks feedback from the community about the school's programs and achievements through:

- Weekly newsletters distributed to each family
- Encouraging visitors to weekly school assemblies and special days
- Parent teacher interviews during terms 1 and 3 / Written reports at the end of each semester
- School Council publications, Parent information books, School Charter & Annual Reporting processes
- School website
- Questionnaires and surveys

### **Promoting school programs and achievements in the broader community**

- Public performances involving instrumental music, band, choir and the Arts
- Open Days, Sunbury Fair
- Student involvement in community activities and the development of civic responsibilities through programs such as Junior School Council and Junior Red Cross
- Local media invited to report on school activities

### **Supporting healthy relationships with Sunbury District Network schools**

- Curriculum and other professional networks which share expertise and professional development
- Shared Instrumental music program
- Sporting events, Arts events and performances
- Informal arrangements with neighbouring pre-schools
- Transition arrangements with local Secondary Colleges and Pre Schools

### **Kismet Park as a Community Resource**

- Gymnasium available for hire by local sporting groups
- Work experience opportunities for Secondary students
- Outside School Hours Care – before and after school hours
- Community education evenings
- University partnerships / Student teacher training

## Student Code of Conduct

The School community at Kismet Park Primary School aims to actively promote the development of a safe, pleasant and supportive learning environment where children are empowered to become participators and effective decision makers. The development of appropriate and positive social interaction skills is fostered along with the promotion of self-discipline. This involves taking responsibility for making decisions and is based on the recognition of individual rights and responsibilities. These behavioural concepts are an important element of the school's 'You Can Do It! program.

### School Expectations

At our school we:

- Move and play safely
- Care for ourselves, others and property
- Resolve problems calmly, sensibly and fairly
- Respect others through our speech and manners
- Work to the best of our ability and allow others to do the same

**Student policy is based on the following rights and responsibilities as set out in our Discipline and Welfare documents:**

### Rights :

- To feel safe at all times.
- To be treated with respect.
- To learn and play without interference.
- To have ideas and opinions listened to and valued.
- To expect their property to be safe.
- To have access to a well balanced curriculum.
- To be supported and encouraged to participate

### Responsibilities:

- To follow the school pledge:  
*"We are the children of Kismet Park Primary School. To make our teachers and parents proud, we will use courtesy consideration and care, we will play happily and safely in the yard and strive to make our school a better place to learn".*
- To follow all school and class rules
- To recognise and maintain the rights of everyone.
- Cooperate with staff and other students to maintain a positive school environment.
- Accept responsibility for their actions and understand that their behaviour will have logical consequences.
- Respect and care for all property.
- Move safely about the school and walk indoors and on pathways.

### Implementation of the Student Code of Conduct

- All students to receive a copy of the *Code of Practice* and *School Rules* for reference
- Parents made aware of the *Student Code of Conduct* and associated policies
- Review Student Conduct policy documents annually
- Junior School Council involvement will be encouraged in policy development
- Classroom teachers restate school rules including playground safety rules at the beginning of and throughout each year.
- Teachers and students to work together to develop class rules
- School and classroom rules will be displayed
  
- *You Can Do It* program
- Teachers to model appropriate behaviour.
- Focus on good patterns of behaviour
- Recognise and celebrate student achievement
- Develop an environment that applies cooperative learning strategies.
- Encourage organised and responsible play within the playground.
- Encourage children to represent the school and develop citizenship.
- Peer mediation & peer support programs
- Develop responsibility partnerships through cross-age tutoring
  
- *Stepwise* approach to discipline management.
- Teachers to be consistent and fair with rules and consequences.
- Recognise individual differences in students.
- Parents and teachers work in mutual partnership in disciplinary matters for the benefit of students.
- Involve various community support services where applicable.
- Assist and support students experiencing difficulties.
- Bullying is seen as a serious breach of *The Student Code of Conduct* and will not be tolerated in any form
- Students will be made aware of provisions of the *Racial and Religious Tolerance Act 2001* which makes it unlawful for students to vilify other students

## **Expectations of a Student**

**The work presented by a child is to be of the highest possible standard in relation to that child's ability. Teachers have a professional and caring approach to the work and tasks in classrooms and each child's efforts will be accepted-**

- The child's sense of responsibility to his / her work
- The duty the school has to each child
- The duty the school has to parents.
- Our school places an important focus on academic as well as social and physical development enhancing a student's potential while learning how to learn.

### **WHAT YOUR CHILD CAN EXPECT FROM THE SCHOOL**

- To be treated with respect, dignity, courtesy and tolerance
- To have reasonable access to teachers and the Principal to discuss problems of an individual concern
- To be set a good example of human behaviour
- To be provided with as many challenging learning situations as possible that bring satisfaction in the accomplishment
- To be provided with a bright, stimulating environment
- To develop a sense of enquiry and a desire to question, courteously and with due respect

### **WHAT THE SCHOOL EXPECTS FROM THE CHILD**

- Conformity to school rules and school values and to reasonable directions from teachers
- Courtesy and respect towards staff members, and other adults and fellow pupils
- A desire to learn those things necessary to live a useful adult life and pursue his/her own individual interests
- His/her help in preserving a healthy and safe school environment

### **WHAT PARENTS CAN EXPECT OF THE SCHOOL**

- The provision of all things which are the right of their children
- To have reasonable access to the Principal and staff members for discussion of matters of mutual interest and concern
- To be kept informed of new trends in educational policy and have input into the formulation of new policies
- To be kept informed of the progress of their child / children
- To be given opportunities to visit the school to see it in action
- To be given opportunities to participate actively in the education partnership

### **WHAT THE SCHOOL EXPECTS OF THE PARENT**

- A continuing interest in their child's progress
- A continuing curiosity and interest in the educational activities of the school
- Cooperation in matters of school discipline
- Reinforcement at home of desirable attitudes fostered in school
- Assistance from time to time with school activities and its care and maintenance
- Cooperation in the payment of necessary monies required by the school, School Council, Canteen or PTA
- Respectful communication, mutual respect in communication

### **SOME PRACTICAL WAYS IN WHICH THE PARENT CAN HELP US ACHIEVE THESE OBJECTIVES**

- By being active supporters of the School Council and PTA
- By taking part in Working Bees and fund raising activities
- By taking advantage of parent educational courses
- By offering yourselves as voluntary workers at the school as classroom helpers, canteen volunteers, makers of small items of equipment or learning centre resources
- By attending parent / teacher interviews, Parent Support Groups and other meetings
- By ensuring that suitable books, radio and TV and computer programs are available to your children
- By contacting the school if your children develop serious problems which could affect their performance at school
- By offering yourselves as "outside experts" to talk about jobs or experiences
- By offering your expertise to teach particular skills of value to the children
- By supporting the development and implementation of School Policies and Curriculum programs.

# A

## **ABSENCES**

### ***IT'S NOT OK TO BE AWAY!***

We know that some absences are impossible to avoid, however every time a child is late for school or absent the child's learning progress is disrupted. Most teaching is sequential – what is taught and learned today is the foundation which enables the child to understand and master what is taught tomorrow. It is usually harder for a child to catch up on work missed, than to master it when it is being taught to the class.

### **Minimum Absence = Maximum Learning Opportunity**

DEECD requires parents/guardians to supply a written explanation for all absences of any child upon their return. In addition, the school needs to be informed in writing if your child is to be absent for a long period due to illness or other reason, for example, family holidays.

## **ACCESS**

Should your child be subject to restricted access, please bring relevant court orders, legal documents to the Principal so that information can be filed in confidential records.

## **ACCIDENTS AT SCHOOL**

If a child becomes unwell or is injured at school the following procedure will take place. Illness / minor accident - we will attempt to contact parent/s to advise them of child's illness and ask them to make arrangements to have the child collected from school and cared for. If parents cannot be contacted, we will then work through the emergency contact list. In the case of severe accident we will again contact the parent if possible and arrange for the child to receive medical treatment or contact the emergency contact or in an extreme emergency call for an ambulance or transport the child to medical assistance. It would be most helpful if parents could carefully consider membership of an ambulance fund and if you do join, advise the school. Head bump notices are issued if your child has suffered a knock to the head.

## **ANAPHYAXIS**

Please ensure that you complete an Anaphylaxis Management Plan (signed by your child's GP) if your child suffers mild, moderate or severe allergic reactions. If your child requires it, please supply an Epipen® to be stored in our First Aid room.

## **APPOINTMENTS DURING SCHOOL HOURS-MEDICAL/DENTAL** (see early collection)

If you wish to withdraw your child during school hours, please advise the classroom teacher by note in the morning and arrange to collect your child from the office. Complete and sign an Early Leavers form before removing your child. Do not remove your child during school breaks without reporting to the office first. No child is allowed to leave the school grounds during school hours unless accompanied by an authorised adult who has signed the office Early Leavers book.

## **ASSESSMENT OF STUDENTS**

Our monitoring of student performance is ongoing. These practices:

- Contribute to improved learning
- Reflect the goals of our comprehensive curriculum
- Provide a cumulative record of achievement
- Lead to reports which provide meaningful descriptions of what students have achieved
- Use constructive language and do not focus on criticism
- Involve open discussions between teachers, parents and students.

## **ASTHMA**

Please ensure that you complete an Asthma Management Plan if your child suffers from the condition. Children may carry their own puffers if responsible, or leave them with their class teacher. Emergency ventolin inhalers are kept in sick bay. Kismet Park is registered as an Asthma Friendly school.

## **ATTENDANCE**

Children should develop the habit of regular and punctual attendance arriving at the school no earlier than 8.40 am, at which time the school yard supervision commences. Earlier arrival is discouraged as it increases the chance of accidents and adds to the length of an already long day. School commences at 8.55 am.

Yard Supervision times are 8:40am – 8:55am  
3:15pm – 3:30pm

# B

## **BACK PACKS**

Are available with the Kismet Park logo from our Uniform shop.

## **BANKING - STUDENT**

The school operates a student banking service through the Commonwealth Bank. Bank day is Tuesday of each week; students bring books and money (with relevant details completed) to school, these are placed in a satchel and volunteers process the deposits.

## **BEFORE & AFTER SCHOOL CARE PROGRAM**

Based in our Art Room, this program runs from 7:00am to 8:40am each morning and from 3.15 to 6.15 p.m. each afternoon. All children attending must be registered. For relevant information please phone 9744 6524 or 0419 740 102.

## **BOOK PACKS / SUPPLEMENT**

*The Department of Education and Early Childhood Development has issued specific guidelines, which provide details of essential education items which parents are required to provide, or pay the school to provide. This covers items such as:*

- Student textbooks and print/resource materials in lieu of textbooks
- Materials for learning and teaching (eg special materials for Art programs, shared classroom materials and resources)

In 2008 School Council has costed the Materials and Requisites Package at \$55.00 per child. This includes a book pack consisting of basic student supplies such as exercise books and pencils as well as classroom materials and resources.

For parents who elect not to purchase a book pack for their child, school council is requesting payment of \$25.00 to cover essential education items provided by the school throughout the year. (eg paint, cover paper, diaries, word books, art consumables).

- All students will receive further supplies in the classroom at the beginning of each year.
- If payment of the requested amount will cause financial hardship, please contact the Principal.

# C

## **CANTEEN**

The school canteen operates 4 days per week – Tuesday to Friday.

## **CHANGE OF ENROLMENT DETAILS**

It is most important that your family's details are correct on our enrolment database. It is imperative your contact numbers, addresses, names, and family circumstances are kept up to date should we need to contact you in an emergency. **Please ensure that you contact the office in writing to advise us of any changes to emergency contact details.**

## **CLOTHING**

Children tend to take off items of clothing and leave them in the wrong places. It is most important therefore that every article of clothing, shoes & personal belonging are clearly labelled with your child's name so that it can be returned if found. *\*\*Unclaimed property is donated to a local charity at the end of each term\*\**

## **CURRICULUM**

Parent Information Sessions will be held early in the year to familiarise parents with school policies for the various curriculum areas, as well as the methods used to introduce these to your child. At the beginning of each term teachers will send home a summary of curriculum content and skills to be covered during that term. In addition, families will be invited to participate in programs such as Partnerships in Literacy and Early Years Classroom Helpers course, FAMP (Family Maths) and FASPA (Family Science). In addition to programs taught in the classroom, children attend specialist classes for Art, Music and Physical Education. All grade levels participate in our swimming program.

## **CURRICULUM / REPORTING DAYS**

DEECD currently provides for Curriculum and Professional Development days each year when children do not attend school. Pertinent dates will be advised in writing as soon as they are known.

# **D**

## **DIARIES**

Student diaries are a vital part of our home – school communication system and are used by students, parents and teachers as a communication tool. They are also used to develop student's organisational skills. Please check your child's diary weekly for any important information. The diary is often an important guide to the student's homework requirements and other class links. A copy of our policy outlining the use of Student Diaries is included in the back of this book

## **DISCIPLINE & WELFARE POLICY**

Please obtain a copy from the Office if you have not yet received one. The discipline and Welfare policy was implemented in January 2001.

## **DRESS CODE**

### DESCRIPTION

Following widespread community consultation Kismet Park PS presents the following comprehensive dress code policy. School community surveys indicated that the overwhelming view of families and staff of Kismet Park PS is that the wearing of a school uniform should be compulsory.

### PURPOSE

1. To promote a sense of belonging to and consequent pride in our school.
2. To enable the children of Kismet Park PS to be more readily identified with their school. This is especially so when the school is taking part in activities outside the school, ie: excursions, sporting events.
3. To provide families with the opportunity of dressing their children in good quality, reasonably priced clothing.

### OBJECTIVES

1. To eliminate the competitive aspect of wearing fashionable clothing, often resulting in peer pressure difficulties.
2. To ensure that all families regardless of their financial circumstances feel equally part of our school community.
3. To ensure that the prescribed uniform for Kismet Park PS is:
  - Functional and practical - allowing girls and boys to participate in school activities.
  - Durable and made of high quality material.
  - Affordable.
  - Able to be made (if families wish).
  - A promotion of Kismet Park PS.
  - In keeping with popular styles and including a variety of items.
  - Predominantly brown in colour with a secondary colour of cream and a green grade 6 jacket.

### IMPLEMENTATION

1. Families will be able to make the school uniform if they desire. "Iron on" logos will be sold through the uniform shop.
2. Families will be able to purchase uniform items either through:
  - The school uniform shop
  - The second-hand clothing stall
3. Uniform items left unclaimed in the lost property for more than a term will be cleared and resold at minimal cost through the second-hand clothing stall.
4. Staff will be encouraged to purchase a staff tracksuit.
5. Families who are experiencing difficulties in providing a uniform for their children will be assisted by a range of measures organised through the school uniform shop including:
  - Lay-by
  - Short term loan of good quality second hand uniforms
6. Parents and staff have an important role to play in the promotion of our uniform and the positive encouragement of the wearing of school uniform
7. Junior School Council will be responsible for nominating up to (8) days to be deemed "out of uniform" days each year
8. If a child is unable to wear the school uniform on any particular day, the parent should advise the class teacher in writing, indicating the likely duration that the student will not be in complete uniform.

9. The only jewellery items permitted are watches and sleeper and stud earrings. No other facial jewellery is permitted.
10. No make-up is permitted, however children will be encouraged to wear clear sunscreen in Terms 1 and 4.
11. Each year a Grade 6 Jacket will be offered.
12. Children are encouraged to have long hair tied back.

#### HATS

1. All children are required to wear a hat while outside during recess and lunch in Term 1 and Term 4.
2. All children must wear a hat while participating in PE and Sport during Term 1 and Term 4.
3. Children who do not bring their own suitable hat will not be able to play outdoors on that day. A suitable school hat to wear during outside activities is particularly important.

#### BREACHES OF POLICY

When a note is not presented explaining why a child is not wearing the prescribed uniform the following procedure will occur:

1. First time within a 4-week period - the class teacher records incident and reminds child.
2. Second time within the same 4-week period - the class teacher records incident, class teacher or coordinator contacts parents (Phone call or use of proforma).
3. Third time within the same 4 week period - the class teacher records incident, and advises Principal / Assistant Principal who will arrange an interview with the parents. The child may be required to attend a detention to discuss the Dress Code and Student Code of Conduct.

#### EXEMPTIONS

1. A parent/guardian responsible for a student may make a written application to the principal requesting that the student be exempted (temporarily or ongoing) from being required to wear school uniform.
2. The written application for exemption must include the grounds for requesting the exemption. The grounds for exemption may relate to:
  - An aspect of the code offending religious beliefs held by the student or parents.
  - An aspect of the code preventing a requirement of his or her ethnic or cultural background.
  - An aspect of the code preventing a student with a disability from being able to attend school or participate in school activities on the same terms as other students.
  - The student having a particular health condition that required an aspect of the code to be departed from.
  - The student or the parents demonstrating particular economic hardship thus preventing them from complying with the code.
  - Other grounds, particular to the needs and circumstances of the students and / or parents.
1. Upon receipt of the written request the Principal shall table a summary report to School Council at its next meeting of the exemption requests and the decisions made. Maximum confidentiality will be maintained. The school will maintain a record of decisions regarding exemption application and the reasons for the decisions.
2. In considering the exemption the Principal will take into account whether or not a slight modification of the dress requirements is appropriate or a complete exemption is to be granted. In the case of financial hardship the Principal may decide to recommend financial or other assistance to enable the student to comply with the dress code.

SCHOOL UNIFORM ITEMS The Kismet Park PS uniform options consist of the following items.

#### GIRLS

Windcheater  
 Bootleg pants  
 Track Pants  
 Bomber Jacket  
 Hooded windcheater  
 Summer Dress  
 Winter Tunic  
 Polar fleece jacket  
 Polo Shirt - short sleeve  
 Polo Shirt - long sleeve  
 Netball Skirt  
 Bike Shorts  
 Unisex Shorts  
 Grade 6 Jacket (optional)  
 Hat Slouch / Legionnaires

#### BOYS

Windcheater  
 Track Pants  
 Bomber Jacket  
 Hooded Jacket  
 Hooded windcheater  
 Polar Fleece jacket  
 Unisex Shorts  
 Polo Shirt - short sleeve  
 Polo Shirt - long sleeve  
 Grade 6 Jacket (optional)  
 Hat Slouch / Legionnaires

**All Students will also require:** (not necessarily school issue)

- School Bag
- Art Smock
- Library Bag
- Chair Bag (Junior School)

FOOTWEAR

Closed shoes or runners only. Thongs or opened toe sandals must not be worn.

On days when sport or PE are anticipated, runners must be worn or brought to school.

Uniform items and their cost will be reviewed by the school in consultation with the Uniform Suppliers.

UNIFORM SHOP

Our uniform shop is open on Tuesday afternoons for sales and to take orders and assist with fittings. All uniform requests must be conducted through our supplier. A uniform order form and price list is available from the school office. Orders can be left at the school office along with payment (either cash or credit card – eftpos is available when the shop is open). Orders will be filled and sent home with the child or left at the office for collection.

EVALUATIONS

1. Every second year a sub committee of School Council will undertake a minor review of the implementation of the Dress Code Policy including consultation with staff, students and the community.
2. Any changes in dress requirements will be promptly communicated to the school community.
3. All prospective students and parents will be notified of the dress code requirements prior to enrolment at the school.

# E

**EARLY COLLECTION OF CHILDREN FROM SCHOOL – see Appointments**

A note should be sent to the teacher in the morning making arrangements to collect children from the office. In an emergency you may phone the school to arrange for the children to be brought to the office. It is preferred that you allow sufficient time to come to the office and sign an Early Leavers form which needs to be taken to the classroom teacher. Please do not go directly to the classroom without calling at the office and under no circumstance remove a child from the schoolyard without signing them out at the office.

Alterations to a child's home time arrangements: If circumstances arise where a child needs to be advised of altered arrangements please advise the school prior to 1.30 p.m. when ever possible.

Announcements will be made before school up to 8:50am, prior to recess time at 11:00am, lunch time at 1:15pm and then just prior to the afternoon dismissal time 3:15pm. Announcements are kept to a minimum so that classes and the community are not disrupted. The office will not interrupt the classrooms during class time unless it is an emergency.

**EMERGENCY EVACUATION / FIRE DRILL**

During the year the school conducts practice sessions of our emergency evacuation procedure. At a given signal, children, under teacher guidance leave classrooms and assemble at the rear of the adjoining Council Oval until the all clear is given. During this drill, parents should not enter the school buildings.

**EXCURSIONS**

School excursions and camps provide valuable first hand educational experiences and are designed to be integral aspects of this school's curriculum. Parents should endeavour to see that their children attend all planned excursions, and that the child wears school uniform. Parents can expect to be notified well in advance of any excursion, and should understand that no child can be taken unless a signed permission envelope with the authority to take emergency action in case of illness or accident is received from the child's parent or guardian. Payment for these activities is expected to be made in full by the due date (which should be at least 1 week prior to the activity). Due dates will be strictly adhered to. If payment of excursion costs causes financial hardship, please contact the Principal. Staff cost out these activities on the assumption that the majority of students will attend and will have paid prior to the activity. It is school policy that we do not make a profit on curriculum-based activities however they must be cost neutral.

# F

## **FAMILY CONTRIBUTION**

Each year after consideration of the school's Program Budgets and Priorities, the School Council determines the amount of money needed to meet the cost of school requisites and educational needs and sets the level of the Family Contribution. We rely on receiving these voluntary contributions from each family to ensure our planned needs are met. In 2008 school council is requesting a Family Contribution of \$40 per family & a Technology Contribution of \$20 per family. These charges will be reviewed annually by the finance sub committee and School Council.

# H

## **HANDWRITING**

"Handwriting is the use of a convention of alphabetic character for written communication. It should be produced with the maximum efficiency and minimum effort".

**The Victorian Modern Cursive** was developed with this aim in view.

Many children begin school having attempted to form letters and symbols. Most are fascinated by scribble and drawing. Basic scribble patterns form the basis of handwriting. Downstrokes are more easily formed and therefore the starting point for letters is at the top, and later joining when necessary. The general aims of initial handwriting are the development of an understanding of the purpose of writing, and an interest in writing and a desire to write. To achieve these aims children need to have adequate muscular coordination, have established a writing hand preference and suitable pencil hold. The child will have developed a visual memory of letter shapes and be familiar with the movements which form the basis of handwriting.

In preparation for the more formal teaching of correct formation of lower case letters, many activities to develop motor development and coordination are done throughout the prep year. Writing patterns establish directional sequences and movements and later underlie the formation of the alphabet. Capital letters are introduced incidentally at this level. Children should always be encouraged to begin at the top of letters and numbers.

On entering Kismet Park Primary your school information kit will include a Victorian Modern Cursive sample for your reference.

## **HEADLICE**

Schools from time to time have problems dealing with outbreaks of headlice. Parents should undertake to check their children's hair on a regular basis. Any sign of a student scratching their head and complaining of an itchy scalp needs to be investigated immediately. If you suspect that your child has headlice or you find that lice or nits are present please contact the school so that parents can be notified that there has been an outbreak in the classroom. Individual students will not be identified. Students must be treated before returning to school. During school hours staff may suspect that your child has headlice. If this occurs we will contact you immediately and request that you arrange to pick up your child up and treat their hair as soon as possible.

We would like to make it quite clear to parents that most children at some stage of their primary education will contract headlice. Once an outbreak takes hold in a classroom lice spread quite rapidly. Please do not feel embarrassed to contact the office. We have all been through it with our own children and can assist you with information on the best ways to deal with it.

\*A consent form for headlice inspections will be sent home early in the school year.

HINTS: for prevention

- Keep long hair plaited or tied up,
- Do not share brushes, hats, etc.
- Shampoo regularly and brush hair often to damage any headlice that may be present.

## **HOMEWORK**

School Council has approved and ratified a Homework Policy which was compiled by the Curriculum Council. This is used as the model for teachers and students of Kismet Park Primary School. A copy of this policy is included in the back of this book. Further information on individual homework can be obtained from your child's student diary.

# I

**ILLNESS** - refer to Accidents at School

## IMMUNISATION STATUS CERTIFICATE

All children commencing prep or transferring into the school at another grade level are required to have an Immunisation Status Certificate lodged at the office. For further information concerning obtaining these, contact the City of Hume Health Department.

## INFECTIOUS DISEASES / EXCLUSION FROM SCHOOL

The following is an extract from the "Infectious Diseases (Exclusion from Schools) Regulation 1984"

Exclusion of patients and contacts from school: "Contact means child of school age or pre school age living in the same house. "Patient" includes carrier, and "School" includes any preschool centre, kindergarten, primary school or secondary school. A patient or contact shall be prevented from attending school unless the conditions (where applicable) prescribed are complied with.

### Exclusions Table

Minimum **period of exclusion from schools and children's services centres for infectious diseases cases and contacts** In this schedule '**medical certificate**' means a certificate of a registered medical practitioner.

Conditions	Exclusion of cases	Exclusion of contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until diarrhoea has ceased	Not excluded
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded ceased
Chicken pox	Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus infection	Exclusion not necessary	Not excluded
Diarrhoea	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than twenty-four hours after finishing a course of antibiotics and the other forty-eight hours later	Exclude family/household contacts until cleared to return by the Secretary
Glandular fever (mononucleosis)	Exclusion is not necessary	Not excluded
Hand, foot and mouth disease	Until all blisters have dried	Not excluded
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Hookworm	Exclusion is not necessary	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary unless the child has a secondary infection	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well.	Not excluded
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles	Exclude for at least four days after onset of rash	Immunised contacts not excluded Unimmunised contacts should be excluded until fourteen days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within seventy-two hours of their first contact with the first case they may return to school
Meningitis (bacteria)	Exclude until well	Not excluded
Meningococcal infection	Exclude until <b>adequate</b> carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Molluscum contagiosum	Exclusion not necessary	Not excluded
Mumps	Exclude for nine <b>days</b> or until swelling goes down (whichever is sooner)	Not excluded
Parvovirus (erythema infectiosum fifth disease)	Exclusion not necessary	Not excluded
Poliomyelitis	Exclude for at least fourteen days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigelia	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the child has Received antibiotic treatment for at least twenty-four hours and the child feels well	Not Excluded
Trachoma	Re-admit the day after appropriate treatment has commenced	Not Excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not Excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the secretary	Not excluded unless considered necessary by the secretary
Whooping cough	Exclude the child for five days after starting antibiotic treatment	Exclude unimmunised household contacts aged less than seven years and close child care contacts for fourteen days after the last exposure to infection or until they have taken five days of a ten day course of antibiotics.
Worms (intestinal)	Exclude if diarrhoea present	Not excluded

## **INFORMATION COMMUNICATION TECHNOLOGY**

Our school has an extensive computer network which links all classrooms to the Internet as well as a main server on which children's work can be stored. In addition to computers in classrooms, students have access to a computer lab.

# L

### **LATE ARRIVAL AT SCHOOL**

Children must be signed in at the office by a parent or guardian. A late arrival slip must be given to the teacher on entering the classroom.

### **LATE COLLECTION OF CHILDREN**

If you realise you are going to be late collecting your children please contact the office so children can be called to the office to await your arrival. If you are held up and cannot contact the school do not panic. On arrival at school you may find your child is not at the appointed meeting place - check the office first. All children around the yard at approximately 3.30 p.m. are sent to the office to wait for parents. Similarly, please inform your child that should you not arrive at the expected time, they are to come to the office to wait for you. If you know in advance that you will not be able to collect your child/children on time please contact after school care to see if there are any free places on 9744 6524 Mobile 0419 740102. This will ensure your child/children are supervised.

### **LOST / UNCLAIMED PROPERTY**

It is most important that all articles that children bring to school are clearly labelled with the child's name. This includes clothing, shoes, sports items, balls, and lunch boxes, drink bottles etc. Lots of things eventually arrive at the lost property box and without names we cannot return them to their rightful owners. All unclaimed articles are donated to a local charity at the end of each term. VALUABLES including expensive toys, clothing etc should not be brought to school under any circumstances.

# M

### **MEDICATION - (With the exception of Asthma Medication)**

If your child is on a course of short-term medication eg antibiotics, we ask that you keep them at home until the course is completed or arrange their dosages for before and after school hours. In the case of long-term medication, please complete a Mediations Management Plan at the office. All Medication is to be stored and administered at the office. The best place for an unwell child is at home.

### **MONEY**

#### **Children should not bring large amounts of money to school for personal spending.**

All excursion or special purpose money should be sent to school in a sealed money collection/permission envelope with your child's name, grade and the purpose of the money clearly written on the front. All payments with the exception of Family Contribution & Book Supplement should be handed to your child's classroom teacher. Younger children may hand spending money to the class teacher to 'mind' until lunchtime. Please assist the office by remitting the correct amount of money, as we are not able to issue change easily. Please make cheques payable to Kismet Park Primary School. VISA and EFTPOS facilities are available at the office.

# N

### **NEWSLETTERS**

Newsletters are sent home with the youngest child in the family each Thursday. Publications include current information about curriculum programs, excursions, important dates and samples of student work. Newsletters are also available on the school's web site at [www.kismetparkps.vic.edu.au](http://www.kismetparkps.vic.edu.au)

# O

## **OFFICE HOURS**

Normal school office hours are from 8.30 am to 4.30 p.m. However to assist our staff it would be helpful if parents could conduct any business with the office between 8.30 am and 10.30 am.

# P

## **PARENT TEACHER ASSOCIATION**

Our Parents & Teachers Association is a voluntary group of parents and teachers whose activities include the organisation of social events and fundraising activities.

The PTA liaises closely with School Council either via the Representative on School Council or the Principal who attends the monthly meetings. These meetings provide a forum to discuss current initiatives and respond to questions. The PTA is the major fund-raising body for the School Council to ensure that your child's educational needs are met.

Our PTA publishes weekly bulletins via the newsletter which provide information about our upcoming fundraising activities. Dates and times of monthly meetings are notified via these bulletins. Elections are in March/April each year, and require the election of a number of members who make up the Executive Committee. It is vital that our PTA is well supported and we encourage your participation in this valuable committee.

A school fete is held during term 1 each year. This is a major fundraising activity for the school and provides our students with a range of resources which enhance their learning experiences as well as our general environment.

The committee may be contacted via the school office.

## **PARENT/TEACHER INTERVIEWS**

During Term 1 and Term 3, you are invited to meet with class teachers and specialist teachers to discuss your child's progress. Please contact your child's class teacher should you wish to arrange an interview at any other time during the school year.

## **PARKING YOUR CAR**

There are never enough car parks available around the school to accommodate everyone. The Staff Car Park within the school boundary is out of bounds to parent cars. The Hume City Council oval car park is available to parents who are coming to the school to stay for a while - eg Canteen helpers, reading parents etc. It is not to be used only for picking up or dropping off children, each day. If you need to bring your car, please ensure that you park safely and in designated areas. Please encourage your children to use the School Crossing when crossing the road.

## **PERMISSION, PRIVACY and INFORMATION PACK**

In an attempt to streamline communications we have collated a student information pack that we send home to parents at the beginning of each year and given to new families who join us throughout the year. It is important that parents and guardians are kept informed, and in return the school has up to date student information. We are open to suggestions, if you feel that we have overlooked an important piece of information please let the office know.

Currently the privacy and permission packs contain

- Your child's current confidential information that may require updating. This will not be included each year however any changes must be reported to the school office as soon as possible.
- Primary School Privacy Notice from DEECD in regard to your Child's enrolment information.
- Information on EMA (applications available at the office)
- School Asthma Management Plan
- Consent form for Head Lice Checks
- Local Excursion permission slip
- Photo and name publication permission form
- Internet protocol and policy document
- Internet user agreement
- Canteen and Uniform Price Lists

## PHOTOGRAPHS

School photographs are usually taken early in term 2 with pre-payment envelopes being distributed prior to the day so that families may order their required prints.

## PHYSICAL EDUCATION

As we have a very active program children must wear appropriate footwear and clothing on the day of their PE class. Girls should bring along either tracksuit pants or sports briefs to put on if dresses are worn to ensure they can fully participate. Children are expected to carry a drink bottle filled with water to all physical education activities.

## PUBLIC HOLIDAYS

Kismet Park Primary School observes all National and Victorian public holidays.

# R

## REPORTING TO PARENTS

This process occurs on both a formal and informal process which:

- Outlines the strengths and weaknesses of the student and includes recommendations for future learning
- Is a confidential communication between student, teacher and parent/guardian

## PLAN FOR FORMAL REPORTING

Term 1	Information from teacher to families via letter, Week 2 Interviews - second last week of term A Learning Improvement Plan will be negotiated at the interview for some children and reviewed for others.
Term 2	Mid-Year written report distributed during last two weeks of term - with Parent Teacher interview slip
Term 3	Structured Interviews week two. A Learning Improvement Plan will be negotiated at the interview for some children and reviewed for others.
Term 4	Written Report distributed second last week of term Interviews as required

## REPORTING TO THE COMMUNITY:

### Through the following:

School Council Annual Report  
Evaluation through the Budget process  
Performance linked to curriculum  
Newsletters  
DEECD (Department of Education and Early Childhood Development) requirements.  
Pupil reports  
Parent Teacher interviews  
Other Parent Teacher interviews as required

# S

## SCHOOL COUNCIL

During 1993 in accordance with Ministerial instructions our School Council was reconstituted and a full election held for all elected membership positions - half of the membership elected for a two-year term and the remaining half to 31st March 1994. Thereafter elections are held for a two-year term of office in March of each year with half the membership retiring annually.

**The School Council is comprised of:**

8 Elected Parent (Non DEECD) Representatives

4 Elected DEECD Representatives

1 Principal (Executive Officer)

**SCHOOL COUNCIL IS REPRESENTED ON THE FOLLOWING SUB COMMITTEES**

**ROAD SAFETY** Bike Education, Traffic & Pedestrian Management

**BUILDINGS & GROUNDS** Working Bees, Community Involvement, Gym management & Cleaning

**EDUCATION** Policy Management, Promotional Curriculum Materials, Transition

**COMMUNICATION** Publicity & Marketing

**CANTEEN** Review of canteen operations

**OOSHC** Out of School Hours Care

**O H & S** Occupational Health & Safety

**FINPAS** Finance & Co-operative

**SAFETY FOR OUR CHILDREN**

Kismet has a large enrolment and many commute by car to and from school. This makes the streets surrounding our school very busy before and after school and student safety of optimum importance. For this reason, please ensure you comply with our requests concerning school car parks and safe parking, and take those few extra minutes to ensure that you do not endanger a life.

**SCHOOL CROSSINGS**

We are most fortunate to have two supervised school crossings - one in McEwen Dve and the other in Menzies Dve - to assist our children to cross these roads safely. Children must obey the crossing supervisors. At all other times, the crossings are only legal pedestrian crossings when the flags are displayed. It is most important that parents encourage children to use the crossings, at all times.

**SCHOOL ENTRY AGE**

Children must be **at least five years of age by 30 April** of the year in which they start school.

**SCHOOL SHOES**

Need to be neat fitting, not slippery and without unnecessarily long laces. Thongs or open toed sandals are not acceptable. On days when sport or PE is anticipated, runners must be worn or brought to school.

**SPORTS UNIFORM**

All senior students taking part in inter or intra school sports are expected to wear the school tee shirt, with shorts or skirt, and suitable footwear. Uniforms are available from the sports department when children represent the school in a team sport.

**SUNSMART**

In 1995 School Council ratified a Sunsmart Policy for Kismet Park PS. In accordance with this policy, students who do not wear a hat during October and April will not be allowed to play in the open during recesses. "No Hat? No Play!"

# W

**WALKING SCHOOL BUS****WEB SITE**

The school's web site is available at [www.kismetparkps.vic.edu.au](http://www.kismetparkps.vic.edu.au). and contains:

- Weekly Newsletters
- Term calendars of events
- Curriculum information
- Internet links for students
- General information
- Canteen information
- Samples of student work

**WHOLE SCHOOL PERFORMANCES**

A production is held every second year and involves all students from Prep to Grade six. It covers all areas of the performing arts: dance, music and drama. This is a feature of our Kismet Arts Week.

# Y

## **YOU CAN DO IT!**

The You Can Do It! program helps children develop their academic emotional & interpersonal potential. You will hear children talking about confidence, persistence, organisation and getting along. These are the foundations of the You Can Do It! Program.

## **Kismet Park Primary School Homework Policy Homework – You Can Do It!**

Program Implementation Review: July 2007

Policy Review: 2009

### **Rationale**

Kismet Park's homework program aims to foster lifelong learning and study habits through providing opportunities for students to take responsibility for their own learning. It reinforces the foundations of 'You Can Do It' and provides a meaningful link between home and school by providing an opportunity for parents to become actively involved in their child's learning.

In setting homework tasks teachers are aware that many students attend a wide range of 'out of school' activities (eg sports training, music lessons) and acknowledges that regular participation in outdoor physical/social activities plays an important role in the overall wellbeing of our students.

Our aim is to develop well organised students who are able to balance social activity with the completion of set tasks. The setting of tasks therefore needs to provide students and their families with some flexibility in regards their organization of time to complete homework activities.

Kismet Park's homework program aims to reinforce positive attitudes to learning.

*Successful completion of homework tasks is not the responsibility of the class teacher or parents – it is the responsibility of the student!*

### **Goals**

- To provide children with personal development experiences that help them develop the positive attitudes and life skills (Confidence, Persistence, Organisation, Getting Along, and Emotional Resilience) that are essential for success and happiness in school and later life.
- To provide children with extra practice in what is being taught in class.
- To prepare children with the groundwork for future learning.
- To provide children with a range of extension (application of skills and ideas to a new task), and creative work assignments (original use of previously learned skills).
- To enhance to home school partnership through actively involving parents in their child's learning.

### **Responsibilities**

#### **Teachers**

- Ensure that homework expectations are clearly and effectively communicated to students.
- Ensure that homework requirements and expectations are consistent across the grade level.
- Recognise the value of extra curricular and family activities students participate in.
- Communicate with parents if a student is experiencing regular difficulty submitting homework as best as he or she can.
- Provide students with sufficient time to complete set tasks so that they are able to plan their time around extra curricular activities.
- To implement DEECD guidelines that include the provision for regular homework.
- To provide positive reinforcement for the completion of core homework and participation in further opportunities for learning.

#### **Students**

- Homework is to be completed by the student as best as he or she can.
- Homework is to be submitted on time.
- Homework is to be completed independently by the student. Parents and friends may discuss homework with the students, but may not do it.
- Actively practise the skills of *Persistence, Organization, Confidence, Getting Along* and *Emotional Resilience*.
- When problems arise, the student should seek assistance from his or her teacher.

#### **Parents**

- Communicate to your children the purpose and value of doing homework
- Show interest, enthusiasm and support your children with their homework. Discuss weekly homework expectations with your child
- Find a suitable study area free from noise and distractions
- Communicate a realistic level of expectations for the standard of homework. Do not expect too much or too little. (Encourage their child to complete set homework to the best of their ability)
- Ensure that children know ahead of time when homework should be started each night and how much time they should spend on homework.
- Praise children's efforts at doing difficult or 'boring' homework where they need to 'work tough'.

- Encourage children’s desire to master material, to persist at homework, to be curious about learning, and to derive pleasure from homework.
- Communicate with the teacher if children experience problems doing homework.

### Implementation

#### Class homework

Year Level	Core Homework	Opportunities for further learning
	3 to 4 times per week	
Prep	Nightly Home Reading Familiarisation with common words	Teachers will provide a variety of enrichment learning activities from which students can select those that are meaningful to them.  These activities will foster engagement in extra curricular opportunities that promote life long learning skills.
Year 1&2	Nightly Home Reading Spelling words	
Year 3&4	Nightly Home Reading Spelling revision Tables practice	
Year 5&6	Nightly Home Reading (Minimum 15 minutes per night) Spelling revision Tables practice	

\*Specialist teachers (eg Music, Phys Ed, Art) may also set homework occasionally. Class teachers will be informed when homework tasks are to be set.

### USE OF STUDENT DIARIES

#### Rationale:

##### The student diary provides:

- A means of communication between school and the family
- Acknowledgment of set homework tasks
- A means for child to organise their school life

#### Teacher’s Role:

- To monitor diary entries and respond where necessary.

#### Parent’s Role:

To acknowledge diary entries with a signature.

#### Insert In Diary:

##### The following information is contained in your child’s diary:

Dear Parent,

*Please use this diary as a form of communication between the school and home.*

- Please check your child’s diary regularly throughout each week for any notes or comments.
- Any notes you need to write to your child’s teacher can be jotted down here.
- Similarly, your child’s teacher may include any messages or appointments that need to be brought to your attention.
- We ask that you acknowledge diary entries with a signature.

**NB: Please do not write absence notes in the diary.**

## PREP ENROLMENT

### THE FIRST DAY AT SCHOOL:

On this day only, the children will be welcomed in groups of six, allowing the class teacher to welcome each child and enable each group to become accustomed to school before the next group of children arrive.

As you can imagine, your child's teacher will be busy settling the beginners in on this first morning. You can greatly assist by: -

- Arriving at the correct time, finding your child's name tag (usually close to the door)
- Helping your child to locate the peg in the bag room. Let your child hang up their coat or bag on the peg. Assist them to remove lunch, play lunch, library bag and art smock.
- Find your child's locker and place these articles in it.
- Find and greet teacher. Your child's teacher will want to know who will be calling for your child at dismissal time.
- Take your child around to look at their room and the activities set out. If you wish, stay a while with them.
- When your child is settled, slip away quietly. Please try to make the separation as calm and positive as possible. Re-assure your child that you or the other person will be there at dismissal time to pick them up. It is very important that you are prompt at dismissal. Little ones become very worried if their mum/dad is not there when expected.

### Attendance Times for Preps during Term 1, 2008

Week 1	Wednesday 30 <sup>th</sup> January (First day at school) Thursday 31 <sup>st</sup> January Friday 1 <sup>st</sup> February	Designated time – 1.00pm 8.55am – 1.00pm 8.55am – 1.00pm
Week 2	Monday 4 <sup>th</sup> February to Friday 8 <sup>th</sup> February	8.55am – 1.00pm daily
Week 3	Monday 11 <sup>th</sup> February to Friday 15 <sup>th</sup> February	8.55am – 1.00pm daily
Week 4	Monday 18 <sup>th</sup> February Tuesday 19 <sup>th</sup> February <b>NO SCHOOL WEDNESDAY</b> Thursday 21 <sup>st</sup> February Friday 22 <sup>nd</sup> February	8.55am – 3.15pm daily <b>NO SCHOOL WEDNESDAY</b>
Week 5	Monday 25 <sup>th</sup> February Tuesday 26 <sup>th</sup> February <b>NO SCHOOL WEDNESDAY</b> Thursday 28 <sup>th</sup> February Friday 29 <sup>th</sup> February	8.55am – 3.15pm <b>NO SCHOOL WEDNESDAY</b>
Week 6	Monday 3 <sup>rd</sup> March Tuesday 4 <sup>th</sup> March Wednesday 5 <sup>th</sup> March Thursday 6 <sup>th</sup> March Friday 7 <sup>th</sup> March	8.55am – 3.15pm Full time every day

Prep teachers will be gathering and processing student data collected from Prep Entry Assessments in afternoons of Week 1, 2 & 3 and Wednesdays in Week 4 & 5

### Normal School Hours

Commencement	8.55am
Recess	11:00am to 11:30am
Lunch	1:15pm to 1:30pm
Lunch Recess	1:30pm to 2:15 pm
Dismissal	3.15pm

### PREPARING FOR SCHOOL

This section has been compiled to give parents of Prep children some idea of our school's administration, and to offer some suggestions for preparing your child for what will be one of the most important transition stages of his or her life.

## **CHILDREN ARE PEOPLE AND INDIVIDUALS**

From birth, children progress through various stages of development. Not all children go through these stages at the same age. Some talk earlier than others, some walk earlier than others and toilet training 'success' varies from child to child.

Just as a child matures and develops physically, so does he or she develop emotionally and socially. There can be a range of eleven months or more in one grade. Although at the same grade level, we find there is a wide variation in their readiness for school.

This simply shows that no two children are alike. Upbringing, natural temperament, home environment, the experiences of their short life span, all plays a part in the reactions to school. There are children who are used to being away from home with grandparents or aunts; there are those who have never been separated from their mothers for more than a few hours; there is the 'only child' who has spent most of his or her life with adults and the child with brothers and sisters who is used to playing with other children; there is the child who is physically healthy and strong, and the little child who is less robust; the child born in Australia who does not speak English and the child who is brought up in an English speaking environment. All these children are going to react differently in the preparatory year.

We feel sure you have encouraged your child to look forward to school by stressing positive aspects of the new experience. They will find school easier if they have started to learn things like:

- Being able to say his or her full name and address
- Being familiar with how to find his or her way to and from school
- Being able to put things away after use
- Being able to recognise his or her OWN NAMED belongings
- Being able to go to the toilet and adjust clothing
- Being accustomed to washing his or her hands after the toilet
- Being accustomed to flushing the toilet after use
- Being accustomed to using a tissue or handkerchief properly and knowing the importance of covering the mouth when coughing or sneezing
- Being accustomed to taking off his or her coat

NOTE: Remember we only said, "starting to learn" the above. Do not make it a burden if for some reason the child cannot do some of the above things.

## **INFORMATION Teachers SHOULD HAVE DRAWN TO THEIR ATTENTION**

### **Parents should tell teachers of: -**

1. Any problems with eyesight, hearing speech
2. Any worries your child may have about school
3. If your child is asthmatic - (please refer to the section on Asthma in this book)
4. Changes in address, contact phone numbers, arrangement for collecting your child

### **School Toilets**

- Going to the toilet at school often causes problems eg. asking permission, unfamiliar toilet etc. Accidents sometimes occur and it is helpful if you visit the toilet with the child either on your pre-school visit or on the first school day to familiarise him or her with it.
- Any child, even the most confident can have a mishap at school, and therefore a change of clothes, particularly underpants in your child's school bag would be greatly appreciated.

**What should your child bring to school?** Please clearly name every article your child brings to school.

- Lunch box - containing lunch and play-lunch
- Drink (no glass containers please)
- School bag for transporting library books, handkerchief and other belongs. Please ensure that your child can open and shut the school bag themselves.
- Chair bag, Art Smock and Library Bag.

### **Lunch**

You may choose to send your child with a cut lunch or use the school canteen. Play lunch should be provided each day whether your child has a home lunch or canteen lunch.

All children eat lunch in the classroom under the teacher's supervision. It will help if your child is confident in unwrapping and opening containers etc. It helps if you pack fruit or snack separately for 'play lunch'; use plastic containers for drinks, and provide smaller lunches in the early days.

### **Canteen Lunches**

For the first month we suggest that you provide lunch from home whilst the children are settling into school.