Welcome to

EDITHVALE PRIMARY SCHOOL
A GREAT PLACE TO LEARN

*Doing the Right Thing, Working Together, Aspiring Higher & Connecting with the Community*

2017

Updated October 2016
On behalf of Edithvale Primary School I would like to welcome you to our school community. This school is special. It is the best place in the world to be a student, parent or teacher! We support each other and bring energy and excitement to our roles. We value curiosity and believe it drives learning. Curiosity flourishes in our positive school learning culture and supportive classroom climate. Our school is a happy and vibrant learning environment where students are supported and nurtured in their academic, social and emotional development. We hope that you will take the opportunity to build a partnership with us, so that together, we can support our students as they develop their skills as creative problem solvers and critical thinkers. We want them to strengthen their confidence and resilience and aspire to be the best they can be.

In the following pages we outline the services, facilities and information you may need. We welcome your ideas and questions and look forward to a long and productive relationship with you.

Kind regards,

James Whitla
Principal

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**General Information About**

**EDITHVALE PRIMARY SCHOOL**

School No: 01-3790  Region: SERV

Address: Edithvale Road, Edithvale 3196

Phone: (03) 9772 1393

**PRINCIPAL:** James Whitla

**ASSISTANT PRINCIPAL:** Andrew Schneider

**BUSINESS MANAGER:** Sandie Wishart

**OFFICE ADMIN/RECEPTION:** Pru Hill

**SCHOOL COUNCIL PRESIDENT:** Steve Smith

**PARKING ARRANGEMENTS:** French Avenue (read parking signs carefully)
Edithvale Road (take care)
CONTENTS

1. IMPORTANT INFORMATION
   1.1 Before & After School Care
   1.2 Assemblies
   1.3 Student Banking
   1.4 Bicycle Safety
   1.5 Canteen
   1.6 Lunches
   1.7 Lost & Found Property
   1.8 Excursions
   1.9 Library
   1.10 Money Sent to School
   1.11 Camps Sports & Excursions Fund (CSEF) Information
   1.12 Notices/Newsletters/Communications
   1.13 Parent/Teacher Meetings
   1.14 School Hours - Prep Times
   1.15 Parent Helpers & Visitors
   1.16 Term Dates
   1.17 Uniform
   1.18 Hats
   1.19 Student Accident Insurance

2. STUDENT WELFARE
   2.1 Behaviour - General Management Statement
   2.2 Health - Emergency Information
      - Absent Children
      - Taking Children out of School for Appointments
      - Attendance
      - Infectious Diseases
   2.3 Family Court Orders
   2.4 Immunisation Certificates

3. TEAMS WORKING WITHIN OUR SCHOOL
   3.1 Student Representative Council
   3.2 Our School Council
      - Executive Committee
      - Finance Committee
      - Education Committee
      - Buildings & Grounds Committee
      - Canteen Committee
      - Activities/Fundraising Committee
   3.3 Parents and Friends Association
   3.4 Parent Helpers

4. CURRICULUM
   4.1 School Programs
   4.2 Capabilities
   4.3 Learning Areas
   4.4 Other Activities

5. CLASS PROCEDURES
   5.1 Homework
   5.2 Student Assessment and Reporting to Parents
   5.3 Placement of Children in Classes
1. IMPORTANT INFORMATION

1.1 BEFORE & AFTER SCHOOL CARE PROGRAM
Kingston City Council runs a Before School Care Program and an After School Care Program in the school hall each weekday. Sessions run from 6.45 am to 8.55 am and 3:30 pm to 6:00 pm. Enquiries regarding costs and enrolments may be directed to Renu Jekatheesan at Kingston City Council on 9581 4847 or Central Administration on 9581 4867, or to the Program Supervisor, on 0439 081 059 after 3:00 pm.

1.2 ASSEMBLIES
Whole school assemblies are student driven and held every Friday afternoon at 3:00 pm. Parents and friends of the school are welcome to attend.

1.3 STUDENT BANKING
The Commonwealth Bank issues passbooks and voucher booklets to those children who are interested. Contact will be made early in the year to determine whether you wish to commence a banking account for your child. School Bank Day is Tuesday.

1.4 BICYCLE SAFETY
Parents should ensure that children who ride to school have the necessary skills to ride with safety, including the wearing of a correctly fitted helmet, which is compulsory. A bike enclosure is provided for the housing of bicycles. Although care will be taken; the school cannot accept responsibility for bicycles (or scooters) brought to school.

Bike Education is taught to our Year 4 and Year 5 Students in Term 4 every year. The program aims to teach students the necessary skills and road rules to make them safe cyclists.

Please note: Road Safety Authority research indicates that children under 8 years have rarely developed the skills required to cope in traffic, i.e. vision, distance estimation, attention and understanding of rules. We recommend that junior school children do not ride their bikes to school without parent supervision. Skateboards and roller blades are not to be ridden at school.

1.5 CANTEEN
Canteen orders can be made using Qkr, which is an App. you download on your Smartphone. QKR orders need to be lodged by 8.30am for lunches on that day. Lunch orders are available Monday, Tuesday, Thursday & Friday from our canteen. The school canteen is not open on Wednesdays. If not using QKR, orders need to be written on a clean paper bag with the child’s name and class clearly printed. Pre-printed lunch order bags are sold at the canteen for 10¢ a bag, 10 for $1.00, 25 for $2.00 or 50 for $4.00. If written on an envelope an extra 10c will be charged. Canteen price lists will be sent home and are available from the office, canteen, TIQBIZ or on our website.
1.6 LUNCHES
Children are supervised while they eat their lunch in the classroom or in designated eating areas. Children who have not finished, sit in the eating areas whilst they finish. The lunch break is between 1:35 pm and 2:30 pm.

1.7 LOST & FOUND PROPERTY
Lost property is collected and taken to the Senior Learning Centre (room LC5) where every endeavour is taken to return lost items to their owners. For easier identification please name all jumpers, hats, lunchboxes etc. Any unnamed & unclaimed items of clothing are washed and placed in our Second Hand Uniform cupboard. More valuable items such as money, jewellery, toys etc; are held at the office.

1.8 EXCURSIONS
Our school has an extensive excursion and incursion program. These visits are delivered each term and prepared as part of the teaching program. If the excursion involves travel or cost, a permission form will be sent home to be signed. All money due must be returned in an envelope by the due date or paid via Qkr, to ensure student participation.

1.9 LIBRARY
Parents, as well as children, are welcome to browse and borrow. Each child should have a named, large material bag for borrowing books. Please check that books are returned, or re-borrowed weekly. Lost or damaged books must be paid for.

1.10 MONEY SENT TO SCHOOL
To make payments easier, we have Qkr, Eftpos and Bpay facilities. Qkr can be downloaded from the App Store on your Smartphone. Please note for Bpay, payments must be of $20.00 or more and you should send an email to the school at edithvale.ps@edumail.vic.gov.au or send a note along to school with your child, letting us know what the payment is intended for, otherwise it will be allocated to your oldest outstanding charges.

Each time money is sent to school eg. Swimming, Book Club etc; it should be sent in an envelope, labelled with your child’s name, class and the amount within. Please forward all money to your child’s teacher, not the office.

At least 6 times a year, a family statement will be sent home electronically where an email address has been provided; or a hard copy sent home with your child. This statement will itemise all details of charges recorded and receipts made against those charges. Note that Voluntary Charges do not show on your statement, until they have been paid.
1.11 CSEF & CENTREPAY INFORMATION
Camps Sports & Excursion Fund (CSEF) will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per student is currently $125 for primary school students. Contact the school office to obtain a CSEF application.

Centrepay is a free direct bill paying service available to parents/guardians who receive an Australian Government Department of Human Services Centrelink payment, family assistance payment or Parental Leave Pay. Payments can be made directly to the school and credited to your child’s account. It can be used to pay for school charges, camps and excursions. If you would like to set up a deduction, please contact the office.

1.12 NOTICES / NEWSLETTERS
The newsletter is produced fortnightly and published on a Friday. The newsletter is uploaded to the school website and posted on Tiqbiz. A small number are available from the general office. The newsletter is an important form of communication - please read it carefully. Any notices are placed in a purple pocket which will come home every night - with or without notices. Please check your child’s bag for these.

Some of the items you may expect to find in the newsletter include:
- School Council Notices
- Notices of excursions / incursions / school activities
- Notes from members of staff
- Student Achievements
- Upcoming Events

Family notices will only be given to the youngest child in the family. Parents in separated families may add their names to our mailing list, to ensure student reports and any other information is sent to both parents.

1.13 PARENT/TEACHER MEETINGS
Parent Partnership meetings generally take place in February and Learning interviews after mid-year reports in June. These meetings are an important means of finding out how your child is progressing. In addition you are always welcome to discuss your child’s progress at any time. Please phone or call in at the office to make an appointment time with the class teacher.

1.14 SCHOOL HOURS
School Commences: 8:55 am
Morning Recess: 11:00 am - 11:30 am
Lunch: 1:35 pm - 2:30 pm
School Dismisses: 3:30 pm
There are always 3 Staff Members on Yard Duty at any given time.

**Foundation Students:**
Foundation children do not attend school on Wednesdays in February except, by appointment, for assessment purposes.

1.15 VISITORS/CLASSROOM HELPERS
If visiting the school to assist with classroom programs, please sign in on the iPad at the front office and collect a Visitors badge. This is a safety arrangement for you and your children, and to assist the staff in case of emergency. All helpers must have a current Working With Children Card, available at no cost via the Depart of Justice website.

1.16 TERM DATES FOR 2017
The teaching staff will resume duty on Monday 30 January 2017. The students’ start date will be Tuesday 31 January 2017. The Uniform Shop will open for collection of orders and new sales on Tuesday 24 January 2017 from 9.00 am to 12.00 pm.

**Term Dates for Students**
- Term 1: 31/01/2017 - 31/03/2017
- Term 2: 18/04/2017 - 30/06/2017
- Term 3: 17/07/2017 - 22/09/2017
- Term 4: 09/10/2017 - 22/12/2017

1.17 EMERGENCY MANAGEMENT DRILLS
We regularly conduct emergency evacuation or lockdown drills. This practice is designed to support our students to become accustomed to moving in a safe, calm and orderly fashion to designated safety points throughout the school. Staff explain the expectations and requirements to our students step by step; and expose them to the sounds of the alarm and loud speakers.

1.18 SCHOOL UNIFORM
School uniform is compulsory at Edithvale Primary School and can be purchased from the school’s uniform shop, which is located in the main building between Rooms 1 and 2. The Uniform Shop is open every Tuesday afternoon between 3.00 pm - 4:00 pm. Order forms are available at the Office. The Second Hand Uniform Shop is located in the main building between Room 3A and the Staff Room. It is open on a Tuesday between 3:00 pm - 3:25 pm.

The uniform includes:
- Royal blue windcheater/bomber jacket/polar fleece jacket
- Royal blue tracksuit pants/bootleg pants/shorts
- Royal blue polo shirt
- School dress/skort
- Winter tunic for girls
- Wide brimmed/bucket hat - compulsory for Terms 1 & 4
Jewellery should not be worn to school. Please see the Uniform Policy on the school’s website for further details. We request that all personal items and removable clothing be clearly marked with your child’s name. Please label school bags inside, with name, address and telephone number. It also assists identification if a name tag containing your child’s name is clipped to the handle ring.

**Dress for PE & Sport**
For children to move safely and participate fully in the Physical Education program at Edithvale Primary School, it is advisable for students to wear appropriate footwear. Children need to wear a soft/flexible-soled shoe.

**1.17 HATS**
The school’s SunSmart policy states that children must wear a hat if they wish to play outdoors in Terms 1 and 4. Children not wearing hats need to stay in the eating area during play times. They also need to sit in a shaded area when the class is participating in sport activities.

**1.18 STUDENT ACCIDENT INSURANCE**
Neither the Department of Education & Training nor Edithvale Primary School, provide personal accident insurance or ambulance cover for students. Parents and guardians of students, who do not have student accident insurance/ambulance cover, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs. Student accident insurance/ambulance cover policies are available from some commercial insurers, and can be obtained by parents/guardians for individual students.

**2. STUDENT WELFARE**

**2.1 BEHAVIOUR MANAGEMENT**
At the beginning of each year the negotiated Class Rules and Playground Rules based around our values of ‘Doing the Right Thing, Working Together, Aspiring Higher and Connecting with the Community’ will be sent home. Parents are asked to discuss these rules with their children and support them. The school has high expectations of student behaviour. Every effort is made to reinforce positive behaviour and modify inappropriate behaviour. To achieve this, parent cooperation is vital. As students will participate in making the rules, they will be very familiar with them. Students are expected to follow the rules and will understand the consequences that breaches of the rules will bring. When a serious breach of discipline occurs, parents can expect to be involved in its resolution.

A fair and consistent Student Behaviour Management Plan exists and all staff have been trained in the use of Restorative Practices. This process encourages students to take responsibility for their actions and to work through the issues that have arisen from these actions. A counselling process is used to help students identify the issues and discuss how to ensure the behaviour is not repeated.
2.2 HEALTH

Attendance
Regular attendance has a significant impact on student achievement and helps develop appropriate social habits and independence. Absences can restrict a child’s progress but home is the best place for a sick child. He/she cannot concentrate, or perhaps runs the risk of their own health deteriorating by being at school when unwell; and also may be the cause of infection to other children.

It is important that children are at school on time. Arriving late is upsetting and unsettling for both the child who is late and their class. For safety reasons children arriving late to school must be escorted to the office to be signed in on the iPad at reception. A Late Pass will be issued before they go to class. It is a legal requirement that teachers mark the time of arrival/departure on their roll sheets each day.

Absent Children
If your child is away for any reason, please provide a written explanation to the child’s teacher on their return to school. Absences can also be submitted using Tiqbiz, which can be downloaded from the App store on your Smartphone. It is a government requirement to have all absences explained. In the case of unexplained absences, proformas will be sent home each term for you to complete. If a child is to be away longer than a week please keep the school informed. The school is required to report any unexplained absences to Department of Education and Training.

Family Holidays
If you are planning a family holiday during the school term, please write a letter to the principal explaining the time that your child will be away from school. You will then have the absence recorded as an extended family leave. Please also discuss the option of developing an ‘Absence Learning Plan’ with your child’s teacher.

Taking Children Out of School for Appointments
When parents or their nominated representative are picking children up early from school for appointments, personal reasons or sickness, children must be signed out at the office and an early dismissal pass for the class teacher will be given to you. Children cannot be released by teachers without this formal process being completed.
Please note: The school must be clearly informed in writing of custody arrangements and access agreements in regard to picking up children from school. Notes must also be provided when any student is picked up from school by adults other than their parent/s.

Emergency Information
Please make sure you provide the school with two Emergency Contact numbers. It is very important that these are kept up to date with any changes in home, business and emergency contact phone numbers and addresses.

Health Information
The school needs to know if your child suffers from a medical condition eg. Asthma, Diabetes, Epilepsy or if he/she is allergic to anything such as nuts, stings etc. Each child with an ongoing medical condition eg. Asthma, ADHD, Epilepsy, severe allergic reactions and long-term seasonal medical conditions such as Hay Fever require a Medical Condition Management Plan to be formulated by a doctor in consultation with parents. Copies of Medical Management Plans will be kept with medication. Medication delivery devices eg: Asthma nebuliser pumps and spacers are to be provided by parents.
Medication
If student medication is required to be administered at school, a Medication Authority Form must be completed. These can be collected from the school office. Medications must be in original containers, clearly named and labelled with exact dosage requirements.

Infectious Diseases
As infectious diseases spread quickly, a child must be excluded from school for the period mentioned or until a medical certificate is provided.

- **Chickenpox**
  Until all blisters have dried.
  Note: Some remaining scabs are not an indication for continued exclusion.

- **Conjunctivitis**
  Excluded until discharge from eyes has ceased.

- **Diarrhoea**
  Exclude until there has not been a loose bowel motion for 24 hours.

- **Impetigo (School Sores)**
  Exclude until appropriate treatment has commenced.

- **Measles**
  Until fully recovered.

- **Pediculosis (Head Lice)**
  Excluded until the day after treatment has commenced.

- **Pertussis (Whooping Cough)**
  5 days after starting antibiotics treatment.

- **Ringworm, Scabies**
  Exclude until the day after appropriate treatment has commenced.

- **Rubella (German Measles)**
  Until fully recovered and at least four days from the onset of the rash.

- **Streptococcal (Including Scarlet Fever)**
  Excluded until child has had antibiotics for at least 24 hours. Until a medical certificate of recovery is produced.

- **Worms**
  Exclude until there has not been a loose bowel motion for 24 hours.

Infections
If your child has an infectious disease, such as Scarlet Fever, Meningococcal Infection, Tuberculosis, Typhoid and Paratyphoid Fever, please phone the school so that other parents may be informed (confidentially, of course).

2.3 FAMILY COURT ORDERS
Copies of all Family Court Orders are required for all students who have custody and access arrangements as negotiated legally within the Family Law Court. The school can only act on these orders as literally presented. The school acts on behalf of the child according to legal, written documentation.
2.4 **CERTIFICATE OF IMMUNISATION**

Prior to entry to school, the parent/guardian of a child is required to provide a certificate of immunisation issued by the Australian Childhood Immunisation Register and can be obtained from Medicare.

If an outbreak of an infectious disease occurs at the school, children who have not been immunised, or their immunisation is incomplete, will be sent home until the danger has passed.

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3. **TEAMS WORKING WITHIN OUR SCHOOL**

3.1 **STUDENT LEADERSHIP**

Student Leadership provides an opportunity for students to actively participate in the decision making processes at our school. They are encouraged to take on leadership roles in an endeavour to increase their own leadership skills and to act as effective role models for others. They are encouraged to develop a sense of belonging to the school community and they are provided with opportunities to offer their views and ideas.

**Student Representative Council**

The Student Representative Council consists of representatives from Year 1 to Year 6 and the elected SRC leaders act as an executive for the group. Children in each class elect their representatives.

Our Student Representative Council provides input to assist decision-making in areas such as the following:

<table>
<thead>
<tr>
<th>Special Events</th>
<th>Social Services</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yard Cleanliness</td>
<td>Assemblies</td>
<td>Playground Rules</td>
</tr>
<tr>
<td>School Rules</td>
<td>Safety</td>
<td>Uniform</td>
</tr>
</tbody>
</table>

**School Captains**

At the end of each year, Year 5 students vote to recommend their preferred male and female school captains for the following year. Their choices are ratified by staff.

**House Captains**

The school has four houses for various sport and civic competitions and activities. Two captains are elected for each house from Year 6 and one from Year 5. The houses are:

- Cook Yellow
- Murray Red
- Tasman Blue
- Flinders Green

House Captains have the responsibility for organising sports teams, monitoring sports equipment and organising class and duty competitions and activities.
Year 6 Responsibility
All Year 6 students have the opportunity to demonstrate leadership and responsibility in their final year at Edithvale Primary School. Duties may include:

- Assemblies
- Bike Shed
- Peer Support/Peer Mediation
- ICT Centre
- Community Service
- Environment

3.2 OUR SCHOOL COUNCIL

<table>
<thead>
<tr>
<th>Executive Committee</th>
<th>Finance Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities / Fundraising Committee</td>
<td>Buildings &amp; Grounds Committee</td>
</tr>
<tr>
<td>Education Committee</td>
<td>Fair Committee</td>
</tr>
</tbody>
</table>

There are a range of sub committees including:

Edithvale Primary School Council
- Is the focal point for decision making on overall school policies.
- Is the governing body of the school.
- Is a representative body with a membership reflecting the important partnership between student, teacher and home.
- Is accountable to the local school community and to the Department of Education and Early Childhood Development.

School Council meets regularly, generally on the third Tuesday of every month. Our School Council has sub committees which meet separately and make recommendations to School Council in their specific areas of responsibility. Sub Committees meet at arranged times throughout each term.

Membership: The Principal, 3 teachers and 8 parents elected by the parent community. Each member has a term of office of two years. Elections are held each year.

3.3 PARENTS AND FRIENDS ASSOCIATION

The PFA is a separate parent body from School Council and meets once a month or as scheduled.

Its principle aims are to foster an interest in the school, promote the school in the community and to work for the benefit of Edithvale Primary School students. It provides a support structure to community members and provides another opportunity for parents to be actively involved in the school and special events.

Parents and community members who are interested in Edithvale Primary School are most welcome to become members.
3.4 PARENT PARTICIPATION
Every year when we celebrate the contributions of our Parent Volunteers, it gives us
great pride to see so many people in attendance and contributing to the strong school
community we have. At Edithvale Primary School we believe strongly that an effective
partnership between the school and home greatly improves your child’s chances of
success at school.

Your participation and opinions on a wide range of issues will be sought. You will be
encouraged to take part in workshops, information nights, and to become actively
involved in our school community.

Classroom Helpers Program
Parents and community members who wish to be involved in the Early Years program
will be encouraged to offer practical assistance in the Foundation - 2 Classrooms.
At different times, teachers will request your assistance or participation in a variety of
ways.

Some Ways to Be Involved:
- Typing children’s stories at the school
- Reading to children and/or hearing children read
- Working with small groups in Literacy and Numeracy programs across the school
- Supervising groups on excursions and camps
- Assisting with school improvements at Working Bees
- Attending theme days and sports afternoons
- Attending school assemblies
- Helping with our swimming program

The emphasis is on helping IN the classroom rather than the withdrawal of students for
reading. All classroom helpers attend a training program, which introduces the various
activities they may be involved in while assisting in classroom programs.

Parent training programs will be conducted in Term 1.

All parents assisting in classrooms and on excursions will need to have a current Working
With Children Check.

Parents who are helping in the school are requested to sign in on the iPad at the office
and collect a Visitors badge. This is a safety arrangement for you and your children, and
to assist the staff in case of emergency.

4. CURRICULUM

Edithvale Primary School is excited about the Curiosity and Powerful Learning journey
that we are on. We understand that children are great learners and their curiosity is
active wherever and whenever they learn. We assist all of our students to direct their
own learning by using curiosity and thinking skills within the framework of the Victorian
Curriculum.
4.1 OUR SCHOOL PROGRAMS
Edithvale Primary School is committed to the successful implementation of all aspects of the Victorian Curriculum, commencing in 2017 in all year levels. The curriculum includes a focus on all 8 Learning Areas (The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies) and the 4 Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social)

The Victorian Curriculum F-10 includes both knowledge and skills. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. The skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F-10 is set out below:

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Capabilities</th>
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<tbody>
<tr>
<td>The Arts- including</td>
<td>• Critical and Creative Thinking</td>
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<tr>
<td>• Dance</td>
<td>• Ethical</td>
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<tr>
<td>• Drama</td>
<td>• Intercultural</td>
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<tr>
<td>• Media Arts</td>
<td>• Personal and Social</td>
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<tr>
<td>• Music</td>
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<td>• Visual Arts</td>
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<td>• Visual Communication Design</td>
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<tr>
<td>English</td>
<td></td>
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<td>Health and Physical Education</td>
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<tr>
<td>The Humanities</td>
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<tr>
<td>• Civics and Citizenship</td>
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<td>• Economics and Business</td>
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<td>• Geography</td>
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<td>• History</td>
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<td>Languages</td>
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<td>Mathematics</td>
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<td>Science</td>
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<tr>
<td>Technologies</td>
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<tr>
<td>• Design and Technologies</td>
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<tr>
<td>• Digital Technologies</td>
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</table>

4.2 The Capabilities

Critical and Creative Thinking
Critical and creative thinking capability aims to ensure that students develop:
• understanding of thinking processes and an ability to manage and apply these intentionally
• skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
• confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts
Ethical Capability
The Ethical Capability curriculum aims to develop knowledge, understandings and skills to enable students to:
- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups
- Cultivate open-mindedness and reasonableness.

Intercultural Capability
Intercultural capability aims to develop knowledge, understandings and skills to enable students to:
- demonstrate an awareness of and respect for cultural diversity within the community
- reflect on how intercultural experiences influence attitudes, values and beliefs
- recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

Personal and Social Capability
The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:
- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage challenging situations constructively.

4.3 Learning Areas

Through the process of inquiry, students construct their understanding of the natural and human designed world. The students develop their skills in thinking, problem solving and working collaboratively. This includes each of the curriculum subjects; The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies.

THE ARTS program aims to extend our students’ creative and expressive skills by providing activities in the following areas:

Visual Arts
Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts

The students undertake an extensive program that aims to develop
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating
• visual arts techniques, materials, processes and technologies
• respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators

Music
The aims of the program are:
• To develop enjoyment and understanding of music and encourage communication of musical thinking
• Instrumental Music lessons are provided at additional cost to parents during school hours. Instruments taught are keyboard and guitar.

Performing Arts
Student performances occur throughout each year. Participation in the school choir is also an extra-curricular elective for Foundation to Year 6 students.

School performances promote the Creating and Making dimension of The Arts. Moreover, they broaden the students’ range of experiences, develop self-esteem and confidence and teach them the discipline of working as a team.

ENGLISH
The study of English helps create confident communicators, imaginative thinkers and informed citizens. It assists individuals to learn, analyse, understand, communicate and build relationships with others and the world around them. The study of English helps to develop the knowledge and skills needed for education, training and the workplace. It helps students to become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitude and capabilities of those who will shape our future.

We believe the best way to promote language competence is by providing students with the opportunities to think, speak, listen, read and write about significant things, for real purposes which are important to them.

We believe all areas of language are inter-linked and it is a developmental process for all students.

The following are central to our teaching:
• English is an integral part of all areas of the curriculum
• Excursions, in-school visits and first hand experiences are seen as an important basis for promoting a positive attitude to all learning including English.
• Language competence in students is enhanced if teachers and parents work in partnership.

Languages
The Language Other Than English offered at Edithvale Primary is French. The French program aims to provide students with the opportunity to gain an insight into another culture and its language. At Edithvale we are fortunate to have an experienced teacher in this area. Our focus is on interactive learning, meaning that the language is learnt through games, songs and communicative activities.
THE HUMANITIES
This includes Geography, History, Civics and Citizenship and Economics and Business. At Edithvale Primary School, our Humanities program places emphasis on the local community and is taught as part of Inquiry Focused Learning.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Within the local context the following areas are given particular attention:
- fostering awareness and concern for the environment
- developing new behaviours related to the well being of the environment
- encouraging active participation in sustainability

Many local excursions to the beach, wetlands and other local resources form a valuable part of this program.

MATHEMATICS
Mathematics is a priority area for Edithvale Primary School. Our Mathematics program stresses the development of the individual and relies heavily on the use of structured teaching materials.
Mathematics is organised around the interaction of three content strands and four proficiency strands.
The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.
The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the levels of schooling.

We aim to ensure that our students:
- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

The Mathematics Program is well resourced in the junior and senior school with concrete materials, games and equipment.
SCIENCE
The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.
The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things.
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions.
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims.
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions.
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science.
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, apply that understanding to new situations and events; and to appreciate the dynamic nature of science knowledge.

TECHNOLOGIES
The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through specific ways of thinking about problem solving. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.
Aims
The Digital Technologies curriculum aims to ensure that students can:
- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

4.4 OTHER ACTIVITIES

School Camps
School Camp Programs are conducted for students in Years 4, 5 and 6. The students are generally away for 2 to 3 days. The program is activity based with emphasis on social development, in particular self-esteem and personal independence. Throughout their schooling, students should participate in a variety of camping experiences. The cost of all camping programs is covered by the parents.

Student Welfare
We aim to develop self-esteem in all students. This is a key element in all curriculum and school activities. A whole school approach using Restorative Practices has been adopted. Student Wellbeing is vital for student learning to occur and is therefore, a priority at Edithvale Primary School.
5. CLASSROOM PROCEDURES

5.1 HOME LEARNING
We believe that home learning can help:
- reinforce work done in the classroom
- develop good study habits
- show parents what is happening in school
- children utilise time effectively
- children in revision/learning of work
- in transition between primary and secondary school

It is the professional responsibility of each teacher to establish and communicate the homework policy to parents early in the school year.

Homework is updated to our website each week/or when available.

5.2 STUDENT ASSESSMENT AND REPORTING TO PARENTS
Assessment of Children’s Progress
Students are continually assessed by teachers to monitor progress and to assist them to reach their full potential.

Various methods are used including:
- student/teacher conferencing
- regular testing of skills
- recording of work covered, knowledge, skills and attitudes developed and problems encountered
- sharing of relevant work samples
- methodologies that empower students to self and peer assess
- clear criteria for assessment before a task is undertaken
- teacher observation

Reporting to Parents
Parents receive two written reports each year at the end of semesters from teachers. These reports focus on the child’s achievements and efforts, providing parents with first hand information on how to support their child in their future learning.

Parents are always most welcome to discuss student progress with the class teacher and/or the principal.

In some levels student portfolios are developed and these are shared with parents. These folders provide examples of student work, details about the task students have been asked to undertake and relevant comments about the child’s progress at all levels. Senior classes are involved in Student Led Conferences as part of the reporting process.

Parent-Partnership meetings/information sessions are conducted early in first term, and individual interviews are held following the mid year written report and on a needs basis as requested by parents or teachers.
5.3 PLACEMENT OF CHILDREN IN CLASSES
The principal and staff make decisions about the number and structure of classes for the forthcoming year, within the staffing formula allocated by DET.

Class lists are prepared considering the gender, academic, social, emotional and physical needs of individual children. Parents are invited via the newsletter to provide written information to the principal to discuss the special needs of individual children (eg. specific areas of need, learning styles). This information is considered when looking at the draft class lists.

Decisions are made with a view to establishing balanced, equitable class groups that will potentially work well together.

In consultation with staff, final lists are established. The ultimate decision rests with the principal. Parents and students will be informed of their placement before the end of the year. Children are always consulted regarding friendships and placed in new classes with friends.

At Edithvale Primary School we have developed an excellent transition program which assists students as they move from one year level to the next. This allows them the opportunity to meet their teacher and the students in their new class and begin to build the relationships that are vital in fostering a love of learning.
Edithvale Primary School

Doing the Right Thing, Working Together, Aspiring Higher and Connecting with Our Community

Edithvale Primary School offers large and inviting school grounds, which includes flexible learning spaces and outdoor learning environments. Our vision is to foster a love of learning in our school community through knowing our students and understanding their individual learning needs.

We are committed to:
- Providing a challenging and stimulating curriculum for all students
- Inspiring students to achieve their full potential
- Recognising and encouraging academic excellence
- Encouraging students to develop their leadership skills
- Promoting effective communication between parents, teachers and students
- Encouraging co-operation and team work through collaboration
- Developing resilience and problem-solving skills

Our Educational Programs include:

- Mathematics
- English
- Inquiry-based Learning
- Sustainability
- Physical Education
- Languages - French
- Information and Communication Technology
- Visual Arts
- Wellbeing and Restorative Practices
- Extra Curricula activities
- Perceptual Motor Program (PMP) Buddies
- Comprehensive transition for all students