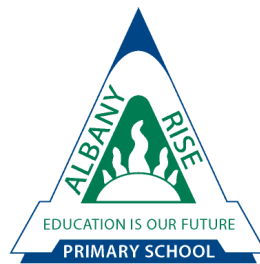


ALBANY RISE PRIMARY SCHOOL

# INFORMATION GUIDE



2023

Albany Drive, Mulgrave 3170  
Telephone: (03) 9547 1146

**Principal: Mrs Judy Drew**

[www.albanyrise-ps.vic.edu.au](http://www.albanyrise-ps.vic.edu.au)



# Contents

Introduction

About the School

Committees

- School Council

- School Council Sub-committees

Staff 2023

School Values

Our Mission and Vision

School Times for 2023

- Term dates

- School hours

- Student Free Days for 2023

Curriculum

Information A to Z

## INFORMATION A – Z

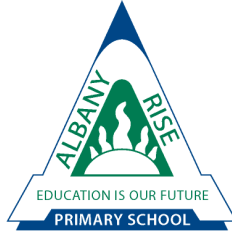
(page 19 onwards)

Assembly  
Attendance - Every Day Counts  
Books, Requisites and Curriculum Contributions  
Book Club - online  
Breakfast Club  
Buddy System  
Camping Program  
Canteen – Offsite Classroom Cuisine  
Car parking  
Child Safe Standards  
Choir  
Classroom Helpers  
Class Parent Representatives  
Communication  
Compass  
Dojo  
EAL (English as additional Language)  
Dogs in the School Grounds  
Early Leavers Pass/ late arrival  
Education Week  
Emergency Evacuation Procedure  
Excursions/Incursions  
Head lice  
Health Issues  
Homework  
House System  
Illness/Injury at School  
International Student Program  
Interschool Sports  
Joining In  
Medication  
Mobile Phones  
Name All Items  
Office  
Out of School Hours Program - KidsCo  
Parent Education  
Primary Welfare Officer  
Questions  
Restorative Practice  
Respectful Relationships  
School Bags  
School Captains  
School Council  
School Crossing  
School Dental Service  
School Nurse  
School Organisation  
School Photographs  
School Song  
Spare clothes  
Speech Pathologist  
STEM  
Student of the week  
Student Voice Team  
Student Wellbeing  
Swimming Program  
Transition Pre-school to Foundation  
Transition Year 6 to 7  
Toys/ Expensive games  
Uniform  
Visitors  
Wet /Hot Weather Timetable  
Working with Children Check  
Yard Duty

Appendices:

- Student Wellbeing Overview including SWPB matrix





## Introduction

This handbook is intended to provide parents and care-givers with information regarding the school's daily operation and to support programs offered in providing varied learning experiences for the students at Albany Rise Primary School.

Our school is proud of the excellent educational programs that it offers. Our goal is to encourage all students to develop their individual talents, abilities and interests and the various programs in operation within the school support this goal.

The partnership and effective communication between home and school is paramount to the successful operation of the school. All teaching staff are here to help and welcome contact from parents and care-givers over any matter of concern. Our Principal class team; Mrs Jane Capon (Assistant Principal) and myself are always eager to work with our parents and community for the best possible outcomes.

I hope that this handbook will provide you with an understanding of the way in which Albany Rise Primary School strives for excellence in education and we welcome the opportunity to discuss any questions that you may have regarding our school.

Mrs Judy Drew  
Principal



## About the school

Albany Rise Primary School is situated in Mulgrave, a South Eastern suburb of Melbourne, in the City of Monash. The school is situated in a residential area abounded by Wellington, Police and Springvale Roads.

The school is central to the local pre-schools of Mulgrave Park Pre-school and Wellington Pre-school. We place great emphasis on providing a caring and supportive environment for students, staff and parents by:

- ❖ Encouraging students to reach their individual potential by recognising and rewarding achievement and effort
- ❖ Providing opportunities for students to develop qualities and life skills such as responsibility, independence, communication, inquiry, problem solving and creativity
- ❖ Ensuring the environment is conducive to students' cooperation and to develop a shared vision for the responsibility of behaviour, learning and health
- ❖ The preparation of students for the next stage of learning
- ❖ Student Well Being, focusing on the Respectful Relationships Program, School Wide Positive Behavior (SWPB) and Restorative Practices
- ❖ Fostering effective communication and strong partnership within the school community
- ❖ Encouraging consensus decision making
- ❖ Providing equal opportunity for all members of the school community
- ❖ Providing Professional Development to meet the needs of staff, parents and community members
- ❖ Celebrating our successes
- ❖ Participation in a Buddy system between Foundation (Prep) and Year 6 students
- ❖ Providing Out of School Hours Care

Specialist staff provide:

- ❖ Physical Education & Sport
- ❖ Visual & Performing Arts (Art & Music)
- ❖ Languages (Mandarin)
- ❖ Special Assistance & Extension (such as 'Quick Smart' numeracy, small group intervention, High Abilities Program, EAL support)
- ❖ Counselling (dedicated onsite student counsellor)

To actively support these curriculum areas, the following enrichment programs are provided:

- ❖ Play based learning program
- ❖ Inter school/whole school sport
- ❖ Swimming
- ❖ Outdoor Education/camping program
- ❖ Perceptual Motor Program
- ❖ House System
- ❖ Junior School Council & Student Leadership program
- ❖ Instrumental/recorder groups
- ❖ Junior/Senior Choir
- ❖ Biannual Whole School Production and Talent Quest
- ❖ Breakfast Club

We have a strong commitment to Student Wellbeing and Engagement. At Albany Rise Primary School discipline or behaviour management has been redefined as relationship management using a restorative approach to repair harm and rebuild relationships.

The grounds of Albany Rise Primary School are well maintained with garden and play areas constantly improved by the Facilities Sub-Committee of School Council. We have three sets of fixed play equipment, a junior developmental play space, shaded and passive recreation areas.

The school buildings provide a wide range of facilities, well designed for modern educational practices and the comprehensive curriculum. The learning environment for students and the work environment for staff, developed from the well-maintained physical facilities, are stimulating and conducive to effective learning and teaching. Parents are active within the school community and contribute to the development of the school and the progress of students. Parents and volunteers participate in the life of the school in a variety of ways including:

- ❖ membership of the School Council and its committees
- ❖ assisting in the classroom (reading support, etc)
- ❖ joining staff on excursions
- ❖ assisting with other programs- eg. Breakfast Club/ Banking/ Fresh Fruit Friday
- ❖ active involvement in the Parents' Association
- ❖ becoming a Class Parent Representative

There is a strong tradition of student involvement in the decision making of the school through an active Junior School Council, School Captains, House Captains and a broad range of leadership roles. Students organise Social Service activities as charity fundraising.

The Albany Rise staff has developed strong collegiate networks with staff of neighboring primary and secondary schools, and teachers participate in shared professional development activities through area network meetings.

Albany Rise Primary School encourages the development of positive interpersonal relationships between students, teachers and parents. The school actively promotes and recognises the value of parent participation in all aspects of the school.



## Committees

### **School Council**

The School Council comprises 12 elected representatives - 8 parents and 4 Department of Education (DET) employees.

Elected members hold office for 2 years. Elections are held annually in March. Through its sub-committee structure the School Council oversees the operation of the school.

School Council meetings are held in the staffroom at 7.00pm, usually on the third Wednesday of each month. Parents are welcome to attend as observers.

The Annual General Meeting of School Council is held in March each year. Parents are invited to attend; a copy of the Annual Report is available from the School Office and on the school website.

The current (2023) School Council Members are:

<b>PARENTS:</b>	Ben Rowe	President
	Zoe Green	Vice President
	Katrina Summersett	Treasurer
	Bronwyn Clarke	Secretary/Parents' Association Convenor
	Jasmine El-Khub	Parent
<b>STAFF:</b>	Judy Drew	Principal/Executive Officer
	Michael Mottershead	Assistant Principal
	Collette Wilkinson	Staff member
	Gary Peel	Staff member



## School Council Sub-committees and Responsibilities

### Finance:

- Program Budgets
- Administration
- Council procedures
- Fundraising
- Uniform

### Education:

- Policy and Programs
- Assessment and Reporting
- Uniforms/ Dress Code
- Camps
- Excursions
- NAPLAN Assessment
- Victorian Curriculum
- Professional Development
- Student Welfare
- Junior School Council

### Facilities

- Buildings and Grounds
- Groups Using Facilities (eg. Hall Hirers, Canteen)
- Assets

### Parent Association:

- School Functions
- Transition Programs
- Fundraising
- Special Events (eg. Discos/ Stalls)

### Marketing:

- Publicity
- Community Engagement
- Website
- Social Media

Parents are welcome to join School Council Sub-committees. Meetings are advertised in the newsletter.

Council has the final responsibility for decisions and subcommittees of Council are designed to assist them in this work. Sub-committees are an important link in the overall process of school community involvement and provide opportunities for school community members, who are not members of the School Council, to contribute ideas and expertise to a variety of tasks and projects that Council undertakes. Each subcommittee welcomes parents to participate and this assists Council in making informed decisions on behalf of the whole school community.

Please see Mrs Judy Drew (Principal) or the President of School Council for further information.





ALBANY RISE PRIMARY SCHOOL – OUR VALUES

***THE 3 'R'S' AT ALBANY RISE***

<b>Respect</b>	<b>Responsibility</b>	<b>Resilience</b>
<p>Means: Treating ourselves, others, property and the environment with care and consideration.</p>	<p>Means: Thinking about the right choices to make and doing the right thing even if my friends don't do it.</p>	<p>Means: The ability to become strong and healthy and successful after something bad happens (Bounce Back).</p>
<ul style="list-style-type: none"> <li>• Manners and patience – polite, courteous, accepting that others have the right to make different choices and have different opinions, listening to others, making eye contact</li> <li>• Honesty</li> <li>• Trustworthiness</li> <li>• Treating people the way I would like them to treat me</li> <li>• Displaying self-control</li> <li>• Getting along with others</li> <li>• Cooperation</li> <li>• Using appropriate language</li> <li>• Showing good sportsmanship – fair rules and taking turns</li> <li>• Pride in ourselves and the efforts of others</li> <li>• Friendly, caring, sharing</li> <li>• Inclusion</li> <li>• Fairness</li> <li>• Following instructions the first time</li> <li>• Valuing other people's opinions</li> <li>• Showing compassion</li> </ul>	<ul style="list-style-type: none"> <li>• Taking ownership for my actions – accepting the consequences and not blaming others</li> <li>• Being focused on my learning and making good choices for how I behave</li> <li>• Looking after my own things and other people's property</li> <li>• Being a good role model by encouraging others to do the right thing</li> <li>• Trying to help others if they are sick, hurt or upset</li> <li>• Doing my best work all the time</li> <li>• Displaying independence</li> <li>• Being accountable</li> <li>• Being sensible</li> <li>• Trustworthy</li> <li>• Fulfilling your roles eg: leader</li> <li>• On time and ready to learn</li> <li>• Looking after our school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Being able to Bounce Back when I have a problem</li> <li>• Trying to solve problems when this is possible</li> <li>• Being able to 'tough it out' when things are difficult</li> <li>• Thinking about the 'catastrophe scale' and realising that things aren't that bad</li> <li>• Trying to be positive and optimistic</li> <li>• Seek help through talking with a friend or adult</li> <li>• Persistence</li> <li>• Being confident</li> <li>• Not letting negativity stand in your way</li> <li>• Learning from mistakes</li> </ul>

## Albany Rise Primary School Mission

Our mission at Albany Rise Primary School is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21<sup>st</sup> century.

## Albany Rise Primary School Vision

We succeed when our students are:

- Always seeking to understand and respect the views, values and cultures of others
- Literate and numerate; read with comprehension, write clearly, compute accurately
- Responsible, organised, cooperative and independent
- Respectful of others and demonstrate empathy to others
- Able to learn and adapt to change and new technologies
- Resilient and persistent life-long learners
- Able to recognise and understand their impact on their community and environment
- Critical thinkers, problem solvers and willing to have a go
- Inclusive of everyone
- Self-motivated to be lifelong learners
- Displaying a positive self-image.

# 2023 School Term Dates

## Term 1

Monday 27<sup>th</sup> January to Thursday 6<sup>th</sup> April

*Friday 27<sup>th</sup> January (Teachers)*

*Monday 30<sup>th</sup> January (Students Yrs 1-6 commence)*

*Tuesday 31<sup>st</sup> January (Foundation students commence)*

## Term 2

Monday 24<sup>th</sup> April to Friday 23<sup>rd</sup> June

## Term 3

Monday 11<sup>th</sup> July to Friday 15<sup>th</sup> September

## Term 4

Monday 2<sup>nd</sup> October to Monday 20<sup>th</sup> December

## Student Free Days:

Friday 27<sup>th</sup> January

Friday 10<sup>th</sup> March (preceding Public holiday on 13<sup>th</sup>)

Friday 26<sup>th</sup> May

Monday 6<sup>th</sup> November

Wednesday 8<sup>th</sup> November - PPD

## 2023 Public Holidays

Australia Day	Wednesday	26 <sup>th</sup> January
Labour Day	Monday	13 <sup>th</sup> March
Good Friday	Friday	7 <sup>th</sup> April
Easter Monday	Monday	10 <sup>th</sup> April
Anzac Day	Tuesday	25 <sup>th</sup> April
Queen's Birthday	Monday	12 <sup>th</sup> June
Day before AFL Grand Final	Friday	29 <sup>th</sup> September (TBC)
Melbourne Cup Day	Tuesday	7 <sup>th</sup> November

# School Times

<b>8.52am</b>	Warning Music
<b>8.55am</b>	Students enter classroom
<b>9.00am</b>	Students ready to learn
<b>11.30am</b>	Eating lunch in rooms
<b>11.40am</b>	Lunch recess
<b>12.17pm</b>	Warning Music
<b>12.20pm</b>	End of Lunch recess
<b>2.00pm</b>	Afternoon recess
<b>2.37pm</b>	Warning Music
<b>2.40pm</b>	End of afternoon recess
<b>3.30pm</b>	Dismissal

## **Curriculum**

As educators in the new millennium, our task is to engender in children the love of learning and teach them how to learn. With great technological advances occurring continually, the world will be their workplace. At Albany Rise, we take on the responsibility of relevant curriculum delivery to ensure the best preparation of your child for the future.

## **Victorian Curriculum**

All Victorian government schools use the Victorian Curriculum for levels Foundation (Prep) – Year 10.

While it is recognised that student learning is a continuum from Foundation (Prep) to Year 10, and different students develop at different rates, they broadly progress through three stages of learning from:

- **Laying the Foundations – Foundation (Prep) to Year 4**

In these years, the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities, which underpin all future learning.

- **Building breadth and depth – Years 5 to 8**

In these years students' progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in depth learning within all cross curricula priorities and curriculum domains.

- **Developing pathways – Years 9 to 10**

As students work towards the achievement of Level 10 standards, they demonstrate increasing independence and personal choice, as they become autonomous learners. They participate in reflective activities that enable them to consider the progress they are making with their learning and to acknowledge their potential for learning beyond the post-compulsory school years.

At Albany Rise Primary School, we aim to best support each student's development, taking into account the different stages of learning.

In Foundation (Prep) to Year 4 we aim to commence each day with a 100 minutes literacy block focussing on reading, writing, spelling, speaking and listening. This is generally followed by a 1-hour numeracy block. Year 5 and 6 also have a structured literacy and numeracy block in which the foundation skills are further developed.

Each level also participates in Integrated Learning Program. The Integrated learning program incorporates learning about Science, Humanities, Sustainability, Technology, Aboriginal History and Culture, and key capabilities.

Weekly Social and Emotional Learning lessons (SEL) are also key component of our School Wide Positive Behaviours program.

## School Strategic Plan

Please refer to Albany Rise Primary School Website to access our School Strategic Plan and Annual Implementation Plan. These plans outline our Key improvement Strategies and Actions to support student learning growth in all subject areas.

## Victorian Curriculum Learning areas and Capabilities

### Learning areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that 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.

Learning areas	Capabilities
The Arts <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> English Health and Physical Education The Humanities <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> Languages Mathematics Science Technologies <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	Critical and Creative Thinking  Ethical  Intercultural  Personal and Social

## Learning areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

## Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Australian Curriculum F–10 includes three additional general capabilities:

- Literacy
- Numeracy
- Information and Communication Technologies (ICT).

The Victorian Curriculum F–10 design does not include these three general capabilities as separate learning areas or capabilities with discrete knowledge and skills.

Given the inclusion of a Literacy strand in English, and the proficiencies of understanding, fluency, problem solving, and reasoning in Mathematics, it is unnecessary to define Literacy and Numeracy as a distinct curriculum. The learning of the skills and knowledge defined by the ICT general capability are now embedded in student learning across the curriculum.

There is considerable research that identifies the importance of the teaching of literacy, numeracy, and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

## Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

## Numeracy

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability, reinforced, and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

## Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas. The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 are therefore represented in the Victorian Curriculum F–10 as embedded in each curriculum area.



## The Arts

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make, respond, and learn to appreciate the specific ways this occurs in different disciplines.

## English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

## Health and Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

## The Humanities

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History. In Civics and Citizenship, 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.

## Languages

Learning languages in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens student's understanding of the nature of language, culture, and the processes of communication. Albany Rise provides explicit teaching of Mandarin language and cultural understanding.

## Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

## Technologies

In the Victorian Curriculum F–10, the Technologies includes Design, Technology, and Digital Technologies. The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

# STEM



Science • Technology • Engineering • Math

## S.T.E.M. – Science, Technology, Engineering, Maths

Albany Rise Primary School embraces STEM learning through an inquiry approach linked to Victorian Curriculum core capabilities. A focus on STEM learning is embedded in teaching practices for students in years 4-6.

## Information A to Z listing

### Assembly

School Assembly is held each Friday in the hall. Each week special presentations are made by classes, and individual and group achievements are recognised. Parents are welcome to attend. Throughout the year, assembly is held in the afternoon at 2.45pm on Fridays.

### Attendance - Every Day Counts

It is vital that your child attends school on all school days and is on time for school.

Regular attendance is essential to make sure learning is not disrupted. Regular learning provides building blocks for the future. Attending school helps children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem.

Your child is not expected to attend school if they are sick or injured and in some circumstances when a genuine, acceptable reason for the absence is given.

Please do not allow your child to stay at home for minor reasons. For example, a personal shopping trip or to celebrate a birthday. If your child is absent from school, the Department of Education requires a reason from all parents for every day absent. You can also log into Compass to report the absence. If this is not possible please call the office on the morning of the absence.

### Banking

A school banking scheme operates with the Commonwealth Bank. Student School bankbooks should be sent to school by TUESDAYS for processing. If you would like your child to have an account, please collect a form from the school office and return to the Office.

### Books Requisites and Curriculum Contributions

Books, Requisites and Curriculum Contributions forms are distributed in October. This covers all books, pencils etc for your child's use and also contributes to the purchasing of curriculum resources for example art supplies, library books, computer software, P.E. equipment. From 2021, students in Year 4 to 6 can also take part in our BYOD program (see below).

### Book Club

Scholastic Book Club is an opportunity for your family to purchase books at bargain prices. Book Club is usually run once a term. You will receive pamphlets advertising the books and the date when the orders must be returned.

### Breakfast Club

A breakfast club, with free food and drink, is available to students every Tuesday and Thursday morning in the function room. Break club starts from 8.30am.

### Buddy System

New Foundation children will have a Grade 6 child as their buddy. Throughout the year, the children will complete activities together. The Foundation buddy is a familiar face each prep child can go to at recess or lunch play if they feel a little overwhelmed or need assistance with something.

### BYOD; Bring Your Own Device



Students in Years 4,5 and 6 can take part in ARPS Bring Your Own Device program. Students can choose from selected devices which are purchased by families and remain the property of the student.

### Camping Program

The school camping/outdoor education program commences in Year 2.

Year 2	Sleep-over at school	Term 3	approx. cost \$ 20
Year 3 /4	Golden Valleys Lodge Camp (2 nights)	Term 3	approx. cost \$350
Year 5 /6	Camp Kangarooobie (2 nights)	Term 3	approx. cost \$400

Full details pertaining to each program will be forwarded to parents/care-givers prior to each camp.

## **Canteen - Classroom Cuisine**

### ***Online Lunch orders only - Mon, Wed Thurs, & Fri. Cash cannot be accepted at office***

The canteen this year is an offsite company called Classroom Cuisine which has online lunch ordering only. Orders MUST be placed any time before 8.30am on the day lunch is required. Please log into [www.classroomcuisine.com.au](http://www.classroomcuisine.com.au) and register your child/ren before placing any orders. Classroom Cuisine has a really healthy menu and consists of 2 or 3 courses.

## **Car Parking**

Safety of all students is our paramount goal. Parents/care-givers are requested to observe parking regulations and use common sense when dropping off and collecting students.

Parents/care-givers are NOT to park or do drop-offs or pick-ups in the Staff car parks, Albany Drive or Zita Street. Many students use the Zita Street gates and so drivers are requested to be on the watch for children crossing Zita Street. Children using exits at the front of the school should all be using the school crossing.

## **Child Safe Standards**

Albany Rise Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Albany Rise Primary School has zero tolerance for child abuse.

Albany Rise Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Albany Rise Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. For further information, please check our website.

## **Choir**

The school choir is conducted by our music teacher. Students from Year 3 onwards are eligible to join the School Choir. Students who join the choir give a commitment to attend one weekly rehearsal and to participate for the entire year. The Choir performs at school assemblies and public appearances such as Education Week during the year.

## **Classroom Helpers**

Classroom helpers are always welcome. If you are able to assist with class groups, excursions and activities, this is greatly appreciated, not only by the school, but also by your child. All parent helpers and volunteers are required to have a current Working with Children Check. As a volunteer at the school there is no cost for this.

Children love to have mum, dad, carers and grandparents participating in the school. Please do not hesitate in offering your services when asked, if and when you are available. Talk to your child's teacher about times that are most suitable for you, and your area of passion or expertise. A 'Parents as Partners' course is conducted over several weeks early in the year to assist parents with supporting their child's learning.

## **Class Dojo**

ARPS uses the Class Dojo app for regular and instant messages to families and the community. The app also holds student work in 'portfolios' and class messages with photos and videos. Parents are strongly encouraged to download this app to stay abreast of information and news from the school and individual teachers. Please be mindful that teachers will not be available during class times to reply.

## **Communication**

A sense of community is strengthened by open communication.

You are more than welcome to give short messages to the class teacher before or after school. Please do not expect the teacher to spend time speaking with you when he/she has a class. If the matter needs discussion, please make an appointment either directly with the teacher, via Class Dojo, or through the school office.

Teachers cannot take telephone calls during class time but messages will be relayed to staff. If you wish to speak with the class teacher by telephone please call between 8.30 and 8.50am on 9547 1146 or after 3.40pm. If you wish to discuss a matter with the Principal, Assistant Principal or Specialist Teacher, please call the School office on 9547 1146

A **weekly newsletter** is produced every Thursday. Newsletters are available on-line only. An electronic version is available on our website ([www.albanyrise-ps.vic.edu.au](http://www.albanyrise-ps.vic.edu.au)), and on our DOJO and Compass Apps for families.

It contains information about coming events, news from the Principal, stories written by the children, reports from school committees and other items of interest. It is important to read this each week as it provides an important communication link between school and home.

The school's communication app, COMPASS, allows information sent to parents regarding upcoming events, reminders, the School Newsletter as well as allowing parents to make payments and consenting to excursions and incursions for your child. **Please download both apps to your phone or tablet.**

All notices regarding excursions/incursions and upcoming events are issued in plenty of time to enable consent and payment to be completed on COMPASS, on or before the due date. All of these notices will be available for consent and payment on Compass Parent Portal.

Information sessions and 'Meet & Greet' Interviews are held early in Term One for year levels and are arranged as necessary to meet current needs. Information sessions are not to discuss particular students, but rather to discuss a particular area or areas of the curriculum.

Interviews are held early in Term One (Meet & Greet) and in the middle of the year. For year 3-6 students, the mid-year interviews are student led 3-way conferences with student-teacher-parent. Parents receive a written report mid year and at the end of the year. There is also provision for another interview at the end of the year, if required, by either the parent or the teacher.

Interviews can be arranged at any other time if required, by notifying the classroom teacher, the Principal or the Assistant Principal.

### **Compass**

Albany Rise Primary School uses Compass Parent Portal to share reports, calendar view newsletters and other key school and student information. New parents are provided with login credentials to access the information early in the year. The school portal site is: <https://albanyrise-ps.vic.jdf.com.au/> All incursions and excursions are posted on Compass for payment and approval. If no cost are incurred consent is still required.

### **Dogs in the School Yard**

Dogs **ARE NOT** permitted on the School premises between 8.30 am and 4.00pm and must not inhibit access to the school. (This does not apply to guide assistance dogs).

### **EAL (English as an Additional Language (EAL) at Albany Rise Primary School)**



At Albany Rise Primary school, we are able to support students at a range of different levels of English. We cater for different levels of English in the classroom, as well as extra support and withdrawal for individualized lessons where needed. Our classroom teachers understand that students who are new to English may need special consideration, such as pre-teaching English vocabulary for specialised topics or using visual aids to convey meaning. Teachers also value and encourage the sharing of home languages and other cultures in the classroom to aid in learning English, as well as promoting inclusion for all.

When a new student enters our school, and indicates that they speak another language at home, they will have an interview to determine their suitability to be assessed under either the EAL curriculum or the English curriculum. Their progress in English will be tracked throughout their primary school journey to determine when it is appropriate for them to move from the EAL curriculum to the English curriculum.

### **Early Leavers Pass/Late Arrivals (and all visitors) must sign in/out at the office**

If you are collecting your child early from school or bringing them to school late, please use the Ipad provided at the office to sign them in or out .

## **Education Week/ STEM WEEK**

A celebration of Victorian State Education "Education Week" is held annually during May. At Albany Rise we have an event to showcase Educational Excellence at our school, with links to our outstanding Science, Technology, Engineering and Maths (STEM) program.

Parents and friends are welcome to attend. Additional information will be supplied closer to the event.

## **Emergency Evacuation Procedure**



Information regarding Emergency Evacuation Procedure is situated inside each classroom (near the door) and evacuation drills are practised regularly.

All parent volunteers assisting with school activities MUST sign in and wear a parent helper/visitor badge. The sign in device is located at the main office.

## **Extension & Intervention**

Students at ARPS are monitored closely to ensure their personal learning goals reflect their capacity and are achievable and appropriately challenging. Students can access a range of supports and extension programs for literacy, numeracy and other curriculum areas across all year levels. A dedicated Literacy and Numeracy Intervention teacher and a High Abilities program leader (teacher) oversee student participation in these programs.

Refer to *Quick smart* and *High Abilities Program* on our website.

## **Excursions/Incursions**

There will be occasions throughout the year when children will have the opportunity to learn things through 'hands on' experiences. Excursions vary from a walk in the local area, to day trips away. Often visits by experts or artists are arranged at the school as well.

If payment is required for these opportunities, parents are required to go through the COMPASS app where you can consent and make payment at the same time.

## **Guidance Officers and Support**

Albany Rise Primary School has access to Student Support Service personnel including an Educational Psychologist, Social Worker and Speech Pathologist. These staff support children and parents with educational, emotional and social concerns.

Further information, regarding the services of the Support Services and parent permission forms can be obtained from Judy Drew (Principal), Jane Capon (Assistant Principal) or our Student Wellbeing Officer.

## **Head Lice**

Head lice is a perennial problem. In recent years the incidence of head lice seems to have risen everywhere. Parents are advised to make a routine inspection of their child's hair so that immediate steps can be taken should lice or eggs be present. It is important that you let the school know if head lice are present, so that necessary grades can be notified. Children should remain home until appropriate treatment has been undertaken. Information from the Department of Human Services on how to treat head lice is available from the Office.

## **Health Issues**

Please discuss any special medical conditions and/or procedures for dealing with them with your class teacher and/or any custodial issues. If circumstances alter after enrolment, it is essential that you inform the school. If your child has been attending sessions with a speech pathologist or any outside agency, please let the school know.

Immunisation Certificates are necessary for enrolment and must be provided before students start school. These are provided by the Council Health Department. You can access this through your MyGov account. Please refer to information regarding Minimum Exclusion from Schools and Children Services Centres for Infectious Diseases Cases and Contacts:

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/infectiousdiseases.aspx>

## **Homework**

Home tasks will mainly consist of reading on a daily basis; reading to, with and by parents/caregivers or older siblings and informal tasks which may be given to complement or extend class programs. Explanation of such tasks will be provided. A copy of the Homework Policy is included on the school website for new parents, and is available at the office on request.



## **House System**

All students are placed in one of the four Houses, Fraser (blue), Freeman (red), Perkins (yellow), Bradman (green). Siblings are generally in the same House. Students in Grade 5 /6 nominate and vote for house captains in December of the previous school year. The main house events are the weekly house point competition which is run in each classroom throughout the school, athletics sports, cross country and a combined house sports athletics competition in Term 1.

## **Illness/Injury Whilst Your Child Is At School**

If your child becomes ill or is injured at school, we attend to the child, then if deemed necessary we then refer to the information provided on your child's Confidential Enrolment Form to contact you or the emergency number.

It is the parent's responsibility to supply the school with current information about their child's health and emergency details and contacts. Any changes to this information should be given **immediately** to the school office to ensure no unnecessary distress is caused in an emergency.

If your child has **any** type of injury to the head you will be contacted just to explain the situation. This does not automatically mean that you will need to pick your child up from school. It will just mean that you will be informed and after discussion, you will then be able to decide on what course of action would be most appropriate

Please inform the office of any medical conditions your child may suffer from i.e. **asthma, diabetes, epilepsy, anaphylaxis or allergies**. An Asthma Plan which is designed in consultation with your doctor is required if your child has asthma. If your child requires a puffer for asthma, please ensure this is given to the office along with instruction for use as outlined in your child's individual Asthma Management Plan. All students with Anaphylaxis must have an EpiPen and management plan provided by parents/doctor prior to starting school.

**Prescription medication required by your child is the only form of medication we can administer at school.** Medication must be given to the office by a parent so a Medication permission form can be completed. The medication must remain in the original purchase package and clearly labelled.

## **International Student Program**

Albany Rise Primary School is accredited under the Department of Education and Training's CRICOS registration (CRICOS provider name and code: Department of Education and Training, 00861K). For further information refer to [www.study.vic.gov.au](http://www.study.vic.gov.au)

## **Interschool Sport**

All students in Grade 5/6 have the opportunity to participate in Interschool Sport. We participate in the Monash District against local Government and Catholic Primary schools.

**Winter Sport** (Fridays Term 2). Games played Football, Soccer, Netball, Volleyball and T-ball.

**Summer Sport** (Fridays Term 1), Round Robin Day (Term 4) Games played: Cricket, Basketball, Volleyball, Bat-tennis and Softball.



*District Swimming and Athletics* (Term 1) and Cross Country (Term 2). Winning teams and individuals from District competitions proceed to Zone competitions and if successful to State competitions.

Our P.E. Co-Ordinator and year 5/6 staff plan the school's Interschool Sport Program.

## **Joining In**

Please do not hesitate to join in any activities at the school. There are Information Nights, Sports Days, Incursions and Excursions, a Musical, Fun Fiesta, Talent Quest, Discos and many other opportunities throughout the year. Please be aware that a Working with Children check may be required for some of these.

## **Junior School Council**

Each class from Year 2 to 6 elects a representative to participate in the Junior School Council. This meets regularly and is a forum for students to communicate ways to suggest improvements. Student suggestions are discussed at staff meetings or forwarded to the relevant School Council Sub-committees. The Junior School Council takes a pivotal role in organising the events and activities.

## **KidsCo. (Outside School Hours Care (OSHC))**



KidsCo are a leading provider of childcare services to a number of schools around Melbourne. They provide many hands-on opportunities for the children to learn, develop and play. KidsCo provide fun activities everyday with a nutritious afternoon tea. Please enrol your child at: [www.KidsCo.net.au](http://www.KidsCo.net.au)

## **Medication**

Medication can only be administered by the school if it is a prescription medication still in its original packaging and clearly labelled with student's name and instructions on it AND only if a medical permission form is completed by a parent. Medication must be taken to the school office on arrival to school. No other medication (e.g. Panadol) can be administered to a student but parents may come to the school if non-prescription medicine needs to be given.

## **Mobile Phones & Watch Phones**

Albany Rise Primary School has policy-governing students bringing mobile phones or watch phones to school. Before a student brings any of these devices to school, parents/care-givers are required to make a written request for their child to do so. A copy of the mobile phone policy is available from the school office and on the website. All mobile phones must be handed into the office along with a permission note from parents. Phones are placed in a locked cabinet and collected at the end of each day.

## **Name All Items**

A reminder to name all items that are brought to school, (hats, jackets, coats, books etc) this is so important to ensure that items can be returned. If an item belonging to your child does not return home, check the classroom and then check the lost property that is situated near the office.

## **Office**

The Office is a hub of activity and a great place to get information. If you have any questions regarding organisation and/or payments, please do not hesitate to call in or ring on 9547 1146.

## **Parent Education**

There will be opportunities to learn more about literacy and numeracy during parent workshops throughout the year. Albany Rise Primary School is committed to developing literacy and numeracy partnerships with parents.

## **Questions**

If you have questions about any aspect of your child's schooling please do not hesitate to ask your child's teacher, If you have further questions contact; Judy Drew (Principal) or Michael Mottershead (Assistant Principal).

## **Restorative Practice**

At Albany rise Primary School, our focus on restorative practices involves a positive approach to behaviour management that is participatory and democratic and focused on problem solving.

### *Restorative practices are innovative ways to:*

- Build caring communities around students whilst not accepting harmful behaviour. In other words, supporting people taking responsibility for their actions and repairing any harm that has been done.
- Recognise and encourage the contributions that staff, parents, carers and the community make in promoting great relationships that enable better behaviour and better learning at school.
- Involve all those affected by the conflict to find a way forward, reducing anger and resentment.

### *How does it work?*

- The students involved agree that a conflict or argument has taken place and try to fix things up.
- All those involved have a chance to tell their side of the story.
- Each student has a chance to say how things can be fixed up.
- An agreement is reached.
- It may still involve discipline procedures.
- Relationships are healed wherever possible.

### *The school needs parents!!*

You can help us make our school restorative by encouraging your child/children to:

- Try to see situations from other people's point of view.
- Pay closer attention to what people say to them and show that they are actively listening.
- Talk to others without sarcasm or putdowns.
- Express their feelings more often
- Offer support to other students through friendship.

### *Restorative Practices help our school by:*

- Making it a safer, happier place where our children's talents can be recognised and rewarded.
- Raises attendance.
- Reduces bullying.
- Provides greater opportunities for support and mediation when conflict occurs.

## **Respectful Relationships**

Our school proactively encourages all students to demonstrate, through actions and words, respect and kindness towards all community members. We appreciate the partnership with parents in reinforcing these behaviours at home and school. Our school has adopted the Respectful Relationships program for teaching and learning about rights, responsibilities and respectful relationships.

## **School Bags**

It is recommended that a distinctive key ring is fastened to your child's bag so that it can be easily recognised. Please ensure that the bag is big enough for a reader cover, jumper, hat, homework and lunch box.

## **School Captains**

Students in Grade 6 only are eligible to be elected as School Captains. One girl and one boy is elected, by Grade 5/6 students and staff, to be the school captains. The school captains represent Albany Rise Primary School at official events and at school assemblies. School Vice-Captains are also elected to work with the Captains and share leadership responsibilities at various events and assemblies.

## **School Council**

The School Council is a legal body consisting of 12 elected representatives. These representatives comprise of four Department of Education and Training employees (DET) and eight non Department of Education and Training employees. (Parents/Community members).

The School Council is responsible for the management of the school, including finances, buildings, grounds and equipment. Much of its work is organised through School Council sub-committees. The School Council reports to parents through a formal written annual report, as well as regular articles in the newsletter. School Council elections are held each year, usually in March. Remember the parents of School Council are your representatives.

The President of the current School Council is Mr Ben Rowe.

## **School Crossing**



The school has one supervised school crossing outside the main entrance of the school in Albany Drive. The crossing is supervised from 8.20 to 9.00am and from 3.20 to 4.00 on school days. Parents/care-givers are requested to ensure that children who will use these crossings are instructed in the correct use of

School crossings and are aware that the crossings are only operable when the school crossing flags are displayed.

## **School Dental Service**

The School Dental Service is available to all primary school students. Clayton Community Centre – Ph: 1300 552 509 is our nearest School Dental Service. For parents with a Health Care Card this service is free. Further information regarding this service can be obtained by ringing DET on 9881 0200 for location details. The School Dental Van visits Albany Rise Primary School in Term 3 each year for free dental check-ups and treatment for students. Forms are sent home to register.

## **School Nurse**

The Department of Human Services nurse will visit the school to see all Foundation children and completes follow-ups with identified children during the first half of the year. You will be notified and asked for information about your child's health. The school nurse conducts basic health checks including check of vision and hearing.

## **School Organisation**

The school is organised according to Professional Learning Communicates and teaching teams

- Years 5 & 6
- Years 3 & 4
- Years 1 & 2
- Foundation
- Specialists

Many school based student and professional learning opportunities occur within these teams. Each PLC team has a team leader. Additionally, the school has curriculum leaders for English, Mathematics and Wellbeing (CARE) teams. These teams lead the facilitation of our Annual Implementation Plan.



## **School Song**

We love to sing, and we love to play

We talk in Mandarin

Surf the internet all day.

We love to kick a ball,

We love to skip and run

We love to shoot a hoop

Everything we do is fun.

*'Cause we're a great bunch of kids at Albany Rise*

*The teachers they're great too.*

*We're helpful and friendly at Albany Rise*

*We're the jade and navy blue.*

We learn to read, and we learn to write

We're shown how to be a friend and we're taught not to fight.

We learn to work together

We learn to get along

We love our school

That's why we sing this song.

*Repeat Chorus*



## **Spare Clothes**

Spare clothes are a good idea during times of wet weather or if you know that your child has particular needs. Items like underwear or socks can be easily tucked into your child's bag. Donations of outgrown clothing in reasonable condition are very much appreciated.

## **Speech Pathologist**

Our Speech Pathologist visits the school on a weekly basis to assist referred students. Parents/care-givers who have concerns regarding their child's speech development should, in the first instance, discuss concerns with the class teacher who may recommend referral to the Speech Pathologist, for which parent permission is required.

## **Specialists**

Specialist teachers will take your child for Art, Music, Language (Mandarin) and Physical Education. A library bag will need to be taken to each Library session to enable your child to borrow books. An art smock is required at school for each Art session.

## **Student of The Week**

Each week at assembly a child from each grade is awarded with a certificate for 'Student of the Week'. The students' names are published in the weekly newsletter the day prior to assembly.

## **Student Wellbeing at Albany Rise Primary School**

Student wellbeing underpins effective student learning and behaviour. Our School has a comprehensive, Engagement, Inclusion & Wellbeing policy.

Students are better prepared for learning when they are healthy, safe and happy. We aim to have a safe, supportive and stimulating school environment where:

- ❖ Everyone has the right to feel safe
- ❖ Everyone has the right to learn
- ❖ Teachers have the right to teach
- ❖ Parents, the school and broader community work together to enhance student wellbeing.

Student safety and wellbeing are embedded in all components of the school's work and action is taken at four interrelated levels to support student wellbeing.

1. **Primary prevention** strategies include an engaging curriculum and supporting programs and philosophies that enhance the social and emotional health of all students. A focus is on building resilience and relationships.
2. **Early intervention** strategies provide support and programs for students at risk of social, emotional or physical harm.
3. **Intervention** strategies support at-risk students with on going or severe problems.
4. **Restoring Wellbeing (Post intervention)** strategies support students affected by traumatic or emergency situations.

## **Student Wellbeing and Relationship Management Overview**

See Appendices

## **Swimming Program**

Foundation – Yr 5 has an intensive swimming program conducted at Monash University Pool Swimming Pool for last two weeks in Term 4. There will be another activity available for Year 6 students.

Permission forms with information about the program will be sent home in Term 2.

## **Transition Pre-school to Foundation (Prep).**



To facilitate the smooth transition from pre-school to school, a gradual introduction to the school program operates in the year prior to commencing Foundation. This program includes the 'Fly into Foundation' activity sessions and open days, which commence in Term 1, Pre-school visits to Foundation classes and a Transition Program are held in November. Further information will be forwarded during the year.

Open Days are held during and around Education Week in May. In 2021, the group tour with school captains will be held on a date to be advised. Tours are taken by request at any time during the year.

Contact the office to arrange a time with Mrs Judy Drew or Mr. Michael Mottershead. Enrolments are welcome anytime but preferred before August for future Foundation students.

## Transition Year 6 to 7

Students in Year 6 who will attend a State Secondary School in Year 7 will need to select a Secondary School. The process is:

- April Placement Information and Enrolment Applications distributed
- May Enrolment Applications close
- August Notification of placement
- December Orientation Day at Secondary School

## Toys/ Expensive games

Toys and expensive items are not encouraged at school. It is best to invite your child's friends to your home for them to share their toys and more expensive games. Toys and expensive games brought to school are your child's responsibility.

## Uniform

Our uniforms are supplied by APlus Uniforms.  
The Uniform shop is open at school every Tuesday from 3 – 4 pm.

Uniforms can also be ordered online via the link on the school website.

We encourage all children to take pride in their school by wearing the school uniform. High fashion clothing is discouraged and not required at school. Students require closed toe shoes for safety reasons at school (no thongs or sandals). For health and safety reasons only earring studs are allowed. **The uniform policy can be viewed on the school website.**



As we have outsourced the uniform shop, uniforms may be purchased from the shop during the times below. Orders can be paid for and left at the Office or paid online via [www.aplusschoolwear.com.au](http://www.aplusschoolwear.com.au). Orders will then be filled and delivered to students' classroom.

**Albany Rise Primary School is Sun Smart, therefore all children are required to wear a hat in Term 1 and in Term 4.**

**Tights, leggings, blue denim, and bike shorts ARE NOT part of the school uniform**

### SUMMER UNIFORM

<u>BOYS</u>	<u>GIRLS</u>
Shorts - navy	Dress - blue & white plaid
Polo shirt - green/navy	Short / skort – navy <b>(NO BIKE SHORTS)</b>
Windcheater / Bomber Jacket - navy	Polo shirt – green/navy
Hat – navy – broadbrimmed /bucket	Windcheater / Bomber Jacket - navy
Socks - white or navy	Hat – navy – broadbrimmed/bucket
	Socks - white or navy

### WINTER UNIFORM

<u>BOYS</u>	<u>GIRLS</u>
Tracksuit pants - navy	Tracksuit pants / bootleg pants - navy <b>(NO LEGGINGS)</b>
Polo shirt - green/navy	Polo shirt – green/navy
Windcheater / Bomber Jacket - navy	Windcheater / Bomber Jacket - navy
Socks - white or navy	Socks - white or navy

*See Uniform Policy in policy booklet*

**Albany Rise School Bag / Library bag also available from SCHOOL UNIFORM SHOP**

**TUESDAYS - 3.00pm - 4.00pm**  
**Please label all items of uniform clearly**

## **Visitors**

All visitors must report to the Office upon arrival. You will be required to sign in and wear a visitor's badge. No parent or member of the public may enter the school buildings (classrooms) without first signing in at the office. All visitors to the school during school hours must have a Working with Children Check. (Tours with the Principal are accepted).

## **Wet /Hot Weather Timetable**

A special timetable is offered when the weather is either too wet or too hot. Children are supervised while enjoying quiet activities in their classroom.

## **Working with Children Check**



All parents or visitors who are volunteering or in the school supporting classroom programs, must have a valid Working with Children Check (WWCC). A copy of the WWCC card must be kept at the office. No parent/ carer or adult will be permitted to support

students in the classroom without the WWCC. (See school policy on website). The WWCC is completed online and is free for school volunteers.

Link: <http://www.workingwithchildren.vic.gov.au/>

## **Yard Duty**

Teachers are on yard duty, during the following times:

8.45 am to 9.00 am

10.40 am to 11.10 am

1.00 pm to 1.50 pm

3.30 pm to 3.45 pm

Teachers on yard duty wear a bright fluoro vest and can be easily seen by students in the yard. Students need to go to the teacher for any issues or needs that they may have before going to office or staffroom.



# Albany Rise Primary School

## Student Wellbeing

Appendix 1

### School Wide Positive Behaviours- S.W.P.B.



Albany Rise Primary School uses a school wide positive behaviour approach to identify and reinforce expected behaviours across the school. Every classroom has a copy of the SWPB Matrix of behaviours displayed, which link to our core values of RESPECT, RESPONSIBILITY and RESILIENCE. These behaviours are positively reinforced throughout the year, through weekly focus behaviours and reinforcement of the high behavioural expectations at events, in daily interactions and through our start of year 'Quality Beginnings' program. A copy of the matrix is below.

### Respectful Relationships

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours – and to teach our children how to build healthy relationships, resilience and confidence.

In 2016, respectful relationships education became a core component of the Victorian Curriculum from Foundation to year 12, and is being taught in all government and Catholic schools and many independent schools.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. Students at Albany Rise Primary have Respectful Relationships sessions as part of their weekly curriculum program.

### Circles

The use of Classroom Circles is a highly effective way we can build positive relationships in our classrooms, between students and their classmates, and between students and teachers. We know that students learn best when they feel safe and supported in their learning environment. Circles foster the development of such an environment.

Circles are happening on a regular basis at Albany Rise in every classroom. The class, along with the teacher, all sit on chairs (or on the floor) in a circle to speak, listen, interact, enhance relationships and share concerns.

The Key elements of Circles are:



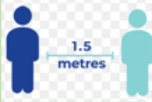



- Having Positive relationships with classmates
- Understanding and valuing oneself
- Understanding and valuing others

Circles can be used to teach pro-social skills and build relationships; solve problems; review curriculum; evaluate what we have learnt in class and to develop restorative practice. Circles are also used to teach the Respectful Relationships.

### Student Wellbeing Resources

The Student Wellbeing Office is home to a wide range of resources to assist teachers and parents to support social and emotional learning, as well as promoting positive mental health. Teachers and parents are welcome to borrow the resources or alternatively make a meeting time with the Student Wellbeing Coordinator to discuss available resources and any support required for groups or individual students.

# ARPS POSITIVE BEHAVIOUR MATRIX

	ALWAYS	CLASSROOM/ SPECIALIST	CANTEEN	HALLWAY/ CORRIDOR	TOILETS/TAPS	ONLINE	YARD
RESPECT	<p>Listen and follow all instructions.</p> <p>Use appropriate and acceptable language.</p> <p>Always use my manners.</p> <p>Keep my hands and feet to myself.</p> <p>Respectfully use school equipment.</p>	<p>Use your inside voice.</p> <p>Respect physical distancing rules and personal working spaces of others.</p> <p>Wait your turn when speaking in class.</p>	<p>Order in a polite manner.</p> <p>Use manners when speaking to the canteen staff.</p> <p>Give others required physical distancing personal space.</p>	<p>Wait your turn to walk through doorways.</p> <p>Walk quietly and orderly.</p> <p>Politely introduce yourself before entering a classroom.</p>	<p>Respect people's privacy.</p> <p>Correctly physical distance in the toilet area.</p> <p>Always flush the toilet.</p> 	<p>Use all online equipment appropriately according to the User Agreement.</p> <p>Follow age restrictions.</p>	<p>Always consider your own and others safety.</p> <p>Include others in games.</p> <p>Look after our gardens, grounds and environment.</p> <p>If we see rubbish we put it in the bin.</p> <p>Physically distance where required to.</p>
RESPONSIBILITY	<p>Take care of school, others and my own belongings.</p> <p>Arrive at school on time and ready to learn.</p> <p>Enter school via your designated entrance.</p> <p>Be at school every day.</p>  <p>Bring your own water bottle.</p>	<p>Allow others to work uninterrupted.</p> <p>Stay on task and take responsibility for your own work.</p> <p>Manage my time wisely.</p> <p>Thoroughly wash hands before entering classroom.</p>	<p>Put your rubbish in bin.</p> <p>Buy and eat only your own food.</p> <p>Thoroughly wash hands after eating.</p> <p>Line up in the correct physically distanced manner.</p>	<p>Physically distance from others when using the hallway and doorways.</p>  <p>Keep to the left except when passing others.</p>	<p>Turn the tap off after use.</p> <p>Stay with my partner when I walk to the toilet.</p> <p>Understand toilets are not a play area.</p> <p>Always thoroughly wash your hands after you have been to the toilet.</p>	<p>Report any damage to staff.</p> <p>Keep your usernames and passwords safe.</p> <p>Use safe online behaviours.</p> <p>Report cyberbullying to appropriate adults.</p> <p>Wipe down device and thoroughly wash your hands after use.</p>	<p>Use equipment safely.</p> <p>Keep your hands and feet to yourself.</p> <p>Be aware of the safety of others.</p> <p>Eat only in eating area.</p> <p>Correctly physically distance when required to.</p> <p>Thoroughly wash your hands before and after playtimes</p>
RESILIENCE	<p>Always try my best.</p> <p>Bounce back when things don't go my way.</p> <p>Accept consequences for your actions.</p> <p>Accepting new changes to our school environment.</p>	 <p>Accept feedback to help achieve my learning goals.</p>	<p>Be patient in line and wait my turn to be served.</p>	<p>Wait patiently if the hallway is busy or the path is blocked.</p>	<p>Be patient when waiting your turn to wash your hands.</p> 	 <p>Respond thoughtfully to online concerns.</p>	<p>Accept consequences of your own actions.</p> <p>Accept the consequences of games.</p> <p>Accepting new changes to our school environment</p>

