LANGWARRIN PARK PRIMARY SCHOOL
NO. 5257

INFORMATION BOOKLET
for
NEW PARENTS
OF CHILDREN STARTING WITH US IN
2014/2015
Welcome to Langwarrin Park Primary School

Once you enrol your child at Langwarrin Park you have become part of a large community of people sharing and caring, and striving for the best possible primary school education in the best possible educational and physical environment.

You will find school councillors, parents, "friends of the school", teachers, administrators and other staff members, all working enthusiastically and conscientiously to the best of their abilities, and always for the benefit of the school.

The more you "join in" the more rewarding and enjoyable you will find the experience. Your child will appreciate you taking an interest so don't hold back.

WELCOME! PARTICIPATE! ENJOY!

RAY FLANAGAN
Principal
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STAFF, SCHOOL COUNCIL and PARENTS’ GROUPS

Staff Arrangements at Term 1, 2014 -

Please note some changes may occur before start-up 2015 as is the case each year in every school.

Our teachers remain “fresh” and challenged by working at different grade levels after (say) three years at a particular level.

This strategy has the added benefit of ensuring we all develop the ability to work with one another in various locations but all as part of a whole school team.

School Leaders -

- Principal: Mr. Ray Flanagan
- Deputy Principal: Mrs. Pauline Agius
- Assistant Principal: Mr. Ron Skidmore

Class Teachers -

- Prep -
  - Ms Amy Milne
  - Mrs Sue Anderson (Level Coordinator)
  - Mrs Bec Andrew (Little Langies)
  - Ms Ashlee Exner
  - Mrs Lauren Jackson

- Year Level One -
  - Ms Sarah Bailey
  - Mrs Di Harlond (Level Coordinator)
  - Mrs Lisa Dempsey
  - Ms Deb Haddow
  - Mrs Sabrina Curtain

- Year Level Two -
  - Mrs Jenny Fielding (Level Coordinator)
  - Mrs Pat Smith
  - Mrs Susan Vergunst
  - Mrs Karen Hutchison
  - Mrs Sally Wilson

- Year Level Three -
  - Mrs Kellie Rayner
  - Mr Steve Fishwick (Level Coordinator)
  - Mrs Brenda Petkovic

- Year Level Four -
  - Mr Richard Emerson (Level Coordinator)
  - Mr Aaron Dell
  - Mrs Jackie O’Neill

- Year Level Five -
  - Mrs Chris Mitting
  - Mrs Sharon Taylor
  - Mrs Ada Nuttall (Level Coordinator)

- Year Level Six -
  - Mr Matthew Dutchman
  - Mr Jarrad Rose (Level Coordinator)
  - Mrs Lorraine Hall
  - Ms Fay Hanifah
Specialist Teaching Staff
Mrs Di Pendlebury      Music
Mrs Erica Eichner      Music
Mrs Sue Burt           P.E.
Mrs Franca Peluso      P.E.
Ms Danielle Barrett    Art
Mrs Kristy Watson      Art
Mrs Melissa Hamilton   Art
Mrs Jenny Barnett      Performing Arts
Mr Ron Skidmore        Performing Arts

School Support Staff
- Administration :
  Business Manager - Mrs Susan Guest
  Office Manager - Ms Julie Rogers
  Assistant Bursar - Mrs Shona Byrnes
  Reception/First Aid - Mrs Fiona Smith

  Integration Aides - Mr Travis Shakes
  - Mrs Trudi Payton
  - Mrs Kerryn Cornelissen

  Technical Assistance - Mr Caleb Edwards, Computer Network System Technician
  - Mr Raul Marian, Computer Network Assistant
  - Ms Megan Peacock, Resource Centre Technician

  Instrumental/Vocal Instructors -
  - Mr Daniel Wormell - Guitar
  - Mr Sam Aidone    - Drums
  - Ms Nicole Banks  - Vocal
  - Ms Courtney Dormer - Vocal
  - Mr Josh Dewhirst - Keyboard

  Other -
  Gardener - Ms Carol Hopper
  Handyman - Mr Graham Eldrett

  Cleaners -
  - Mr Francisco Herrera
  - Mrs Esta-Maria Herrera
At Langwarrin Primary Park School 4 staff members and 10 parents are elected to serve on School Council. The principal is an ex-officio member bringing the total membership to fifteen. The office of president is only to be available to a parent elected by the members.

March is the traditional month for School Council elections in primary schools. Half of the existing Council will retire in March 2014, the remainder in March 2015.

School Council meets, generally, on the third Monday of each month at 6.30 p.m. in the Conference Room.

CURRENT MEMBERSHIP -

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<td>Secretary - Pauline Agius</td>
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<tr>
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<td>Jenny Fielding</td>
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<tr>
<td>Dawn Stock</td>
<td>Sue Guest</td>
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<td>Michelle Hartley</td>
<td>Ray Flanagan (Principal)</td>
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<td>Brad Loy</td>
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<td>Melanie Scott</td>
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<td>Kathy Porter</td>
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PERSONAL GOODS BROUGHT TO SCHOOL ARE AT OWNER’S RISK

“Private property brought to school by students is not insured and the Department does not accept any responsibility for any loss or damage”.
PARENTS' and FRIENDS' CLUB (P.F.C.)

Office Bearers (with annual elections in March each year):

- President: Narelle Richardson
- Vice President: Mandy Charles
- Treasurer: Sharon Hammill
- Secretary: Helen Loy

Meetings: 9:15 a.m., generally first Monday of the month, in the Staff Centre

WE'D LOVE YOU TO COME ALONG AND JOIN US.

The P.F.C. organizes or oversees the following:

Fundraising and Social Activities -
E.g. Easter Raffle; Mothers' and Fathers' Day Stalls; Trivia Night; Family Nights and organization of the Year Level 6 Luncheon Day, the Annual Major Raffle, etc. and general support in countless ways.

Perceptual Motor Program (P.M.P) -
Parents of Year Level Prep are offered a training session each year, generally during Term One.

Family Life Education Sessions are conducted every second year. Three sessions are conducted:

- for parents and children in Year Levels 1 & 2
  - “Body Basics”
- for parents and children in Year Levels 3 & 4
  - “Where Did I Come From?”
- for parents and children in Year Levels 5 & 6
  - “Puberty Clues”

Such a night was last held in 2012.

Class Parent Liaison Representative - Voluntary Role – To communicate with parents about class or school activities and encourage and organise support for the variety of class/school activities.

INDIVIDUAL PARENT ASSISTANCE in SCHOOL and CLASSROOM ACTIVITIES will continue to be essential to the conduct of our programs.

Teachers send home requests for help early in first term each year.

PARENTS ARE ALWAYS WELCOME AT OUR SCHOOL.
The Parents and Friends Club  
(PFC)

The PFC is a small group of parent volunteers who organise events to raise extra funds for our school.

The school’s budget cannot cover all the extras, so the PFC try to raise money to help. We all want the best education experience possible for our children, and by helping the school to raise extra funds we can help achieve this. Most recently we have been involved in raising funds to lay artificial turf at the front of the school. This provides the children with a mud-free area to hold sports classes in winter. Previously we have also raised money for extra electronic whiteboards for our classrooms, and been able to replace the damaged goal posts on the oval.

Each term we organise a Casual Dress Day and a Special Lunch Day, such as a Sausage Sizzle or Pizza Day to bring a little added excitement to the term. We hold Mothers and Fathers Day Stalls, so your children can pick out a surprise gift for your special day. We also organise family events such as Movie Night and Games Night which are targeted at getting the whole family together for a night of fun. Then there is our Trivia Night which is a chance for the adults to socialise, and we finish out the year with a Market Night to help us get started on the Christmas shopping.

Being involved with the PFC is a unique opportunity to get a greater insight into how our school runs. Not only do your children love seeing you around the school, you get to know many more of the teachers and support staff. Being involved with the PFC is very rewarding, and a lot of fun! We’d love to meet you if you have some time to spare.

Obviously, we understand there are many parents who do not have time to get involved with fundraising. But by allowing your children to be involved in our events you are helping us to raise these much-needed funds. We could not raise a cent without your support!

Please look for us in the school newsletter each week, where we try to keep you updated on upcoming events, next meeting dates, closing dates for orders, or when we need a hand - if you can spare the time. We meet in the staffroom once a month for a very informal meeting, chat and to plan the month ahead - anyone is welcome. All PFC meetings and events are very baby and toddler friendly - it’s a great chance for younger children to get used to the school.

You can leave messages for us through the front office if you have any queries or concerns regarding our events. Please don’t hesitate to contact us.

We look forward to meeting you and your children next year.

Narelle Richmond  
PFC President.
A SCHOOL WITH CONTINUING RENEWAL PROGRAMS AND PURPOSEFUL PROJECTS
BUILDING FOR THE FUTURE
AT LANGWARRIN PARK PRIMARY SCHOOL

- Relocation of the vegetable patch
- Landscaping of playground area near hockey field and oval

WE’RE LOOKING GREAT
AND WE’RE GOING TO LOOK EVEN BETTER
TERM DATES 2014

Term One (10 weeks) - Tuesday, 28th January – Friday, 4th April
Term Two (10 weeks) - Tuesday, 15th April - Friday, 27th June
Term Three (10 weeks) - Monday, 14th July - Friday, 19th September
Term Four (11 weeks) - Monday, 6th October – Friday, 19th December

TRANSFER

Departures -
A parent wishing to transfer his/her child to another school should notify the Deputy Principal of his / her intention at least three days prior to the child leaving the school. The school will provide a transfer note and a report on the child’s progress.

Parents are requested to ensure that school library books (or other borrowed school equipment) are returned to the librarian / school before the child leaves the school. An account will be provided against any books / equipment not so returned.

Any other school materials, including musical instruments should also be returned before the child leaves. Again, accounts will be issued if items are not returned. Any outstanding debts should be settled before departure.

Arrivals -
Parents wishing to transfer a child in to L.P.P.S. will need to provide a transfer notice from the previous school.

SCHOOL HOURS FOR 2014/2015

School commences at 9:00 am, but all children should be at school by 8.50 am, in order to prepare for the day.

PUNCTUALITY IS VERY IMPORTANT
Children must not be late to school (often a parent “problem”!).

• Morning Recess is from - 11.00 am - 11.30 am
• Luncheon Recess is from - 1.30 pm - 2.30 pm

The normal dismissal time for ALL GRADES is 3.30 pm

ABSENCES FROM SCHOOL

It is stressed that your child is expected to attend school regularly so that no aspect of work is missed. If, however, through illness or other reasonable cause, your child is absent, please supply a written explanation on the first day he/she returns after such an absence. This is a DEECD (Department of Education and Early Childhood Development) requirement. If the absence is to be prolonged please telephone or call in to see the teacher.

Absence Notes should be provided when a child does not attend school. Please contact the school if you are delayed to collect your child at the end of the day.
SPECIAL START-UP ARRANGEMENTS FOR PREPS

Each child (accompanied by a parent / guardian) will be scheduled for a testing time one-on-one with the class teacher on one of the first school days of the new school year.

The appointment time will be allocated and advised before the end of this school year.

The advantage of this plan is that all children are tested (DEECD requirement) before classes start up as opposed to us trying to patch in testing times during February and into March.

Preps DON’T attend on Wednesdays -
During the first half of term one, Wednesday will be the preps “away from the school and school routines” day each week.

The Prep students will start attending school full time the week of the Labour Day public holiday in March when they will attend their first Wednesday for the year and each Wednesday thereafter.

Experience shows that by easing the transition between “part-time” pre-school and “full-time” school the prep age children cope much better over the entire first school year.

REMEMBER PLEASE - FINAL DAY ARRANGEMENTS FOR EACH TERM, WHICH MAY CHANGE, WILL BE ANNOUNCED DURING THE TERM

Last Days of Terms - 2.30 pm dismissals

LEAVING DURING SCHOOL HOURS/SIGNING OUT

Should you wish your child to leave early for dental or medical appointments, etc., it shall be necessary for you to sign out your child at the General Office before collecting your child from the classroom teacher.

TEACHERS ARE NOT TO RELEASE CHILDREN WITHOUT THE EARLY DISMISSAL FORM PROVIDED BY THE STAFF AT THE GENERAL OFFICE.

In the interest of your child's safety we shall not send a child home at any time other than dismissal time, unless we have a written request, or a telephoned request, from the parent. Telephone calls will need to be verified.

A parent, or an approved parent representative, would be expected to collect the child from school, in most instances.
VISITORS TO SCHOOL ARE WELCOME BUT . . . . .

Parents visiting the school are asked to contact the General Office in order that classes may function without a minimum of interruption. Do not hesitate to call in any time you are around the school. You are always welcome. If you wish to have an interview with the Principal, Deputy Principal, Assistant Principal, or any of the teachers, please telephone the school on 9775 7533 to arrange an appointment.

BANK DEPOSITS - SCHOOL BANK DAY IS TUESDAY

During the year, each Prep child will be issued with a new Dollarmite account application form from the Commonwealth Bank. If you wish your child at Prep level or at any other year level, to join the school bank system, please complete the papers and return them to the school, and a book will be issued.

CLOTHES

It is important that all belongings are clearly named for children at all grade levels.

It is helpful if any preparatory child can cope with buttons and zips unaided. If your child wears gumboots on a wet day, it is a good idea to provide slippers for inside use.

Preparatory grade teachers appreciate it if parents send along any spare clothing such as trousers, underclothes (both boys and girls), which can be used in changing children at school if required.

HATS AND SUNSHINE

This school supports the SLIP, SLOP, SLAP philosophy and is a SUN SMART school. Children are taught to take care in the sun and are required to wear hats/use shaded areas, etc., on days of high U.V.

Parents are asked to reinforce this philosophy by ensuring hats are brought to school.

BROAD BRIMMED SCHOOL HATS ARE COMPULSORY WEARING EVERYDAY OF TERM ONE AND OF TERM FOUR

“NO HAT, NO PLAY” IS THE RULE
PREP TRANSITION

The Langwarrin Education Cluster Pre School Teachers and Prep Teachers meets regularly to ensure the parents and children of the Langwarrin community are well informed and prepared for the transition from pre-school to school.

To further support this transition a project entitled “A Positive Start” aims to build on our existing programs developing a more positive, supportive relationship with children and families starting school.

“LITTLE LANGIES”

Langwarrin Park Primary School will offer places for school age children who would benefit from a consolidation year prior to entry into a formal Preparatory year. The program offered to these children will build directly onto their pre-school experiences and promote positive self esteem and risk taking. For further details if you are considering your child’s “readiness” for school please contact the school.

LUNCH ARRANGEMENTS

For all Children -
Lunches, for all grades, are eaten in the classrooms and are supervised by the class teacher.

Children are not permitted to leave the school grounds for lunch.

For Beginners -
Don't send a large lunch for the first few days. Some children may be anxious and therefore not be very hungry.

Show your child the food you have packed each morning and say when you expect it to be eaten, e.g. “This is for first play, this is for lunch”.

Our policy is that uneaten food is taken home. From this you can gauge how much food to provide each day.

Please tell your child (particularly early in the year) which food is for play lunch. Have practice play lunches and lunches in lunch boxes before starting school. This will familiarize your child with the procedure and show you the difficulties caused by glad-wrap and lunch boxes that are difficult for little fingers to handle.

Nude Food -
We encourage “nude food” or lunches that can be stored in lunch boxes without wrap. This reinforced our concern for the environment.

N.B. - The new preps will not be going outside for playtime and lunchtime at the same times as the rest of the school until their teachers feel they are ready.
**ORDERING LUNCHES**

Lunches may be ordered from the School Canteen, which operates five days of each week. The canteen does not operate on the first school day of the year.

**PREPS SHOULD NOT PLACE CANTEEN ORDERS UNTIL THEY ARE ATTENDING SCHOOL FULL-TIME.**

Our system requires orders to be placed in tubs (one per classroom) first thing in the morning. Monitors take their tubs to the canteen before 9.30am and collect them at lunchtime.

Price lists of items available are updated and distributed at regular intervals.

Parents are asked to ensure an adequate amount of money accompanies each order. Change will be placed in the inside corner of the paper bag, folded and then taped down.

**THE SCHOOL CANTEEN RUNS UNDER CONTRACT TO SCHOOL COUNCIL.**

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**RESOURCE CENTRE (LIBRARY) BOOK LOANS**

Each child will have his/her computer card kept at school.

When borrowing, the book is "electronically linked" to the child and any set limit of borrowings cannot be exceeded until earlier borrowings are returned.

Accounts will be sent to parents for lost books.

Parents can access a small but developing section for their interest. Books in this section deal with child rearing / management, etc..

Grandparents, when they visit during March on their special afternoon, often generously contribute to our library stock requirements.

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**CHARACTERISTICS OF FIVE YEAR OLDS**

When children begin school they join a group of active youngsters who never wish to be still. They want to be first in line and then first into their room and they will push and shove to get there.

They are interested in many things. They love to handle things, play with them, taste them, feel and sense differences in them. They like to start new things, but often lose interest before they finish. They struggle with coats and bags and try to tie shoes - it is important to allow them to do this. They walk to school with other children or alone, try to remember safety rules, accept more or less the responsibilities of school life and yet they need help in the simplest of decisions. They try to bring home messages but don't always succeed. In their play, the group gradually assumes a larger place, yet they often are loners.

With his/her vivid imagination a five-year-old can be a fireman, a policeman, a doctor, a nurse, or a mother - all in one recess period - then go home and tell of the great things he/she did in each role as if he/she really believes these events actually happened.

They are very brave in imaginary play, but likely to be afraid in a new situation. A sense of security is all important to them, and so too is the feeling that their parents are vitally interested in what they do at school.
The transition from kindergarten child to school child is a quantum step. The preparatory grade, as the title suggests, prepares preps for school. It is an introductory year to school life and it should be sub-titled "THE AMAZING YEAR".

Curriculum -
During the prep year children experience a wide curriculum covering -
- English
- Mathematics
- Science
- Health and Physical Education (H.P.E.)
- The ARTS including Art, Craft, Music, Dance
- Integrated Studies

In addition they are introduced to the Library/Information Technology Resource Centre (L.I.T.R.) and are involved in computer education.

Children experience a variety of stories, songs, rhymes and activities intended to facilitate the development of reading and, a love of print.

Most prep children by the end of the prep year are able to write a simple sentence related to their experiences, e.g. visiting friends or going out for the day.

Prep children learn the letters of the alphabet. At LPPS we also use a teaching strategy LIPS which facilitates the teaching of phonics (letters and sounds). LIPS helps the children feel the way sounds are formed in their mouth.

A comprehensive curriculum in mathematics through which children learn numbers, and maths languages, concepts and number processes, is a regular part of the daily program.

Although prep children don't always use the terminology they certainly have experiences with addition, subtraction, multiplication and division.

The Perceptual Motor Program (P.M.P.), and activities in physical education, assist in the development of physical co-ordination and the aspects of strength, balance, position in space through a variety of activities intended to sequentially develop the motor co-ordination.

Excursions and incursions also facilitate the learning process and enrich the themes used in classroom. Much oral language work develops around such experiences.

Basic Routines and Socialization -
Prep children learn school routines. Apart from the basics like lining up, moving to specialist teachers and assemblies, they also learn to become a part of a grade situation. They learn classroom routines of listening to others, taking turns, sharing and generally learning to be responsible individuals.

The Main Aim -
The main aim of the prep year is to foster a love of school and an enjoyment of learning. The children are carefully nurtured so they can experience a wide variety of learning situations, across a range of curriculum areas.

It is really an amazing year which provides enormous pleasure to teachers and parents as they observe and assist in the process of developing and preparing each child for the years of formal education so necessary for a full and rewarding life.
HOW TO SUPPORT YOUR CHILD

As the year progresses the children are gradually introduced to more formal instruction in preparation for Year Level 1.

You can help your child by giving praise and encouragement for all efforts, and by not transmitting any anxieties you may feel.

School life will be easier if your child can communicate with all teachers at the school, i.e. listening to the teacher, following a simple request and making needs known.

Money, be it for the Canteen or a school activity, presents a big problem for Prep children. We strongly advise that it be placed in a named, labelled envelope.

Making Friends -
It will be important to your child to have a friend with whom to play. Let us know if there are any problems. We shall try to help.

Tiredness -

Expect your child to be tired, and often cranky, after school. Keep in mind that the weather could be hot, and daylight saving will be operating. Result - one hot, thirsty, hungry and tired child!

To ensure that your child can develop to his/her maximum potential make sure she/he has sufficient sleep.

Communication -
Parent - Teacher contact is welcomed and encouraged for the benefit of your child. During first term parents will be invited to attend Parent - Teacher interviews. The emphasis will be on adjustment rather than academic progress.

Informal discussion is welcomed and, indeed, often necessary. However, please understand that the children must have the teacher's attention during school hours. After school discussion is the most effective. If this is inconvenient for you, please notify us and we shall make other arrangements.

Please inform your child's teacher of anything which may affect the child's attitudes and learning, e.g. troubles at home, any anxieties, bed wetting, etc.. These will be treated confidentially.

Before your child starts school -

Further hints to make your child's start a happy one -

Leave your child for periods with another adult to help him/her gain both independence and confidence that you will return.

Be sure your child can use the toilet unaided and knows how to flush it, and how to wash hands afterwards. Be sure your child understands how to use a urinal. Some urinals at this school have been fitted with automatic sensors. In the early weeks of school, parents could consider sending spare underclothes.

Talk about how long the school day will be, e.g. It's as long as kinder, but you'll have your lunch after that, and perhaps some stories and then I'll come and get you. Talk about the difference between playtime and lunchtime.

Discuss activities dealing with yesterday, today and tomorrow with your child. Many children have difficulty forming correct concepts about the passing of time.

Develop a sense of confidence in your child by praising any new achievement so your child will be more willing to attempt new tasks.

Develop a sense of responsibility in your child by encouraging him/her to keep own room tidy, put soiled clothes in the laundry, etc.. At school, one activity has to be tidied up before another can be started, and carrying out basic little responsibilities at home helps him/her to adapt to responsibilities at school.
Independence is developed by allowing children to tackle something by themselves. Parents who do everything for their children are really doing a disservice to the child. Those children who do not need direction in occupying themselves can attempt much more, and may consequently learn more.

Give your children challenging and interesting things to do. Puzzles, games and sorting activities will all make school work so much easier. Recognizing shapes of jigsaws will one day help them to recognize shapes of numbers and words. Give them blunt-nosed scissors, paper, plasticine, paints, crayons, etc., and teach them how to use them. Teach them not to abuse furniture, hair, etc., as they must learn to respect property a school as well as at home.

**First Day -**

We want the start of school to be as easy and as enjoyable as possible, therefore, a positive attitude is invaluable. The majority of children settle into school with ease on the first day but, if your child is upset, it is usually best for you to leave quickly. We assure you that crying really does stop within a few moments.

Unless your child has a serious problem or disability, leave it for a few days to discuss your child fully with the teacher. By then the teacher will now your child better and there will not be so many parents seeking to interview the teacher at the one time.

**Dismissal -**

Prep children will be brought to the door at dismissal times. **They will have been instructed to stay with their teacher until you arrive.** We do not allow children to go home with anyone other than their parent unless we have had written authorization.

If you have before / after school care arrangements please ensure the school is notified about this so the teacher is aware of your child’s routine.

Please try to be punctual at all times. Ensure your child is at school on time and be prompt at the end of the day when picking your child up from school. It can be extremely traumatic for a child to see their peers picked up from school while they are left waiting for their own parents. Even five minutes can seem to be a long time in a child’s life. Please demonstrate your concern for your child by being there to meet him/her when school is dismissed.

**As the year progresses – showing interest -**

Most important of all is to talk with your child. At the end of the school day take time to listen to them. Try not to pump for information but show an interest when they are ready to talk. Have a special place to display school work. **NEVER** throw out your child’s work the instant they get home. Keep it for a couple of days before you dispose of it. A child’s enthusiasm is greatly fostered by parents and teachers sharing a very real interest in what is being done at school. Consistent displays of interest throughout all school years are of paramount importance to a child’s attitude and self concept.
Realistic Expectations -
Don't expect your child to learn to read and write immediately. As the name suggests, Preps is a Preparatory year in which the child learns to cope with school routine and lays a foundation on which to build more formal work.

Reading - Tip! (The child is the “reader” not the book)
When your child brings home a book please remember these few points.

a) At first the child will 'read' the pictures. Gradually as vocabulary develops, they will begin to read words and phrases. There will be difficult words which they only know through association with the pictures. These will be combined with phrases which they are beginning to recognize.

b) Reading must be a pleasurable experience for both you and your child. Don't create tensions or nag our child. Praise them to boost confidence, but don't, please, try to pressure them into becoming a fluent reader. Many prep children read very slowly and without expression. This is quite natural.

c) Read to your child to help foster a love of books and reading. Create a quiet, pleasant, relaxed atmosphere where the child can feel totally secure. The books your child reads should be simple in order that they can constantly succeed. Failure causes humiliation and a dislike for reading and this is extremely difficult to overcome.

All children are different. Not all of them cut their teeth, crawl or walk at the same time. This is true of formal learning, too. Some children are ready to begin when they come to school, while others need many experiences before they start. This is as natural at it is for physical growth and development to differ. Try not to compare your child with others.

Comments such as:
"Why can't you do that? - Jimmy/Sue can!"
"You don't try hard enough!"

can only damage the child's self-esteem. A child's self-esteem is extremely important and this especially applicable in the Prep year.

Schools expect that beginners have wide range of skills and abilities, and they plan a variety of activities to take this into account.

PLEASE REMEMBER
Teachers are always happy to discuss your child's progress with you.

Make an appointment at any time but resist the temptation to interrupt the teacher while a class is in progress.

A teacher's first responsibility is to the children.
QUALITIES AND SKILLS WHICH, WHEN MASTERED, ASSIST CHILDREN IN BEING HAPPY AT SCHOOL, BOTH INITIALLY AND ON-GOING

Social (these sometimes need to be talked through) -

- has learnt how to play with own age group
- has worked out how to approach others if wanting to join in
- can share equipment with others
- understands rights in regard to other people's belongings
- is happy taking turns in activities and games
- joins readily in play and group activities
- is polite - remembers to say please and thank you

Psychological and Emotional -

- can sit still and listen for a reasonable amount of time (15 to 20 minutes)
- can listen to other children in a group
- takes turns to speak
- waits a short time for attention
- takes care of own and other people's belongings
- shares belongings with others
- packs away and cleans up all things used after an activity
- can take criticism in a positive way
- accepts changes in activities or routine without undue stress
- not unduly shy
- not over-aggressive
- can tolerate some frustration or set-back
- not easily distracted from what they are doing
- shows concern for the distress of others
- appears happy most of the time

Intellectual -

- can recognize their own name in print
- can talk in sentences
- can concentrate on a task and follow it through, e.g. drawing, game, puzzle
- can work by themselves
- pays adequate attention
- follows directions efficiently
- does not lose interest quickly
- can occupy themselves constructively
- can clearly tell about an experience or activity
- can re-tell events in sequence
- pretends to write stories
- has a general awareness of number - you've got more than me
- can rote count to 10
- knows own age
- has an awareness of shape and order for jigsaws, construction, etc.
- understands, uses and responds to basic concept words, e.g. over, under, between, in front of, etc.
- knows colours

Motor Skills -

- does not trip over frequently
- does not bump into people or objects
- can hold a pencil correctly
- can copy a simple shape
- can indicate back, ears, elbows, etc.
- has little or no difficulty in controlling a writing implement
- will voluntarily walk on a balance beam
- can run, hop, skip, jump confidently
- can cut out a simple shape neatly
- can colour in a shape staying within the outline given
The above abilities are using skills that are used early in the school year. Many additional skills are needed before formal learning can proceed.

**Please remember:** Not all children will acquire these skills at the same rate or time.

### HOW PARENTS CAN HELP TO PREPARE THEIR CHILDREN FOR SCHOOL IN SOCIAL AND EMOTIONAL WAYS

- Children model their behaviour on what they see and how they feel... especially regarding people they admire.
- Establish that any criticism is of an action and **not** of the child itself.
- Encourage the child to have friends their own age with which to play.
- Arrange situations where your child -
  - stays overnight with a relation/friend
  - stays at a friend's all day
  - has a friend to stay
  - joins in groups where he/she has to adjust, e.g. Sunday School, clubs, play groups, etc.
  - does not have older brothers or sisters to take the initiative all the time at home

- Give them **regular simple responsibilities** and praise for "a job well done" – this helps to establish "job satisfaction", for example -
  - set table (or trays) - teach left/right
  - dry cutlery and put it away correctly
  - help fold and put away washing
  - total responsibility for feeding a pet
  - tidy own room and clothes
  - put groceries away in cupboards
  - keep own drawers and bench tidy
  - sweep kitchen floor

- Help child to hear and remember correctly -
  - while shopping with child, have him/her collect 2 or 3 articles for you
  - ask them to fetch several things
  - give two directions to be followed
  - listen to the radio and later discuss content - kindergarten programs
  - listen to records and sing with child
  - after a story ask questions about it
  - car trip memory games - "I went shopping and I bought ........"

- Help develop visual memory -
  - what is missing
  - spotting specific road signs
  - matching things that are the same, e.g. patterns on forks, etc.
  - matching scrap materials and wood
  - card games, e.g. "Fish", "Snap", "Uno"

**MAKING DECISIONS NEEDS TO BE A LEARNT PROCESS**

**BEING CONSISTENT IS BEING FAIR TO THE CHILD IN THE LONG TERM ... BUT IT ISN’T EASY!!!**
HELPING YOUR CHILD TO READ

As parents you have, until now, been your child’s main teachers. Now the school is sharing this task, as a partnership, with you.

Your child will have many new experiences at school. One of these is learning to read. This will happen over a period of time, and both the time and the way it happens will be different for every child.

Encouragement is the key to making sure that your child develops confidence as a reader and enjoys reading now and in the future.

Quite a lot is now known about what happens when we read. Reading is more than recognizing or sounding out words. It is seeing print and attaching meaning to it; it is sharing ideas and information through print.

Take this sentence: "The dog jumped over the fence." To read this sentence with understanding, we need to know:

- what a "dog" is
- what a "fence" is
- what "jump" means
- what "over" means
- the way a sentence is put together
- something about print.

This information comes from our past experiences of the world and of language. Such experiences are the foundation for reading.

Here are some ways you can help your child have the experiences needed to become a successful reader.

**How to Help -**

- Encourage your children to talk with you about everyday things - things you see when out shopping or in the car, television programs, things children draw or build. In this way you extend the words they understand and the ways they can share ideas through language.

- Read stories to your children every day. The stories may be in English or in any other language your children understand. Make it an enjoyable time - perhaps at bedtime. Through stories, you share your pleasure in books and help your children get to know the language used in them.

- As you read, hold the book so the children can see it too. You might run your finger smoothly along under the lines as you read, so that children become aware of some of the features of print, such as where to start reading. Encourage children to join in the parts that they know by heart, thus building confidence in their abilities as readers.

- Not all print is in books. The breakfast table usually has plenty of print on it - on the cereal packet, the margarine container, the bread wrapper. So do road signs, service stations, shops. Whenever your children comment on this print, respond enthusiastically - for example, "Yes, the same word is on the label too. Can you find it?"

- When children draw, or when you have been talking together, write down one of their sentences, and stick it up on the wall or the refrigerator. Encourage the children to write too. Their writing may at first look like scribble, but it means something to them. They are learning how to communicate through print.

- When your children bring home sentences from school, ask them to tell you about the sentences. It doesn't matter if the words aren't exactly right. Sometimes they won't remember what the sentence says, so ask them to tell you about the picture. Then you can respond, "That's what it says, doesn't it! 'I am riding my bike'".

- When your children bring home their first books, share their excitement with them. At first, they will "read" by remembering the sentence patterns or looking at the pictures. This is a natural stage in learning to read. As they get to understand more about reading, they will use the print message more. The most important thing is that you encourage them to make sense of what they read. If what they say doesn't
make sense, repeat it and ask, "Is that the way we say it?" or "Does that make sense?". If children get stuck on a word, don't ask them to sound it out. Ask them a question that will give them a clue to the difficult words such as "Where were they going?" or "What do you think he is doing?".

Try to -
➢ make reading time a pleasure, not a chore.
➢ let your children feel that they are doing well.
➢ encourage their attempts to make sense of what they read, instead of drawing attention to their mistakes.
➢ give children clues to help them work out unknown words instead of making them sound out the words.

Share with the class teacher the things you notice about your child's development as a reader.

VICTORIAN MODERN CURSIVE

You will notice your young child will write with smaller implements - not thick crayons as were previously used.

Children will be encouraged to use lines during the Prep year and these are called 24mm dotted thirds.

Please Note -
We advise parents against trying to teach their children how to write at home. Children vary greatly in their writing skills.

In addition, teachers have definite methods for the teaching of writing, have strong ideas as to the order in which the letters are taught, and are skilled in overcoming the many incidental problems that can arise in the early stages of learning to write.
Learning about Safety -  
Like parents, school teachers are very concerned about the safety of the children. It is most important that children are trained from an early age in all aspects of safety.

ROAD SAFETY -

- On Foot -
  Normally children should walk to school by the most appropriate route. It is advisable for you to walk with your child over the route you wish him or her to take to school, explaining the necessary procedure when crossing roads, so that he or she will know what to do when alone.

- On Bike?
  We prefer that young children NOT ride bicycles to school and certainly not if they have not passed through our Bike Education Program at Year Level 4 (see below 5.1.3). Police advice is that children below Level 6 are generally not sufficiently "road mature" (inadequately developed peripheral vision).

  In the interests of safety, any children who do ride must dismount at the gate and walk to the place where the bikes are kept. Safety helmets are to be worn.

- By Car
  Clearly our children are not old enough to drive but many are driven to school. **PARENTS ARE ASKED NOT TO USE SCHOOL CAR PARKS FOR DROP OFF / PARKING / PICK-UP PURPOSES.** (Parents of disabled children would receive authorization from the Principal).

  Unauthorized vehicles are likely not to be covered by insurance in case of an accident.

  Even turning into the drive ways and planning to reverse out creates traffic hazards.

  The solution is to find a safe parking position in one of the many nearby streets and to walk the short distance to the school when delivering or collecting a child or children.

  Parents are also reminded that they should park legally in local streets. Frankston City Council Parking officers regularly patrol and book offenders.

BIKE EDUCATION -

- The School provides a “Bike Education” Program at Year Level 4 -
  Each fourth grader trains over an intensive week to ride a bicycle safely on the roads. Early lessons are in the school grounds and then, when appropriate, experiences are taken on the roads under strict supervision. If a child is successful a certificate is awarded. If not, the child repeats sections until success is achieved.

PERSONAL SAFETY - ASSUMING RESPONSIBILITY -

Children should be allowed to steadily assume responsibility for their own safety - they cannot be expected to suddenly behave sensibly and confidently unless they have had much previous and gradual experience. It is desirable for your child to know the following:-

- his/her own name, address and telephone number
- to refuse rides or lifts of any kind from strangers
- not to bring to school articles that may cause accidents
- not to throw stones
- not to loiter to and from school
- to walk on footpaths where possible
- to use the School Crossings which are supervised before and after school
- not to go home without permission. If your child arrives home unexpectedly, please notify the school immediately, and if he/she is not ill bring him/her back.
PERSONAL SAFETY – HARM MINIMIZATION -  
(Turning the Tide Program)
This component of the Health Program reinforces personal safety. It involves the children in decision making activities and promotes the development of self-esteem. The P-6 program supports the “Harm Minimization” philosophy being promoted by the government and examines the role medication has in our lives, as well as the impact made by the misuse of substances.

“YOU CAN DO IT” -
A program that builds capabilities to promote achievement, positive relationships and emotional well being of young people.

**ASTHMA**

Refer Appendix 3 in this section for advice on asthma management and a copy of the two page plan format.

**ANAPHYLAXIS**

Those students who do have allergies of any kind need to have an Anaphylaxis Management Plans which is kept at the front office. If applicable where an Auto Injector is needed an “in-date” one must be provided. These are kept in a safe accessible place if required. All staff have been trained to use one in an emergency and regular updates are provided.

**SCHOOL HEALTH EXAMINATION (SCHOOL ENTRY)**

During the year the School Medical Service conducts medical examinations for children in preparatory grades, and some other levels if thought necessary, parental permission being required in all cases. Where it is considered necessary, teachers and parents may request medical examinations for particular children in other grades, again with parental permission being required.

In special cases, and again with parental permission advice and/or assistance is available on children's sight, hearing and speech.
ILLNESS AND STUDENT HEALTH REGULATIONS

Medical details and necessary telephone numbers are on file in the office.

** PLEASE KEEP THE SCHOOL INFORMED OF ANY CHANGES **

a) Address
b) Telephone number
c) Emergency contact = VERY IMPORTANT
d) Doctor
e) Place of work

In this section is a table from Department of Human Services indicating the minimum period of exclusion from schools required for infectious diseases.

ADMINISTRATION OF MEDICATION AT SCHOOL

Some children attending school need medication to control illnesses. While it is wise to encourage older children to be responsible for looking after and taking their own medicine, usually tablets, many younger children are not ready to do this, so it is necessary for teachers, or our FIRST AID OFFICER, to administer medication.

Our staff are reluctant to administer medication for minor ailments.

To assist our staff, parents should supply tablets in a container which gives the name of the child, the dose, and the time the medication is to be given.

Refer Appendix 2 in this section for an example of the LPPS Consent / Request for Administration of Medication Form.

The name of the tablets or medication should be clearly marked on the container, particularly when the tablets are kept at school.
APPENDIX 2 - CONSENT/REQUEST FOR ADMINISTRATION OF MEDICATION

LANGWARRIN PARK PRIMARY SCHOOL

CONSENT / (REQUEST?) FOR ADMINISTRATION OF MEDICATION

NAME OF CHILD : ___________________________________________ CLASS :

TYPE OF MEDICATION :
_________________________________________________________

DOSE REQUIRED :
_________________________________________________________

DAYS/DATES TO BE ADMINISTERED :
_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

NAME OF PARENT / GUARDIAN :
_________________________________________________________

GIVES PERMISSION FOR STAFF REPRESENTATIVE TO ADMINISTER THE ABOVE DETAILED MEDICATION TO :

_________________________________________________________

AS INDICATED.

(Signed) :
_________________________________________________________

Dated :
_________________________________________________________
HEAD LICE

To All Parents -
Head lice can infest anyone. It is an ongoing responsibility of parents to keep a constant check on their child’s hair.

- Nits are small, whitish eggs, about the size of a pin head, glued to hairs.
- Look at all hair, especially near the scalp. Nits are this shape and won't pull off the hair.
- Dandruff is easily brushed from the hair.
- Lice vary in size from a speck to 13mm long - they are this shape:
- Head lice do not jump or fly.

**Step 1:** Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or run around.

**Step 2:** Now comb sections of the hair with a fine tooth, head lice comb.

**Step 3:** Wipe the conditioner from the comb onto a paper towel or tissue.

- If you find nits or lice, check the hair of everyone in the house; adults can be infested by head lice too.
- Chemists sell suitable lotions (do not expect a shampoo to be effective in the eradication of nits).
- Many lotions are ineffective so ensure proper treatment.
- Apply the lotion near the scalp, to the hair, leave for at least twelve (12) hours.
- A special metal comb can be purchased from chemists.
- Wash all combs and brushes thoroughly. Do not use each others combs and brushes, nor wear other peoples hats and scarves.
- Change and wash (on "hot cycle") all pillowcases.
- Repeat the treatment in one week’s time.

The infestation cannot be considered clear until all nits are removed and no lice are present. This is because some nits may not have been destroyed by the lotion and live to hatch into lice, so causing re-infestation.

If you have trouble eliminating the infestation and need help or advice, contact the school.

**NOTIFY THE SCHOOL IF YOUR CHILD HAS HEADLICE**
**ENSURE YOUR CHILD IS TREATED BEFORE RETURNING TO SCHOOL**

Refer appendices for an example of the advice the school supplies in the case of an outbreak.
Appendix 1) EXAMPLE OF THE HEAD LICE NOTIFICATION

LANGWARRIN PARK PRIMARY SCHOOL

HEAD LICE

Date

To Parents of Children in Grade ..........

Please check your child's hair.. Thankyou
We have identified an outbreak of head lice. Whilst your child may not be affected, head lice are extremely contagious. To quickly resolve the problem we are asking all parents to inspect their child's hair and scalp and take a few precautions against spread. We suggest you look for the following symptoms or signs, which would indicate the presence of head lice:-

General : Child scratching his/her head excessively
On the pillow : Fine black powder or paler colored material
In the hair : "Nits", the lice eggs, seen as cream to coffee colored specks stuck near the hair roots
: The lice themselves, small white to greyish parasites about as big as a pin head

It is recommended that associated items are washed and placed in the sun or clothes drier.

HEAD LICE TREATMENT :-

Head lice products must be applied to all parts of the hair and scalp.

No treatment kills all of the eggs so treatment must involve two applications seven days apart. The purpose of the first treatment is to kill all lice, the second treatment is to kill young head lice hatched over the next six days.

Combs with long, rounded stainless steel teeth positioned very close together have been shown to be the most effective.

There is no need to treat the whole family, unless they also have head lice. If you are using lotions, apply the product to dry hair.

For shampoos, wet the hair, but use the least amount of water possible.

If you choose not to use an insecticide, the conditioner and comb method can be used every second day until there have been no live head lice found for ten days.

REGULATIONS :-

CHILDREN WITH HEAD LICE ARE REQUIRED UNDER THE HEALTH (INFECTIOUS DISEASES) REGULATIONS TO BE EXCLUDED FROM SCHOOL UNTIL TREATMENT HAS COMMENCED.

A CHILD WITH HEAD LICE CAN BE TREATED ONE EVENING AND RETURN TO SCHOOL THE NEXT DAY, EVEN IF THERE ARE STILL SOME EGGS PRESENT.
OVERVIEW

THE MAIN SCHOOL PROGRAMS LEARNING AREAS

- ENGLISH LANGUAGE
  - Including Oral, Handwriting, Spelling, Reading, Literature and Thinking

- HEALTH & PHYSICAL EDUCATION
  - including Sport, Swimming, Perceptual Motor, Gymnastics

- The ARTS
  - including Art, Technology, Music, Drama and Dance

- MATHEMATICS

- SCIENCE

- TECHNOLOGY
  - including Information Communication Program (ICT)

- PERSONAL LEARNING

- DESIGN CREATIVITY TECHNOLOGY

- CIVICS and CITIZENSHIP

- INTERPERSONAL DEVELOPMENT

- HUMANITIES

WE PLAN! WE DO! WE TEST/ASSESS/EVALUATE! WE REPORT!

WE PLAN!

COURSE MATERIALS -
All school communities in Victoria are regularly involved in auditing existing courses and planning, evaluating and modifying those courses in light of prescribed outcomes for the key learning areas as listed above.

Documents upon which our planning is based are known as AUSVELS.

This school develops very detailed comprehensive developmental courses which motivate effective teaching and learning.

WE DO!

LEARNING THROUGH DOING!
Teachers link the program areas to ensure appropriate and well-balanced development of individual student learning. You will hear of "LEARNING THROUGH DIRECT EXPERIENCE", INTEGRATED STUDIES", "THEMATIC APPROACH", "LEARNING CENTRES" and "HANDS ON LEARNING DEVELOPMENT" as teaching strategies employed to foster good attitudes towards learning and to achieve successful outcomes for individual children.

WE TEST / ASSESS / EVALUATE!

NAPLAN TESTING -
The DEECT (Department of Education and Early Childhood Development and Training) requires statewide testing to be implemented in two or more of the K.L.A.’s in the second half of each year. These testings, known as NAPLAN – NATIONAL ASSESSMENT PROGRAM IN LITERACY and NUMERACY are administered annually during Term 3, at Year Levels 3 and 5. Various states are attempting to nationalize this formal testing program.

SCHOOL TESTING PROGRAMS -
Our school teachers systematically test across all AUSVELS Learning Areas regularly. Results help us to assess student performance and to evaluate our teaching strategies and program content.
WE REPORT!
REPORTING TO PARENTS

PARENTS-TO-TEACHERS -
Parents meet with teachers early in Term One – to provide relevant information to the teachers.

Formal written reports are issued at the end of each semester.

TEACHERS-TO-PARENTS -
Teachers meet with parents end-of-Term Two – to report on progress of children.

STUDENTS-TO-PARENTS (In the company of the Class Teachers) -
Mid Year in June and End of Year in December each year our senior students are expected to lead their own reporting-to-parents session.

OTHER TIMES -
Parents are always welcome to discuss with teachers the schooling / educational / social developments of their children. Just ring / write for an appointment.
THINKING

Rationale -
Thinking is the most fundamental process, in which we are engaged throughout the day, to make sense of our environment.

Thinking as a process permeates all areas of the curriculum and is a basic component of all social, emotional, physical and educational pursuits.

The School’s Approach -
Since the school was founded in 1989 we have worked at teaching thinking, a strategy which only now is beginning to be considered across the educational system.

At Langwarrin Park Primary School, thinking skills are taught as part of the language program, as language is used to express thinking. However, thinking skills integrate across all areas of the curriculum.

To facilitate the teaching of thinking skills, L.P.P.S. has adopted the Six Thinking Hats Program developed by Edward de Bono, which is briefly explained in the following paragraphs.

The Six Thinking Hats by De Bono -
In the six hats method, thinking is divided into six different modes, each of which is represented by a different color hat.

These are :-

- **Red Hat** -
  Emotions, intuition, feelings and hunches. No need to justify the feelings. How do I feel about this right now?

- **Yellow Hat** -
  Good points. Why is this worth doing? How will it help us? Why can it be done? Why will it work? What are the benefits?

- **Black Hat** -
  Bad points. Caution. Judgement. Assessment. Is this true? Will it work? What are the weaknesses? What is wrong with it?

- **Green Hat** -
  Creativity. Different ideas. New ideas. Suggestions and proposals. What are some possible ways to work this out? What are some other ways to solve the problem?

- **White Hat** -
  Information. Facts. Questions. What information do we have? What information do we need to obtain?

- **Blue Hat** -
  Organization of thinking. Thinking about thinking. What have we done so far? What do we do next?

As part of their Professional Development teachers were trained in the ‘Hyerle Thinking Maps’ which implements 8 maps to cover our different thought processes.
<table>
<thead>
<tr>
<th>FOR DEFINING IN CONTEXT</th>
<th>FOR CLASSIFYING AND GROUPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Map</td>
<td>Tree Map</td>
</tr>
<tr>
<td>Bubble Map</td>
<td>Double Bubble Map</td>
</tr>
<tr>
<td>Flow Map</td>
<td>Multi-Flow Map</td>
</tr>
<tr>
<td>Brace Map</td>
<td>Bridge Map</td>
</tr>
</tbody>
</table>

**FOR DESCRIBING USING ADJECTIVES**

**FOR COMPARING AND CONTRASTING**

**FOR SEQUENCING AND ORDERING**

**FOR CAUSES AND EFFECTS**

**FOR ANALYZING WHOLE OBJECTS AND PARTS**

**FOR SEEING ANALOGIES**

---

**Relating Factor**

---

**as**
# KEY WORDS FOR THINKING

<table>
<thead>
<tr>
<th>Thinking Map</th>
<th>Thought Process</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Defining in Context</td>
<td>Context, Context clues, List, Define, Tell everything that you know, Brainstorm, Identify, Relate prior knowledge, Tell About, Explore the meaning, Discuss</td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>Bubble</td>
<td>Describing</td>
<td>Describe, Use vivid language, Observe using the 5 senses, Describe feelings, Attributes, Characteristics, Properties, Adjectives, Qualities</td>
</tr>
<tr>
<td>Double</td>
<td>Comparing and</td>
<td>Compare / Contrast, Discuss similarities / differences, Distinguish between, Differentiate</td>
</tr>
<tr>
<td>Bubble</td>
<td>Contrasting</td>
<td></td>
</tr>
<tr>
<td>Tree</td>
<td>Classifying</td>
<td>Classify, Sort, Group, Categorize, Give sufficient and related details, Types of, Kinds of, List and Elaborate, Taxonomy</td>
</tr>
<tr>
<td>Brace</td>
<td>Part to Whole Relationship</td>
<td>Parts of, Take apart, Show structure, Physical components, Anatomy</td>
</tr>
<tr>
<td>Flow</td>
<td>Sequence</td>
<td>Sequence, Put in order, Order, Recount/Retell, What happens next, Cycles, Patterns, Processes, Change, Solve multi-step problems</td>
</tr>
<tr>
<td>Multi-Flow</td>
<td>Cause and Effect</td>
<td>Causes and effects, Discuss consequences, What would happen if, Predict, Change, Identify motives, Why, Results, Outcomes, Benefits</td>
</tr>
<tr>
<td>Bridge</td>
<td>Seeing Analogies</td>
<td>Identify the common relationship, Guess the rule, Interpret symbols, Simile, Metaphor, Allegory, Ratio</td>
</tr>
</tbody>
</table>
PERCEPTUAL MOTOR -

Generally, once a-week, for Terms 2-4, children in our Preparatory Level, participate in the PERCEPTUAL MOTOR PROGRAM through which they experience a range of activities. These activities aim to develop thinking skills through the solving of problems requiring body control and body movement. The program focuses on balance skills, body co-ordination and locomotor skills. Development of these skills, it is argued, also helps children to read.

Our PHYSICAL EDUCATION TEACHERS are responsible for overall organization.

THIS PROGRAM RELIES UPON PARENTAL ASSISTANCE, WITH SMALL GROUPS, UNDER THE DIRECTION OF THE CLASS TEACHERS, TO BE OF GREATEST BENEFIT TO CHILDREN.

“YOU CAN DO IT”

One of our highest priorities is the social / emotional well-being of our students.

The “You Can Do It” Program is proactive rather than reactive.

It looks at catching students do the right thing.

The program is implemented school wide – Prep to Year Six.

“You Can Do It” – Education’s main purpose is to provide all children with the Foundations of Achievement and social / emotional well-being in school, work and the world of tomorrow.

The core value is the development of the potential of all children academically, intellectually, interpersonally and emotionally. This is instilled through the teaching of five foundations:

- Confidence
- Persistence
- Organization
- Getting along
- Resilience

To develop these foundations these eleven Habits of the Mind are taught explicitly:

- Accepting myself
- Taking risks
- Being Independent
- I Can Do It
- Giving effort
- Working tough
- Setting goals
- Planning my time
- Being tolerant of others
- Thinking first
- Playing by the rules
LEARNING-TO-SWIM and WATER SAFETY PROGRAMS

Langwarrin Park Pool Swimming Program -
Our on-site eighteen metre, heated indoor swimming pool is used for timetabled sequential lessons by each grade, twice-a-year.

Each sequence will generally be five lessons in length.

Certificates will be awarded as children progress through various stages.

Weekly Lessons for 2011 will cost around $7 per student for tuition in small groups, (e.g. $35 for each 5 sessions).

The highly regarded KINGS SWIM COACHING ORANIZATION will conduct the program.

WATER SAFETY FOR YEAR LEVEL’s 5 and 6

One week during first Term each year is devoted to a COMBINED POOL & WATER SAFETY PROGRAM (in the bay water off Mornington) for Year Level 6 children. Details are provided elsewhere in this booklet.

The Year Level 5 Program is structured to link with the Water Safety Program for our Year Level 6 Program.

With two years our preparations can involve rubber boat work, kayaking experiences, raft construction (link with Science) and introductions to triathlon.

RESUSCITATION -
By the end of Y/L 6 each child is also expected to complete a course on E.A.R. (Expired Air Resuscitation) as part of safety training.

SAFETY-IN-SURF AND UNDER SAIL -
Children at Y/L 6 who have reached RLSSA Level 3 or above finally have opportunities to enjoy SURF AND SAILING EXPERIENCES late in Term 4. Safety training underpins these, and indeed all, of our activities.
At Langwarrin Park Primary School we believe that human sexuality is an important part of our Health Education and Human Relations Program. We believe that age appropriate information which explores myths and attitudes to sexuality should be provided.

The school employs trained Family Life Educators to conduct “Sexuality and Relationships Education” classes for three x one hour sessions in each of our senior classes over 3 weeks.

The programs aim to develop a sense of sexual learning through strategies that promote the acceptance of self and tolerance of others. Educators from Family Life adjust their programs according to school patterns, i.e. they are aware that we run the program over two years. So they build upon their knowledge.

The three core topics which will be covered by the classes are :-

1. **PUBERTY** -
   - to provide age appropriate information about the physical and emotional changes of puberty.
   - to introduce the concept of female/male body similarities and differences.
   - to introduce the terms: uterus, vulva, ovaries, testicles, scrotum, penis.

2. **I AM ME** -
   - to provide a range of experiences using different medium to increase awareness of themselves and where they fit into the world.
   - to promote involvement and empowering of significant adults in children’s lives.

3. **REPRODUCTION PREGNANCY & BIRTH** -
   - to establish the location of, name and function of sexual parts of the body
   - to discuss reproduction in the context of family relationships
   - to develop an understanding of the process of human reproduction and birth
Langwarrin Park Primary School implements **SOCIAL SKILLS TRAINING PROGRAMS** throughout the seven years P-6.

**STOP! THINK! DO!**

Is our program for the first three years of schooling.

In the classroom context the methods employed aim to improve the social skills – **COMMUNICATION, COGNITIVE PROBLEM SOLVING, BEHAVIORAL** – of all students.

The list of the units as provided on this page will give parents some idea of the course.

**FIRST YEAR PROGRAM**

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Getting to know you and me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two</td>
<td>Looking and listening</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Communicating feelings</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Solving social problems with STOP THINK DO</td>
</tr>
<tr>
<td>Unit Five</td>
<td>Solving social problems the COOL way</td>
</tr>
<tr>
<td>Unit Six</td>
<td>Solving social problems the FRIENDLY way</td>
</tr>
</tbody>
</table>

**SECOND YEAR PROGRAM**

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Getting to know you and me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two</td>
<td>Looking and listening</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Communicating feelings</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Solving social problems with STOP THINK DO</td>
</tr>
<tr>
<td>Unit Five</td>
<td>Solving social problems the COOL way</td>
</tr>
<tr>
<td>Unit Six</td>
<td>Solving social problems the FRIENDLY way</td>
</tr>
<tr>
<td>Unit Seven</td>
<td>Solving social problems the RIGHT way</td>
</tr>
</tbody>
</table>

**THIRD YEAR PROGRAM**

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Getting to know you and me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two</td>
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</tr>
<tr>
<td>Unit Six</td>
<td>Solving social problems the FRIENDLY way</td>
</tr>
<tr>
<td>Unit Seven</td>
<td>Solving social problems the RIGHT way</td>
</tr>
<tr>
<td>Unit Eight</td>
<td>Group problem solving and planning the CO-OPERATIVE way</td>
</tr>
</tbody>
</table>
WEEKLY SPORT -
- A weekly activity for Grades 3 - 6.
- Skill training comes before application.
- Experiences are structured. Using cricket just as an example we develop as listed -
  - Tee-Ball and Continuous Cricket (Grade 3)
  - Kanga Cricket (Grade 4)
  - Basic Cricket (Grade 5)
  - Competition Cricket (Inter-School) (Grade 6)
  - Indoor Cricket
  - (2 x 2 Program at Year Levels 5 & 6)

MORE THAN USUAL! OUR 2 x 2 PROGRAM -
Towards the end of each year children at Year Levels 5 & 6 spend two afternoons experiencing a particular elected recreational or sporting activity in which they have, ideally, never participated, then a further two afternoons on another – hence 2 x 2.

Over two years the children are thereby introduced to four new, broadening activities.

- Training for sensible use of recreational time is intended with the view to children being motivated to fill their spare time, during teenage years with healthy, interesting activities.
- Local facilities are utilized where possible.
- Experiences are varied. In addition to the "traditional" school sports we may offer experiences in tennis, squash, lacrosse, hockey, abseiling/rock climbing, golf, ice-skating, ten-pin bowling, sailing, jazz dance, fitness, indoor cricket, beach volleyball, etc..

INTER-SCHOOL AND DISTRICT INVOLVEMENTS -
- Annual District Athletics Championships are contested.
- Inter School Sport Competition is available to senior children.
- All sports are open to both sexes.
- Enjoyment through participation is considered more important than winning.
SWIMMING

POOL SWIMMING -

This school has constructed its own 18 METRE HEATED INDOOR POOL.

Having a swimming pool places us in rare company. Very few primary (or secondary) schools can boast their own pool.

This means is that the needs for swimming education by our children will be met on site, without recourse to municipal pools (or other) which are often unavailable or considerable distances away.

During each year all children at Langwarrin Park Primary School will have two opportunities of weekly swimming sessions, in sequences of five, with trained instructors.

We’re expecting lessons to be set at $7 each in 2014/15

i.e.  First Sequence - 5 lessons x $35  Second Sequence - 5 lessons x $35

Each sessions builds upon on previous experiences.

We sub-contract Kings instructors to run most of our lessons. At other times, with senior grades, we also use our qualified P.E. staff members.

KINGS lease the pool from Langwarrin Park Primary School for use up until 11.00 am each morning, after normal school ours, and at weekends.

During various other times it is expected that other local schools will hire the pool.

LPPS firmly believes all children should know how to swim in order that they can avail themselves of aquatic pursuits along the shores of our bays and ocean beaches.

COMPETITIVE SWIMMING -

Early first term of each year Langwarrin Park Primary School children are encouraged to enter competitions in the Frankston District.

SWIMMING LINK WITH BIKE EDUCATION WHICH LINKS TO ATHLETICS TRAINING -

At both Y/L’s 4 and 5 the second five-week sequence of lessons incorporates TRIATHLON with the children swimming in our pool before riding their bikes around a course in the grounds before running around our oval to finish off.

PLEASE NOTE THAT NON-INVOLVEMENT IN OUR SCHOOL SWIM PROGRAM MEANS NON-INVOLVEMENT IN TRIATHLON, WATER SAFETY WEEK, OR SURF / SAILING ACTIVITIES.
BEACH SWIMMING -
Our Year Level 6 children spend half-a-day each day of one week, at Mornington, early in Term One involved in WATER SAFETY ACTIVITIES including :-

- Surf Ski
- Snorkelling
- Life Jacket Activities
- Rescues
- Endurance Swim
- Deep Water Entries
- Boating Safety
- First Aid at the Beach
- bleeding; sunburn; over exposure to heat/cold; bites and stings; syringes
- practical exercises and resuscitation

SURF EXPERIENCE -
If Y/L 6 children have reached an appropriate ability level they are invited to participate in a SURFING DAY held during Term 4.

SAILING EXPERIENCE -
As for the surfing, if a Y/L 6 child has reached an appropriate level of proficiency in swimming he/she is invited to participate in a "learning-to-sail" day.

Some children will sail, others will surf, but none will do both since both are scheduled for the one day with one bus carrying both groups to and from the two different destinations.

BIKE EDUCATION

During the Level 4 Year each child has the opportunity to be trained in the proper and safe ways to ride bicycles on our roads.

Intensive one-week long programs are conducted with each child using his / her own bike which needs to be roadworthy.
THE ARTS

POTTERY -

Six electric potting wheels provide opportunities for children from Year Levels 4 - 6 to create, with guidance from either of our two art teachers and/or a technical assistant, potted pieces for firing, glazing and firing again.

Earlier grades have preliminary experiences with clay making slab pots and coil pots.

SCHOOL LOGO -

Langwarrin Park Primary School children and teachers worked with TAFE apprentices and tutors, under the direction of a mature-age TAFE art student, Mr. John A’hearn, to create a large metal sculpture to stand in the school grounds.

School Council approved the project and provided funding.

John was inspired by the Bradshaw Cave Paintings discovered in Western Australia.

His galvanized steel sculpture “Achievement” is child-like in presentation and shows a group co-operating to achieve their goals which very much reflects the school’s philosophy.

N.B.: - Our sculpture is used now as our school logo with the words “SCULPTING OUR FUTURE”.

Sculpting our future
PERFORMING ARTS

Langwarrin Park Primary School has a long and proud history of fostering the Performing Arts. All of our students are exposed to a rich program of Performing Arts in their 7 years of the school.

Year Level Two is an ideal year for us to develop the basics of dance which we can then utilize creatively further “up” in the school.

DANCE/DRAMA LESSONS -
We have a full time drama program where children from Prep to Year participate in a drama class every week. This program culminates in the Year 6 musical production.

DRAMA THEATRE IS ALSO “MINI-CINEMA” -
Our DRAMA THEATRE is also equipped as a mini-cinema, with a great array of recording and play devices, a suspended projector and a motorized screen, as well as the theatre lights one might expect to find.

This means the facility can be used as a training centre for adults

MUSIC -
The Music Program consists of three components:

CLASS MUSIC SESSIONS -
All students from Prep – Year 6 participate in weekly music lessons, which develop vocal and instrumental skills. A “hands-on” approach is emphasized. Appropriate computer software is used at all levels. By the end of Year 6, most students can read and play simple musical pieces.

MUSIC ENRICHMENT PROGRAM -
Students from Year 2 – Year 6 are able to participate in vocal and instrumental groups, which regularly perform throughout the year. There are three recorder ensembles, a Wind Band, a Year 6 Instrumental Group and three choirs.

ADDITIONAL INSTRUMENTAL TUITION -
Opportunities are available for small group lessons on saxophone, flute, clarinet, drums, guitar and keyboard. Students from Years 1 & 2 can join the Junior Band. Over 200 students currently participate in these extra lessons. During 2010, we have been pleased to offer vocal lessons with 50 children involved.
- THE SEVEN YEAR EXCURSION PLAN -
Many schools conduct excursions but few schools have detailed systematic balanced Seven Year Programs in place and being implemented.

Our school believes that by providing children with direct learning experiences in the world beyond the school the benefits flow back into their classroom studies.

These educational excursions are designed to stimulate and motivate learning, to provide experiences not readily available, to help children understand the relevance of the curriculum to the outside world and to develop social skills in practical situations.

Teachers prepare their children carefully for excursions, and do much follow-up work after the excursions.

Parents are often invited to be involved assisting with groups on excursions, or word processing stories, etc., written by children after excursions.

At this school we are conscious of the range of excursion experiences offered during the seven years of each child’s primary school life. Planning proceeds accordingly. Advance information is given, through our Weekly Newsletters, to help parents plan their budgets.

A detailed Information Sheet together with a "Consent Form" is sent home to be signed, for each excursion. Transport details, costs, and times are included.

**Forms should be returned, with PAYMENT, on the date indicated on the excursion notice.** Children bringing money on the day will not be permitted to join the excursion.

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- THE SEVEN YEAR CULTURAL ENRICHMENT -
In our sense, the word "incursion" does not mean an "hostile act or invasion". Our incursions are when individuals, or groups, come into the school to provide an educational experience.

This program is closely related to our EXCURSION PROGRAM. Both programs provide direct, stimulating, learning opportunities for your children. We have developed a seven year plan for such experiences. Much school work is based on these incursions which have been planned to provide your children with a wide range of cultural and other programs not generally available.

During the year most children in this school will enjoy, and generally participate in, experiences such as puppet theatre, live theatre, dance, opera or musical programs. Some may also enjoy a story teller or a mime artist or an Aboriginal troupe.

Ample advance warning, through the Weekly Newsletter and on the Skoolbag App, and through detailed information sheets, is given to help with budget planning.
Young children learn through play experiences and actually handling objects in the world around them.

We believe that children learn through “doing” and working with concrete materials in order that they better understand abstract concepts.

At this school we provide "hands on" experiences at all levels, particularly concentrating on the MATHEMATICS, SCIENCE, ENGLISH and TECHNOLOGY areas of our curricula.

ICT
INFORMATION COMMUNICATION PROGRAM

- THE MOST ADVANCED AROUND!

BACKGROUND -
Back in December 1992 only seven Apple IIe computers, with printers, were provided, on tables with castors, (to allow for movement between rooms) at each level. This “old” technology has now long since been replaced.

THE RAPID DEVELOPMENTS (from a ratio of 1:15 in 1995 to 1:5 in 2000) -
The year of 1995 saw us provide a network of fifty-two IBM compatible computers (ratio of one computer per 15 children) throughout the school, including specialist areas, at a cost of $120,000. By the end of 1998 sixty-one computers were available and our financial input passed $160,000.

In 1999 we counted 70 computers, a ratio of one computer per 11 children.

Every child must achieve computer literacy if he/she is to succeed in adult life.

Sixteen computers are located in a special COMPUTER TRAINING ROOM (LABORATORY) which is timetabled for use throughout each week.

Teachers and parents are also trained in this facility.

A teacher is employed to work in this laboratory three days a week.

During 1997 eight computers (research stations) with C.D. Roms were added to the LIBRARY/INFORMATION TECHNOLOGY RESOURCE CENTRE.

The Internet is a great resource. Children must be “licenced” to gain access. Details of this procedure are shared with parents annually.

From 1999 a further 46 computers and a more powerful replacement file server at a cost of around $50,000 have been leased; bringing our ratio of computers to pupils to around one computer per 6.5 children.

By 2001 that ratio was 1 per 6.2 with more than $300,000 having been invested in the system since 1995.
From 2000 DET has provided this school with a high level technician, two days-a-week, to ensure the school network is able to be of optimum value. From 2002 an additional I.T. operative was hired two days a week so we have support for more than half of every week.

The system is constantly being upgraded, as it must be, at a considerable cost to the local community which supports the school through fundraising.

During 2002 a further 26 computers at a cost of around $28,600, were incorporated into our network (reducing our ratio to one computer per 5.2 children. A further five laser printers (approximately $6,000) were also added as we work towards our goal of one printer per pair of rooms.

Four more laser printers were added into our network during 2003.

And so our total financial commitment will climb towards $500,000 just twelve years on from 1992. During 2005 our network lease arrangement was renewed with additional hardware added and all existing stations upgraded.

From Term 3, 2005 LPPS was leasing and operating a completely new school wide network, newer and faster than anything offered elsewhere in the district, we believe.

This lease unifies our student I.T. learning system throughout and will carry us forward until mid 2008 with a most desirable ratio of 1:5 (one computer per five students).

**WITHOUT PARENTAL SUPPORT, THROUGH LOCAL FUNDRAISING, TO HELP PAY THE MONTHLY LEASES THIS SYSTEM WILL NOT SUCCEED**

In Term One 2005 this school became one of the first in the district to go “wireless”.

Committed to on-going development of technology and its impact on learning several teachers undertook “INTEL” training to upskill their knowledge.

To pilot the development of interactive learning at the commencement of 2007 three interactive whiteboards were purchased. Two were installed in the Year 5 classrooms and one portable version was also allocated to a Year 5 class.

2010 saw the refurbishment of our computer lab and library/resource centre.

Every classroom in the main building (16) had an electronic smart board installed, enabling re allocation of mobile interactive T.V’s and laptop trolleys throughout the school.

**TEACHER I.T. SKILLS -**

Every year regular professional development in Information Technology ensures our teachers are always enhancing their skills. All of our teachers have NOTEBOOK COMPUTERS.

Report formats have been computerized.
Langwarrin Park delivers an extensive ICT program. All classrooms have interactive electronic whiteboards and access to a state of the art ICT Lab, laptop trolleys, touch screen interactive TVs, computer pods and related resources such as iPads. Students from Prep to Year 6 make use these resources to inform their learning, explore the world around them and carry out collaborative investigations into everything from Science to Mathematics to Performing Arts.

Cyber Safety skills are taught to all students and positive student online behaviors is an important part of the teaching program at our school. Students are supported in their ICT growth through upper school ICT activity teams and lunchtime programs. Year 5 & 6 students create electronic portfolios and use these in their ‘Student to Parent’ sharing experiences. Student ICT creations are regularly used at whole school assemblies and in student productions and performances. Year 6 students explore Green Screen technology and are introduced to a paperless society through their use of ICT tools.

As students progress through the school ICT plays an important role in preparing them for success in the 21C world.

Have a look at our School Web Site: [www.langwarrinparkps.vic.edu.au](http://www.langwarrinparkps.vic.edu.au)

and [DOWNLOAD our school APP](#) to your mobile phone or iPad from the Apple APP Store – search for Langwarrin Park Primary School.

Teachers learning how to make use of interactive whiteboards to support their teaching and learning.
YEAR 6 STUDENT LEADERSHIP POSITIONS

During their final year the Year 6 students demonstrate their leadership growth by taking on a broad range of responsibilities attached to specific roles e.g. -

- School Captain
- House Captains
- Ambassadors
- Student Representative Council
- Library Monitors
- ICT Representatives

YEAR 5 LEADERSHIP OPPORTUNITIES INCREASED

2010 saw the expansion of roles of responsibility into the Year 5 level with students taking on positions in a variety of committees -

- Classroom Power

- Sports Equipment

- Vegetable Gardens - Green Team – The PATCH

- Water Recycling

- NUDE FOOD

- S.R.C.

- Flags

- Do the Right Thing - “BIN IT”

- Rubbish and Recycling
AFTER-SCHOOL ACTIVITIES

ANTICIPATED IN 2014
(following on from the pattern in previous years)
Langwarrin Park Primary School does not stop at 3.30 pm! Our Facilities are used by various groups to bring an extensive range of After School Activities to our students and those from the wider community. This means that a student from Langwarrin Park Primary School can participate in activities ranging from dance to swimming to gymnastics without having to leave the school campus.

AFTER-SCHOOL PERFORMING ARTS & RECREATION COMPLEX:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>4.30 pm → 7.30 pm</td>
<td>BAYSIDE GYMNASICS</td>
<td>Hall</td>
</tr>
<tr>
<td></td>
<td>5.30 pm → 9.00 pm</td>
<td>ALL SMART</td>
<td>(Various)</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>3.45 pm → 8.00 pm</td>
<td>AEROBICS</td>
<td>(Dance Studio)</td>
</tr>
<tr>
<td></td>
<td>4.30 pm → 7.30 pm</td>
<td>BAYSIDE GYMNASICS</td>
<td>(Hall)</td>
</tr>
<tr>
<td></td>
<td>5.00 pm → 7.00 pm</td>
<td>ALL SMART</td>
<td>(Various)</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>5.00 pm → 7.00 pm</td>
<td>ALL SMART</td>
<td>(Various)</td>
</tr>
<tr>
<td>Thursdays</td>
<td>3.45 pm → 4.45 pm</td>
<td>AEROBICS</td>
<td>(Dance Studio)</td>
</tr>
<tr>
<td></td>
<td>4.30 pm → 7.30 pm</td>
<td>BAYSIDE GYMNASICS</td>
<td>(Hall)</td>
</tr>
<tr>
<td>Fridays</td>
<td>5.00 pm → 9.00 pm</td>
<td>GYMNASICS</td>
<td>(Hall)</td>
</tr>
<tr>
<td>Saturdays</td>
<td>9.00 am → 12 Noon</td>
<td>BAYSIDE GYMNASICS</td>
<td>(Hall)</td>
</tr>
<tr>
<td></td>
<td>10.00 am → 12.30 pm</td>
<td>AEROBICS</td>
<td>(Dance Studio)</td>
</tr>
</tbody>
</table>

SCHOOL MUSIC FACILITIES -
- Guitar
- Ukelele
- Keyboard
- Drums
- Vocals
- Flute
- Saxophone
- Clarinet
- iMake Movies
NEWSLETTER EVERY WEDNESDAY -
The school newsletter is produced weekly. Parents, teachers and children contribute to its production.

The newsletter is accessed online through our website – www.langwarrinparkps.vic.edu.au and also on our phone app – simply search for “Langwarrin Park Primary School VIC” in the App Store on your iPhone, PC or Mac and install or for Android Users simply search in the Google Play Store on your phone, PC or Mac, and install.

SCHOOL ASSEMBLIES -
These are held every fortnight on a Friday afternoon and feature aspects of school activities including dance, drama, speaking and listening and music. They are compared by our School Captains. All parents are very welcome to attend.

PARENT TEACHER INTERVIEWS -
Education is a sharing process which is improved if the teacher meets with the parents of children being taught.

Parents may at any time of the year request an interview with a teacher. This is done by appointment made face-to-face, by telephone, or by an exchange of notes.

In February 2014/2015 "PARENT-TO-TEACHER" EVENINGS will be held, where you can help the teacher to better know your child through a short meeting time.

In July 2014/2015 there will be formal “TEACHER-TO-PARENT” INTERVIEWS provided. Aspects of your child’s progress will be discussed during this time.

REPORTING TO PARENTS -
Keeping parents informed of their children’s academic and social progress is a most important function of the school. This school is concerned with your child as an individual.

WRITTEN REPORTS will be provided at mid-year (June) and at the end of each year (December).

YEAR SIX IS DIFFERENT -
At this level we expect our students to report to their parents in the presence of the teacher, in December.

STUDENT SUPPORT GROUP MEETINGS -
These meetings are made up of Class Teacher a member of the Wellbeing Team and any agency that may be involved in the development of your child’s educational development and occur regularly throughout each term.
A PARENT SURVEY showed overwhelming support for the wearing of uniforms, so uniforms are to be worn. Details of the combinations, styles, etc. are outlined below:

A BROAD BRIMMED SCHOOL HAT IS TO BE WORN BY EACH CHILD EVERY DAY DURING TERMS ONE AND FOUR (“SunSmart” Policy - no hat, no play!).

GIRLS’ UNIFORM -

Summer:
- A Line Dress (white background, navy, lemon check)
- or Cullottes - worn with lemon or navy
- T-Shirt or Polo Shirt
- Navy windcheater or navy bomber jacket
- Rugby Shorts, Bike Shorts
- Socks - Navy, lemon or white
- Hat: Broad Brimmed School Hat
- Summer scrunchies (school material)

BOYS’ UNIFORM -

Summer:
- Navy shorts worn with lemon or navy t-shirt or polo shirt
- Navy rugby shorts
- Navy windcheater or navy bomber jacket
- Socks - Navy, lemon or white
- Hat - Broad Brimmed School Hat

GIRLS’ UNIFORM -

Winter:
- Pinafore - Navy background with lemon pin-stripe
- or - worn with skivvy, t-shirt or polo shirt
- or Navy trackpants with or without padded knees; bootleg pants
- or Navy tracktop (crew neck or hooded)
- Bomber jacket; polar fleece jacket or polar fleece vest
- Socks - Navy, lemon or white
- Scrunchies - (winter school fabric)

BOYS’ UNIFORM -

Winter:
- Navy trackpants with or without padded knees
- Navy tracktop (crew neck or hooded)
- or worn with navy skivvy, t-shirt or polo shirt
- Navy windcheater or pullover, or bomber jacket, or polar fleece jacket, or polar fleece vest

SHOES:
- Navy or Black School Shoes would be appropriate

SPORT UNIFORMS -

These will be provided through school funds and borrowed by the children in their various teams.

N.B.:- In a tradition commenced in 1994, a special windcheater, for Year Level 6 children, is available carrying a design by a child at that level and the names of all children at that level.

The cost is usually between $30 - $40 (inclusive of GST) for Small, Medium & Large

The Primary School Wear (P.S.W.) Shop is located at 21 Playne Street, Frankston, 3199
Phone - 9769 6510 - Fax - 9769 6510

Our current PRICE LIST IS INCLUDED FOR YOUR INTEREST.

N.B.:- You can now order on-line. www.psw.com.au
# Langwarrin Park Primary School Uniform Price List

<table>
<thead>
<tr>
<th>Style</th>
<th>PSW Colour</th>
<th>Garments</th>
<th>Colour</th>
<th>Parent Sizes</th>
<th>Price</th>
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PSW Frankston
21 Payne Street, Frankston 3199
Phone: 0769 6510
Online Ordering and Shop Hours available: www.psw.com.au
Note: Prices are reviewed annually and subject to change

Customer Number: 5098
All Prices Include GST
UNIFORM POLICY

Rationale -
- A uniform dress code reinforces in students a pride in their appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

Aims -
- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation -
- After consultation with the school community and the Student Representative Council, School Council has developed a Dress Code that we believe provides choice for the student’s activities, and caters for the financial constraints of families.
- The Dress Code applies during school hours, while travelling to and from school, and when students are on school excursions.
- Summer and Winter uniforms, as well as sports uniforms will be prescribed, and are required to be worn.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery.
- Extreme hair colours (e.g. green, pink or purple rinses) and/or extreme hairstyles (e.g. spikes or Mohawks) are not permitted.
- Other than clear nail polish, cosmetics may not be worn at school.
- The only headwear that is acceptable is the Langwarrin Park Primary School SunSmart hats consistent with our SunSmart policy. They must be worn outside in Terms 1 and 4. Hats are not to be worn inside.
- School Council requires the principal be responsible for implementation of the Dress Code in a manner consistent with the Student Code of Conduct.
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship.
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the School Council.
- The school will lease its Uniform Shop to its preferred supplier.
- The supplier will provide uniforms of good quality at a reasonable price.

Evaluation -
- This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in November 2006