

MOONEE VALE INSTRUMENTAL MUSIC PROGRAM



Moonee Vale
Instrumental Music Program
Family Handbook: 2023

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The Moonee Vale Instrumental Music Program is a shared program between four schools:

- Ascot Vale Primary School
- Ascot Vale West Primary School
- Moonee Ponds Primary School
- Moonee Ponds West Primary School

A Management Committee oversees the running of the program. The committee comprises Principals from each of the participating schools and the Business Manager from the Program Coordinator School (PCS).

The Management Committee employs Instrumental Music Teachers (IMTs) to work in each of the participating schools.

Students are taught in small groups at each of the schools. Students also have an opportunity to participate in shared workshops, camps, concerts, ensembles or the combined MVIMP band.

There are mutual benefits enjoyed from this shared arrangement. Schools can offer a quality instrumental music program and instrumental music teachers are assured of a reasonable number of hours of employment.

The program has its origins back in 1983 when the four participating schools sought, after a series of public meetings, funding for a shared program through the Disadvantaged Schools Program (DSP). The submission was accepted and in 1984 the program commenced.

Each year the program improved because of the continuous cycle of review undertaken by members of the management committee. The willingness of the committee members to accept constructive feedback and to build on the program's strengths has seen it flourish. Some students who had their first lessons in the program are now performing in orchestras around the world.

In 1991 the program no longer received funding through DSP and became self-funding. The instruments and other resources already in the schools were maintained and utilised in the revised program.

The key features, which participants believe have made the program so successful, still operate today.

These include:

- A continuous cycle of review to make improvements
- Clear guidelines for all parties to follow
- A commitment to the program from all four schools
- A collaboration between the four schools
- The support of school councils, principals, school personnel and parents.

Our commitment to child safety



- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Our organisation is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Our organisation has robust human resources and recruitment practices for all staff and volunteers.
- Our organisation is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- Our organization is committed to child safety in all school environments including outside of school hours.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- If you believe a child is at immediate risk of abuse phone 000.

The Department of Education and training (DET) outline the factors supporting quality music education. These factors align with the Framework for Improving Student Outcomes state-wide priorities that are proven to have strong bearing student achievement, engagement and wellbeing. In particular, it reflects the priorities of excellence in:

- teaching and learning
- positive climate for learning
- community engagement in learning.

For more information on the [framework for improving student outcomes](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx) see the DET website at: <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>

Power and impact of music education

According to the highly regarded researcher Prof. Susan Hallam (2015), effective music programs for children and young people are interactive and enjoyable and they also provide opportunities for:

- developing new skills and performing
- acquiring cultural capital
- developing interpersonal bonds and solidarity in pursuing shared goals
- ongoing intensity and frequency of contact
- developing mutual respect
- recognition and rewards for excellence.

Hallam found that successful music programs need to incorporate group work, opportunities for performance and a broad-based curriculum that includes activities related to pitch and rhythm, singing, instrumental work, composition and improvisation and the reading of notation.

There is growing evidence that shows active music-making can enhance a number of non-musical skills. Musical training (learning an instrument) has positive effects on:

- verbal learning and retention abilities
- literacy
- spatial reasoning
- some elements of executive functioning.

The benefits associated with learning an instrument are not apparent from participation in a choir or 'music appreciation lessons.' The development of creative skills is dependent on the nature of the musical engagement and improvising, in particular, has a positive effect.

Although research shows that a child's socio-economic background can have an impact on the take-up of musical activities, there is evidence to support the relationships between musical training and intelligence regardless of family background.

Research has also found that high-quality musical activities enhance:

- aspirations
- motivation
- attitudes towards school
- attendance for disadvantaged students.

High quality music programs with a sense of student ownership, that are relevant, connected to a student's culture and involve active music-making, have been found to have a positive impact on disaffected learners, resulting in:

- a greater connection with the school community
- improved self-efficacy and self-concept
- increased motivation and general attainment
- improved behaviour
- better positive identity.

'Taken together, the evidence suggests that music can be a vehicle for re-engaging young people in education and supporting those who are at risk in making changes in their lives. The context within which the projects operate is important in their success as are the musical genres focused on and the quality of the musical facilitators.' (Hallam 2015)

There is powerful evidence that participating in group music-making:

- supports social cohesion and contributes to feelings of social inclusion
- supports social inclusion of newly arrived migrants and refugee students at school and in the community
- increases parents' attendance at cultural events
- improves self-esteem and reduces behavioural problems and aggression
- enhances peer relationships and working cooperatively
- improves social skills, cooperation, teamwork and communication
- improves confidence and resilience.

For more information on the DET's [Quality music education framework](#).

10 Reasons to Play an Instrument

1. Increases Memory Skills
2. Teaches Perseverance and Creates a Sense of Achievement
3. Improves Coordination
4. Improves Math Skills
5. Improves Reading and Comprehension Skills
6. Creates Responsibility
7. Exposes the Student to Culture and History
8. Nurtures Self-Expressions
9. Improves Listening Skills
10. Improves Social Skills

The MVIMP Program



The Moonee Vale Instrumental Music Program (MVIMP) is a fantastic opportunity for your child to learn a musical instrument from a professional music tutor during school time.

- The program is open to all children in Years 3-6. Children learn in small groups (maximum of 5 students, though often less) and participate in performances.
- There is an opportunity for children to join the school band when they are deemed ready. This is usually in their third or fourth year of learning an instrument.
- MVIMP runs in 4 local schools, which assists us in keeping prices down (as we share our music tutors), and allows us to encourage children to combine at times for camps, performances and special events.
- The music tutors who work in MVIMP are highly successful musicians and teachers, who ensure that learning music is a positive experience for the children involved.

Children: Receive ½ hour lessons on a weekly basis (same day each week)

The Group: Size is kept to a minimum where possible. The maximum is 5.

Program Costs:

MVIMP is a cost neutral program. The MVIMP Management Committee works to ensure this program runs in a cost-effective way.

The cost for MVIMP for 2023 are:

- **Full Fee- \$1040.00 including instrument hire or \$980 without instrument hire**
- **Concession Care Card Holders - \$920**

Please note: all percussion fees include instrument hire as the drum kits and percussion instruments are maintained by the school. Students will be provided drumsticks and a drum pad for practise at home.

Fees

Fees can be paid in 4 equal instalments of each term or the full amount by the end of Term 1 Week 3.

The fees are not calculated per lesson.

There is **no refund** for missed lessons and fees are for the full term/instalment period.

The fees include:

- The wages of the Instrumental Music Tutors
- CRT costs to replace Music Liaison Teachers to attend rehearsals, preparation time etc..
- Work cover, Long Service Leave, Superannuation
- Rehearsals and Bus fares
- Photocopying
- Administration Costs
- Purchase of new instruments

- Maintenance of instruments
- Use of instruments and equipment e.g., percussion, music stands, bass amps...

And special features of the program such as:

- Band and String Orchestra
- Combined Concert e.g., buses for rehearsals etc.

Children may be asked to purchase ancillaries (reeds, cork grease, resin and a music folder).

Instruments are made available to the student on the condition that they take good care of them and that if any damage or loss occurs; it is immediately reported to the relevant Music Liaison Teacher.

Expectations of commitment



In order for each student to aspire to a high personal standard in music, long-term commitment and effort are necessary. It is expected that they will study their instrument for the **entire school year**.

Any student and Parents/Carers wishing to withdraw their child from the program during the year must discuss this with the Music Liaison Teacher at the school, and give notice during the term **prior** to leaving the program.

We have also found that students benefit from learning an instrument from one tutor at a time only. It is recommended that for example, a child learns violin through MVIMP or through a private tutor, not both.

Changing instruments



Some children may wish to change their instrument but, as a general rule, we do not favour this. Experience has shown the problems that cause a student to change instruments are rarely solved by this action. Typically, it has more to do with either a lack of consistent practice routine, or a lack of application, and although a new instrument can renew enthusiasm for a short time it rarely deals with the root of the problem.

Parents/Carers will need to discuss any request for change with their Music Liaison Teacher.

Instrument repairs



The school arranges repairs and **under NO circumstances** should a parent or student attempt to repair an instrument. All losses of instruments are reported to police, and it is important that this is done promptly as we are more likely to locate it sooner than later. Parents may be asked to reimburse the program if the instrument is not recovered. Willful damage or damage incurred as a result of a lack of proper care would be charged to parents/carers.

Instruments and tutors

Instruments Offered:

Violin	Flute	Trumpet	Euphonium
Cello	Clarinet	Trombone	Bass Guitar*
Viola	Saxophone**	French Horn	Percussion**

* **Three** places will be available for the bass guitar in each school and conditions apply because of the demands of the instrument. Students must be in Year 4 or above.

** A limited number of places will be available for percussion and saxophone in order to achieve a balance of instruments throughout the program and the opportunity to participate fully in all events.

The Tutors:

Kathrine Anderson
- woodwind



Katherine has been teaching flute, clarinet and saxophone with the MVIMP program since 2006 and also teaches classroom music at Ascot Vale Primary and St Monica's Footscray. She has been teaching for over twenty years and is enthusiastic about helping all students find their own way to enjoy music.

Katherine has a Bachelor of Arts/Music and Bachelor of Primary Teaching from Melbourne University and regularly performs in amateur musicals and community ensembles. She is the piccolo player in the Essendon Symphony, co-leader of the Victorian Flute Guild Ensemble's 'West Winds' group and lead saxophone with Boorondara Symphonic Band.

Katherine has performed in many amateur musicals over the years, including 'Cats', 'Les Miserables' and, most recently, Western Arts Theatre's production of 'Suessical' in 2019.

Anthony Baker
- percussion



Anthony has been teaching percussion in the MVIMP program since 2003.

He has been playing, performing and recording across a broad range of styles in Australia and overseas for over 40 years and has been involved with education since 1990.

Anthony is passionate about his music and eager to pass on his expertise and knowledge to his students.

Janet Butler
- cello



Janet Butler has worked as a professional musician and teacher of cello for a number of years both in NZ, the UK and here in Melbourne. She graduated from the University of Canterbury with an Honours degree in Performance Cello before pursuing a career in orchestral playing. She played in orchestras in New Zealand before moving to the UK. Janet was a member of the Bournemouth Symphony Orchestra for 12 years, touring widely throughout the UK, Europe and the USA. This gave the opportunity to play in venues such as the Royal Albert Hall, Concertgebouw, Musikverein, and Carnegie Hall.

Janet plays regularly with a number of ensembles including Melbourne Opera and the Royal Melbourne Philharmonic, touring China on a number of occasions. Since moving to Melbourne in 2011 Janet has worked at several schools including Overnewton College, Geelong Grammar and currently at St Leonard's and Wesley Colleges. She has been cello tutor for MVIMP for six years, loving the fact that it is local, gets to work with other good musicians, but foremost because it is a great program for students to enjoy lessons and ensemble playing.

Simon Fisenden
- bass guitar



Simon completed his Bachelor of Music and Graduate Diploma of Education at the University of WA in 2005 and has since then worked as both a music educator and a professionally performing musician. His musical journey has seen him live and work throughout Australia and the UK playing the bass guitar for artists such as Ed Sheeran, Cee-lo Green, Guy Sebastian and most recently Pete Murray. He also performs regularly at local gigs within Melbourne's thriving live music scene.

As well as live performance, Simon is equally passionate about teaching music; imparting the next generation with a love and connectedness to music through the joy of playing a musical instrument. He has taught the bass guitar as a part of the MVIMP team since 2013 and continues to enjoy introducing students within the program to the wonderful world of the bass!

Les Gyori
- violin



Les has an Diploma of Music from the VCA, (Melbourne University) majoring in conducting and arranging. He also has a Bachelor of Education from Melbourne University.

Les was a member of the Melbourne Youth Orchestra at 14 years old as one it's youngest members, travelling overseas to take part in international competitions. He has played in many ensembles, including orchestras, quartets, and bands. Les has also performed with many styles of music as well, including classical, fusion, country, electronic, pop and jazz. He has written and arranged original music since his teens, writing for jingles using a live string ensemble. He has travelled the country, supporting acts such as The Furey's, The Black Sorrows and Sir Bob Geldof. Les has also performed live on TV including The Denise Drysdale Show and The Footy Show Grand Final Edition. Les has been invited to present original music for his own concerts at The Melbourne Recital Centre and more concerts will follow. He is currently writing and scoring for short films.

Terri McPhail
- woodwind



Hi my name is Terri McPhail. I have enjoyed learning many different musical instruments since my early years of primary school such as the keyboard, guitar, percussion, brass, and my favourite being woodwind Instruments (saxophone, clarinet, and flute). My main instrument is the tenor saxophone. I have enjoyed performing the tenor saxophone in different bands playing music ranging from funk, blues, soul, covers and originals. I love teaching woodwind instruments and watching my students grow into confident performers and having the opportunity to share their talents with the broader community. I like to work with the students' musical interest making sure they are engaged with the pieces they are learning.

Caitlin Taylor
- brass



Caitlin studied music at the Victorian College of the Arts. In 2018 Caitlin toured Europe and the UK as Associate Principal Cornet for the award-winning production "The Silent Anzac". She currently calls the Glenferrie Band home but is in heavy demand as a solo cornet player and is frequently called upon by other bands as a guest artist. Caitlin teaches music at a number of schools in the Western suburbs of Melbourne.

Lex Tier
- band



Band director, composer and arranger.

38 years experience with education department.
Professional trombonist for close to 40 years with extensive recording, live performances and television experience.
Credits include,
-John Farnham
-Tina Arena
-Russell Morris
-Channel 9
-Logie Awards.

I absolutely love working with young musicians and helping them work together to create not just music, but inclusiveness, self-esteem, and most importantly to have fun.

Continuing students

- At the end of each year, students currently in the program indicate if they are continuing.
- Available places in the different instrument groups are determined for new enrolments.

New Enrolments

- In the first week of December, the tutors conduct a "demonstration" for all students in year 2. Other year levels may also be invited to participate.
- Students are given an Expression of Interest form to take home (or shared with families electronically) to discuss with their parents.
- Students return form to school to indicate their interest in participating in MVIMP and their instrument preference.

Offer of place

- Schools review their enrolment "expression of interest" forms (this may be collected electronically or in hard copy depending on the school)
- School allocate students to instruments and provide an offer for students/families to consider
- New places will be allocated with consideration of:
 - The order in which the forms are received
 - The number of available instruments and places

Enrolment in the program

- Once student/family has accepted the offer of place, the family will complete and return:
 - payment authorisation form to indicate their payment plan for the year
 - Family and student contract - to show that the terms and conditions of the program are accepted.

Commencement


- Lessons will commence in the second full week of Term 1.
- Student will be provided with an instrument (if applicable) and once contract is signed will be able to bring this home for practice.

Student and Guardian Agreement



Each Child and Parent /Carer must sign a contract, which details specific conditions and highlights the commitment necessary for successful participation in the program.

See below for a sample agreement below:



MPPS MVIMP STUDENT/PARENT AGREEMENT

2021

Moonee Vale Instrumental Music Program Contract 2021

Dear Parents /Carers,

To ensure that your child understands the commitment necessary to gain the most benefit from the MVIMP Program, we ask that you and your child read, discuss and sign the Student Contract below.

- I understand that while the instrument is in my child's care, I will be responsible for its safe keeping. (This may involve it being included in your personal home contents insurance, to cover replacement of the instrument after theft or loss from our place of residence).
- I understand that the instrument on loan to my child is valued at *current market value* for replacement purposes. (The serial number has been recorded by your child's music teacher).
- I have discussed the contract with my child and I am confident he/she understands what is involved.
- I agree to make the MVIMP payments of \$840 for the year, or \$210 in four installments by Week 4 of each Term (or *previously negotiated discounted amount*). I am aware my child will be excluded from the program if I do not make these payments.

Signature of Parent/Carer: _____ Date: _____

MVIMP CONTRACT 2021

I understand that involvement in MVIMP means:

- I must take good care of the instrument at all times.
- I must remember to bring my instrument and music to all lessons, rehearsals and performances.
- I must practice as often as my teacher advises.
- I must not let anyone else play or handle the instrument.
- If my instrument is damaged or not working, I must return it immediately to the Music Liaison Teacher. I must not attempt to repair or have the instrument repaired.
- I will be available with my instrument and music for rehearsals and performances when required by the school.

Name of Student: _____

Signature of Student: _____ Date: _____

Lessons and Timetable



Your child will receive a copy of their timetable so they know when to turn up to their lesson each week. It is important that they turn up on time. Check with your School to confirm how timetables are shared.

At MPPS the timetables are published on the MVIMP noticeboard for all students (located outside the Assistant Principal's office). These are also available through the favourites toolbar (star icon) on your Compass home page as well as the Parent Download section of the School Website (<http://www.mpp.vic.edu.au/our-school/community>, password: mpps).

Students are responsible for checking the timetables and teacher have been given a copy to help support the students. Please help your child with remembering their lesson time for the day. Strategies include using a watch, keeping track in their diary and asking if they can put their lesson time on the board in their classroom.

Tutors are not able to collect students from class as they have back-to-back lessons. Collecting students will impact the lesson duration for the rest of the group.

If your child forgets their instrument on the day of the lesson, they will not be able to borrow another instrument due to health and safety reasons. They can still attend their and can apply their learning when they practice at home.

Please ensure that all students take a display book to their lesson. Music will be handed out throughout the year. The display book is a safe place to keep their music and their notes for access throughout the year.

It is very important that the instruments are taken home after their lesson and regular practise is done. 10 minutes 4 times a week is more beneficial than 40 minutes on one day.

Please note: fees are calculated across the year and not per lesson. If a lesson is missed due to a school event or tutor absence, make up classes will be arranged if possible. Make up classes are not available to students if they are absent. Please note, that prior to the combined concert in term 4, students participate in extended group and ensemble lessons. This additional tutor time is incorporated into MVIMP program fees for the year.

Encouragement and Support



One of the most important aspects of the program, apart from the playing, is the encouragement and support that comes from the Parents/Carers. Please make time to listen to your child play and offer constructive feedback. Positive reinforcement is the best way of encouraging your child to achieve their personal best. All students in the program should practice on a regular basis. We recommend 10 minutes daily for beginners and 20 minutes daily for other students.

School Band



Students in year 5/6 who have been learning an instrument for more than 2 years are invited to join the school band as soon as they and their tutors feel comfortable with their ability. Band rehearsals are held on a weekly basis for 1 hour and are included in the program costs.

Sometimes students in younger year levels are also invited to participate. This decision is based on the following process (and criteria):

1. The band conductor identifies a need for additional students for that instrument group
2. The band conductor informs the relevant tutor, music liaison teacher (MLT) and principal
3. The tutor nominates relevant student (if applicable)
4. The music liaison teacher confirms inclusion of student after discussion with the principal (based on tutor recommendation and class teacher feedback).
5. If approved, the student is offered a place in band by the music liaison teacher (and will include the class teacher in the process). The music liaison teacher will contact the student's parents/carers to discuss.
6. The student will consider the following when accepting a place in band:
 - Their confidence in managing the music and dynamic of band
 - Their ability to catch up on the work missed when at band
 - Their commitment to practicing and preparing for band as well as for their regular music lesson.

Combined Band



The combined band, comprising children from the 4 schools in the program, may perform at special events. Numbers in the combined band are limited to 80. Selection is finalised by the band director and instrumental music teachers (there are limited places for percussion/bass guitar players).

Music Camp



A music camp is held in August for 60 children (15 from each of the 4 schools). The children receive intensive music tuition from the tutors throughout the week. The camp culminates in a concert on the Thursday night, to which parents are invited. The cost of the camp will be determined early in the year and shared with families of nominated students as part of the expression of interest process. The children who are invited to attend camp then proceed to the Combined Band for the annual combined concert.

Children are chosen for the camp on the basis of their participation in the MVIMP program.

Priority is given to students:

- in year 6 who have been in the program since year 3
- who have reliably shown up to lessons each week complete with instrument and music
- who can manage the complexity of the music and have displayed evidence of having practised

Beyond this, consideration is given to representation of the instrument groups across the four schools and may include gender balance, and student wellbeing and engagement needs. Students who are not initially nominated to attend may be placed on a waitlist in case a position becomes available.

Please be aware that there are limited places on music camp and in combined band for students learning percussion and bass guitar. Families are asked to consider this before choosing percussion or bass guitar as their nominated instrument. Selection of one of these instruments may mean missing out on these events.

Spring Soiree



Every year, each school holds a Spring Soiree for students in MVIMP program at their school. The Spring Soiree is for all students in the program to showcase their learning, performing for their own family/friends. This concert occurs towards the end of term 3 (following the MVIMP camp) and is held in the school hall or gym. Students prepare as part of their music lessons with their tutor.

The expectation is that all students involved in the MVIMP program perform on the night. If for unavoidable circumstances students are unable to perform, they are expected to inform the school Music Liaison Teacher and their tutor as soon as possible.

MVIMP concert – combined schools concert



The end of year “combined concert” is held in the Celebrity Room at Moonee Valley Racecourse. Every child in the program (across the four MVIMP schools) performs as part of an ensemble.

The expectation is that all students involved in the MVIMP program perform on the night. If for unavoidable circumstances students are unable to perform, they are expected to inform the school Music Liaison Teacher and their tutor as soon as possible.

Holiday Borrowing



Each year we allow students enrolled in the MVIMP Program to borrow their instruments over the Christmas vacation period. This allows students to keep up their skill levels over this long vacation. Students who choose to borrow their instrument over the holiday period will complete a holiday borrowing form.

If students choose not to borrow the instrument or don't complete the holiday borrowing form, they will need to return their instrument to their tutor at their final lesson for the year. Year 6 students will also return their instrument to their tutor during this week.

For insurance purposes please ensure that the instrument is kept safely in your home (or vacation home). Our insurance policy will cover loss only if the instrument is lost as a result of a burglary (forced entry). Do not leave the instrument in open view in your family car.

COVID Safe Steps



There may be times when changes to the MVIMP program is made due to the Department of Education and Training (DET) School Operations Guide to ensure the continual health and safety of all the students, staff and parents/ carers in each of the schools.

Any changes to the program are made by the Principal Management Committee and are based on the advice from DET and will be communicated by each school.

Timeline – Key Milestones for the Year

Here is a general overview of the key milestones across the year. Details regarding actual dates and times will be shared with families in the lead up each event or action.

Term 1

Week 1 and 2 - Course Confirmation for new students
Week 3 - MVIMP term 1 instalment or full program fees due
Week 3 - lessons commence

Term 2

Week 1 - MVIMP term 2 fees due

Term 3

Week 1 - MVIMP term 3 fees due
Week 4 or 5 - MVIMP Camp (selected students in years 5 & 6)
Week 7 - 10 - Spring Soirees

Term 4

Week 1 MVIMP term 4 fees due
Week 6- Combined Concert at Moonee Valley Racecourse
Week 7 - Confirmation for continuing students
Week 9 - Tutor Demonstrations and Invitation to students to join MVIMP
Week 10 - final week of lessons
Week 11 - Letters of offer for students joining MVIMP program

Moonee Ponds Primary School

Principal: Matt Bott

School email: moonee.ponds.ps@education.vic.gov.au

Music Liaison Teacher: Libby Haigh Elizabeth.Haigh@education.vic.gov.au

Moonee Ponds West Primary School

Principal: Jarrod Sutton

School email: moonee.ponds.west.ps@education.vic.gov.au

Music Liaison Teacher: Sandra Monaghan

Ascot Vale Primary School

Principal: Sue Osborne

School email: ascot.vale.ps@education.vic.gov.au

Music Liaison Teachers: Amanda McClure/Jason Simpson

Ascot Vale West Primary School

Principal: Heather Carr

School email: ascot.vale.west.ps@education.vic.gov.au

Music Liaison Teacher: Taryn McCamley