



# Ascot Vale Primary School

No: 2608

## AVPS Handbook for New Families commencing in 2023

for parents, carers & students  
new to Ascot Vale P.S.



Bank Street  
Ascot Vale 3032  
ph: 9370 6507

e: [ascot.vale.ps@education.vic.gov.au](mailto:ascot.vale.ps@education.vic.gov.au)

w: <http://avps.vic.edu.au/>

Dear, Parents, Carers and New Students

## Welcome to Ascot Vale Ps

We hope your child and family enjoy their school experience as much as we enjoy working at Ascot Vale PS.

This booklet has been put together to answer as many of your questions as possible about starting school at AVPS. However, as always, please contact or approach us if you have further queries, or if you need to have a discussion about your child or family's situation.

AVPS is fortunate to have a most dedicated, hardworking, and talented staff team, who are all more than willing to help you and your child settle into school life at Ascot Vale PS.

We look forward to getting to know you better over the coming, days, weeks, and months to help make your child's transition to school as smooth as possible.

Welcome to our *Unique Learning Community*.

Kind regards,



**Sue Osborne**  
Principal



**Michael Downing**  
Assistant Principal

# AVPS Purpose and Values

Our Purpose:

Ascot Vale Primary School provides a safe, supportive, and engaging multi-age learning community that aims to motivate and stimulate students' curiosity, enabling them to become creative and passionate lifelong learners.

We value:



*Our vision and values combine to make us a 'Unique, Learning Community'.*

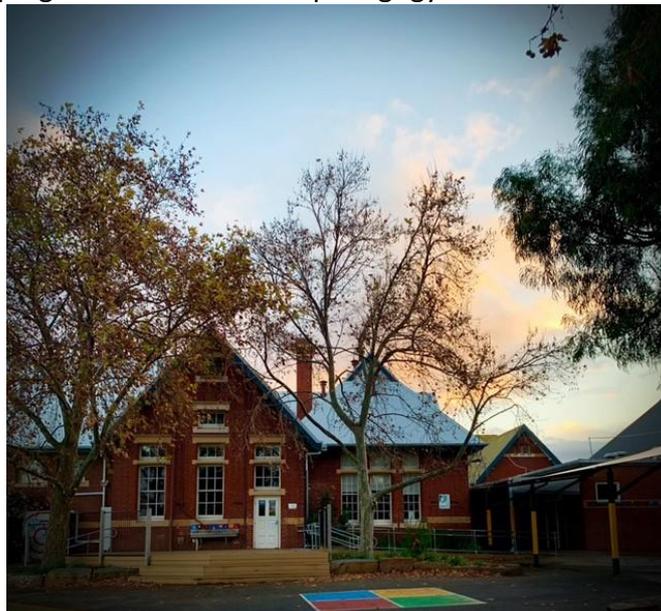
We are committed to inclusive education principles where all members of our school community are valued and supported to fully participate, learn, develop, and succeed within our *unique learning community*.

We recognise the need to develop ongoing relationships by maintaining children in the same small cohort over two to three years, where possible. Our programs aim for high quality academic learning and all-round physical, social, and emotional development.

We believe in nurturing each child to their full potential through developmental learning practices and an integrated holistic approach to education. Ascot Vale PS follows the [Victorian Teaching and Learning Model](#) that brings the new [Framework for Improving Student Outcomes 2 \(FISO 2.0\)](#) into the classroom. It creates a line of sight between the whole school improvement approach and classroom practice.

Our School Strategic Plan and Annual Implementation Plan focuses on:

- Improving learning growth of all students, particularly in literacy and numeracy
- Activating student voice, agency, and leadership
- Strengthening the collective efficacy and practices within a Professional Learning Community
- Developing an evidence-based pedagogy



Meet the 2022\* Year P-2 Teaching Team:

UNIT ONE	 <p><b>Annie Cuthbert</b> P-2 Team Leader &amp; Teacher</p>	 <p><b>Chris Middleton</b> Teacher</p>
UNIT THREE	 <p><b>Doug Skate</b> Teacher</p>	 <p><b>Bella Rope</b> Teacher</p>
UNIT FIVE	 <p><b>Amanda McClure</b> Teacher</p>	 <p><b>Heath Smith</b> Teacher</p>

\*2023 staff roles will be confirmed in December 2022

Meet the 2022\* Year 3-4 Teaching Team:



**Ben Kline**  
Unit 2 Teacher  
& Year 3-4 Team  
Leader



**Sara Ashton**  
Unit 2 Teacher  
(Fridays)



**Ellen Waters**  
Unit 4 Year 3/4  
Teacher



**Jason Simpson**  
Unit 6 Year 3/4  
teacher

Meet the 2022\* Year 5-6 Teaching Team:



**Jamie Siggers**  
Year 5/6 Team  
Leader



**Bridie Naughtin**  
Unit 2 Year 5/6  
Teacher



**Kiedo Bull**  
Unit 4 Year 5/6  
Teacher



**Rozeena Sen**  
Unit 6 Year 5/6  
Teacher

Meet the 2022\* Specialist Teaching Team:



**Lucy McKinnon**  
Art Teacher &  
Specialist Team  
Leader



**Sensei Andrew  
Truong**  
Japanese Teacher



**Jamie Siggers**  
PE Teacher, Tutor  
& Year 5-6 Team  
Leader



**Katherine  
Anderson**  
P-2 Classroom  
Music Teacher

\*2023 staff roles will be confirmed in December 2022

Meet the 2022\* Education Support Team:



**David Cauchi**  
**Business Manager**



**Christina Micucci**  
**Admin Officer**



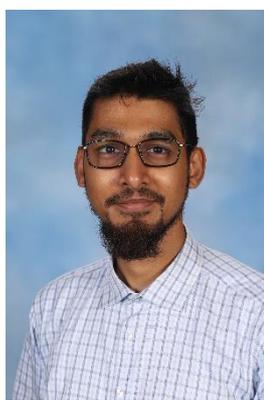
**Maria Scarpaci**  
**Integration Aide**



**Jo Haar -**  
**Integration Aide &**  
**Library Technician**



**Kerry Kinniburgh**  
**Integration Aide**  
**and Library**  
**Technician**



**Hatim Dhila**  
**ICT Technician**



**Norm Bergin**  
**Maintenance**

*\*2023 staff roles will be confirmed in December 2022*

# Teaching, Learning & Curriculum

Teaching and Learning at Ascot Vale PS reflects the Victorian Curriculum, found at this link <https://victoriancurriculum.vcaa.vic.edu.au>.

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship. The school follows a two-year cycle, whole school curriculum scope and sequence plan, using an integrated and inquiry approach to learning.

## Specialist Subjects

Specialist classes are taught by specialist teachers for one hour per week (P-6) these include: Physical Education, Visual Arts and our Japanese Language Program.

In addition, all children have one scheduled visit to the library each week and are encouraged to borrow and read books regularly. Children in Years P-1 also participate in classroom music classes each week.

Items your child requires for specialist sessions include:

- Visual Arts – Smock
- Physical Education – Sport Shoes, Sun Smart Hat, Sunscreen (September to April)
- Library – Book bag
- Music – Recorder, which is included in curriculum contributions – see Parent Payments

A range of curriculum support and enrichment programs are offered at AVPS. These include:

- An optional, comprehensive parent funded instrumental program; The Moonee Vale Instrumental Music Program, (MVIMP) for years 3-6 students
- Choir for all year levels
- Piano tuition for all year levels
- A camp / outdoor education program
- Visual arts
- Classroom Music – Years P-2
- Information & communication technology (ICT) including in 2023:
  - Year P-2 - 1:2 Chromebook device program
  - Year 3-5- 1:1 Chromebook device program
  - Year 6 1:1 Windows device program
- Physical education, health and sport / interschool sport, cross country /athletics / swimming events
- Scheduled swimming program once per year
- An active Student Representative Council (SRC), a Student Environment Team and a Student Voice Team.



# AVPS Instructional Teaching and Learning Model

The **Gradual Release of Responsibility (GRR)** model is the instructional teaching and learning model implemented by teaching teams (P-6) at AVPS. GRR lessons feature the following stages, known as 'Whole, Part, Whole':

1. Whole group tuning in (~10 minutes)
2. Part - Independent or guided practice (~40 minutes)
3. Whole group share time (~10 Minutes)

Throughout the learning process, teachers '*gradually release responsibility*' to children by guiding them through the following phases, where the teacher starts out providing maximum support to learners and gradually guides them towards taking responsibility and practicing learnt skills independently. This teaching method is known as 'To, With, By' and is best understood in the context of learning to read, where a book is read '*to*' then '*with*' then '*by*' the child independently, as learning progresses. This model can be applied to all types of learning for all ages and circumstances, for example, learning to drive.

TO	WITH	BY
Teacher provides maximum support		Learner takes major responsibility
Characterised by the teacher modelling to students	Characterised by guided, reciprocal, shared or interactive practice involving the teacher and learner	Characterised by independent practice of the learner

The GRR instructional model is supported at AVPS by the **High Impact Teaching Strategies (HITS)**, which are ten instructional practices, appearing below, identified by the Victorian Department of Education and Training that reliably increase student learning wherever they are applied.

## High Impact Teaching Strategies (HITS)

Setting Goals	Structuring lessons	Explicit teaching	Worked Examples	Collaborative Learning
Multiple Exposures	Metacognitive Strategies	Questioning	Feedback	Differentiated teaching

The [High Impact Teaching Strategies](#) feature prominently in AVPS planning documentation and teaching & learning programs across the school. This document can be accessed at the link above.





# Multi-age Learning and Teaching

At Ascot Vale PS children are organised into multi-age groups, known as 'Units', whereby two teachers share an open plan teaching and learning space and are assigned the equivalent of two classes of children. The 2023 structure is yet to be determined at the time of publication, however, in 2022, the multi-age structure was organised in the following way:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
P/1/2 *	3/4 & 5/6	P/1/2 *	3/4 & 5/6	P/1/2 *	3/4 & 5/6

\*Indicates team teaching, where two teachers plan, teach, and take responsibility for two combined classes

The AVPS multi-age structure commenced in 1984 with support from the wider school community, in response to an emerging issue of increased school wide anti-social disruption. Several critical factors, including teacher readiness, staff ownership, parental involvement and collaborative planning has ensured that the multi-age approach at Ascot Vale PS has had a positive and lasting impact on establishing and maintaining a positive school environment over a 35-year timeframe.

Our multi-age classrooms reflect an organisational structure in which children of different ages (at least a two-year span) and ability levels are grouped together. The multi-age structure allows younger and older children to interact socially and academically.

The multi-age structure enables all children to learn at their appropriate developmental stage whilst considering individual learning needs. The structure will change over your child's years at school as we refine and re-organise the groupings according to the educational needs of the children, staff changes and fluctuating enrolment numbers. When this does happen, parents are informed; the multi-age methodology however is the foundation upon which most educational decisions are made at Ascot Vale PS.

The following features of multi-age at Ascot Vale PS helps make us a Unique Learning Community:

- Children can spend longer periods of time with the same teacher. This allows the teacher to develop a deeper understanding of a child's strengths and needs and is therefore better able to support the child's development.
- All children are challenged to achieve their potential; they are not limited to achieving a designated year level standard.
- Children develop a sense of family and community with their classmates, staff, and parents. They become a *community of learners* who support and care for each other.
- Families have the opportunity for siblings to be placed together in the same unit.
- Children with additional needs benefit from the multi-age classroom as it encourages inclusion, self-respect and creates a learning environment that motivates and engages students.

## Staff Teams

AVPS teaching staff meet regularly in teams to collaboratively plan teaching and learning programs using a [Professional Learning Community \(PLC\)](#) approach to school improvement. Groups of teachers work collaboratively at the school level to improve student outcomes. This approach starts from a simple idea: students learn more when their teachers work together.

Building a PLC is a proven way for schools to increase student learning by creating a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise

## Extra-Curricular Activities @ AVPS

### MVIMP – Moonee Vale Instrumental Music Program (Years 3 – 6)

This is an instrumental music program offering tuition in the following categories: Brass, Woodwind, Strings, Percussion and Bass Guitar. MVIMP operates across three other schools in our area: Ascot Vale West PS, Moonee Ponds PS and Moonee Ponds West PS. Children attend an instrumental music lesson each week and may participate in concerts and the school band. Our combined concert is held every year in term four at Moonee Valley Racecourse.

Piano – Private tuition is offered by *Lamplight Music* to students in Years P – 6. There is also an opportunity for students to participate in piano exams if they wish. Students can participate in the annual piano concert.

Dance - provided by Dance Theatre in the school hall after school on Tuesdays and Saturday mornings.

Kelly Sports - Offered on Wednesday after school (P-6).

### Camps and Excursions

Excursions and camps are essential to assist children with their physical and social development and understanding of their world. Children participate in excursions and incursions each term and students from Years 3 – 6 have the opportunity to attend camp at least once per year.



# Helping Your Child to Read

Reading together is a valuable thing to do. Reading increases your child's vocabulary, expands your child's understanding of the world, and gives them confidence when using language. Reading is also an important way to make the link between spoken words and written words. Here are some general tips:

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues, or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to establish. » Position yourself so your child can see the words and the pictures.
- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures.
- Look for rhyme, rhythm, or repetition in books. This will help develop your child's love of language.
- When reading to your child, read stories with expression, or try putting on the voices of characters. This will help make reading fun.
- Point out important features about a book – for example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Explore words using a dictionary.
- Encourage your child to take over some or all of the reading if they feel confident. » If your child is confident with their reading, allow them to read without interruption. Fluency is gained with confidence. Mistakes can be discussed after a block of reading, or in subsequent readings.
- Allow your child to read at their own pace. Model good pace when you read to them.
- Give your child the opportunity to re-read books.

# Helping Your Child to Write

Learning to write begins with scribbling and drawing. This is an important first step and should be encouraged. The next step is to encourage your child to write letter-like shapes, before moving on to practise writing the alphabet – both capitals and lower-case letters. After this, encourage your child to write sentences containing short words.

Here are some general tips to help your child when writing:

- Make sure you give your child the necessary resources, such as pens, pencils, paper or notebook, and a desk. Creating a special 'writing box' to store your child's pens and pencils helps them see writing as an important activity.
- Support your child to read their writing aloud.
- Encourage your child to create a picture, drawing or collage that visually represents their ideas.
- Always proudly display your child's work in a prominent position in your house. This will give them confidence and demonstrates the importance of writing.
- Create an 'ideas bag' or 'ideas folder' to use as a writing prompt. To inspire writing ideas, collect objects such as photographs, pictures cut from magazines, brochures, movie tickets, or any other found items

## [Literacy and Numeracy Tips to help your child every day \(Click Link\)](#)

This is a guide (summarised above and below) for parents of children aged 0-12 that provides handy tips and ways to help children develop literacy and numeracy skills.

# Helping Your Child Develop Numeracy Skills

Developing numeracy skills early gives children an important foundation for their learning and development. It helps prepare them for daily life, including general problem solving and handling money.

Maths includes noticing numbers, shapes, patterns, size, time, and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and at home.

Children need lots of experience in making, counting, drawing, and talking about numbers. The activities in this section will help your child to develop these skills. You may feel the maths your child is doing at their early childhood centre, kindergarten or school is different from how you were taught, but you can still support your child in many ways. Make connections for your child by explaining how numbers and counting are a part of everyday life.

### Talking about maths

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is a strong support for future learning.

Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the 'one litre' milk bottle from the fridge, or the 'one kilo' bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.



# Student Engagement, Wellbeing & Health

The Covid-19 pandemic highlighted the importance of student wellbeing and its effect on learning and development. If a child's wellbeing &/or engagement needs are being met, learning and development is enhanced.

AVPS has always aimed for children to develop a sense of belonging; school becomes a familiar and safe place, and this feeling of connectedness is optimal for learning.

We understand however, that problems can arise from time to time. When this does happen, we ask that parents/carers please discuss these in the first instance with the child's teacher, where issues may be resolved promptly and efficiently. If the situation does not improve, parents are encouraged to make an appointment with the Assistant Principal who is also the Student Wellbeing Coordinator. If the Assistant Principal or parent/guardian believes the situation is still not resolved, it will be referred to the principal.

We suggest that parents/guardians make appointments to meet with teachers to allow ample time to discuss concerns. Please be aware that teachers may not always be available to meet without notice due to other commitments, such as staff or team planning meetings being scheduled on any given day before or after school. ClassDojo messaging is the best way to contact your child's teacher; more details about this and other forms of communication can be found under 'Communication'.



# The Resilience Project

In 2023 AVPS will continue a partnership with The Resilience Project to deliver an engaging program, providing positive mental health strategies to build resilience and happiness. Through presentations, school curriculum, diaries and Web based resources, this program seeks to assist students to become mentally healthy.

**Who?** The Resilience Project was founded by Hugh van Cullenburg. [Click here](#) to find more information about Hugh and The Resilience Project.

## Why?

- The number of people experiencing problems with their mental health has increased.
- The age people first experience a mental health problem has decreased.
- Research suggests when students are happy and calm, they learn better.
- Quality programs that explicitly address wellbeing are likely to improve academic achievement and reduce problem behaviours in students.

**What?** (GEM) Gratitude, Empathy, Mindfulness and Emotional Literacy

The Resilience Project supports young people to form habits now that will increase their capacity to deal with challenges, changes, and stressors in the future.

The lessons in The Resilience Project curriculum are focussed in four evidence based positive mental health strategies:



## GRATITUDE

Paying attention to the things that we have right now, and not worrying about what we don't have. We practice this by noticing the positives that exist around us.

## EMPATHY

Putting ourselves in the shoes of others to feel and see what they do. We practice this through being kind and compassionate towards other people.

## MINDFULNESS

Our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time.

## EMOTIONAL LITERACY

Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practice this by labelling our emotions as we experience different parts of our day.

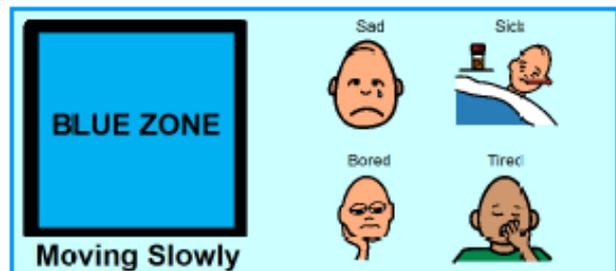
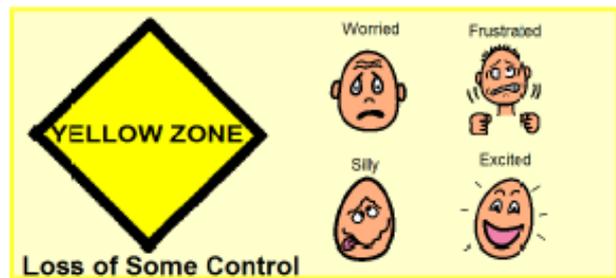
# The Zones of Regulation

The Zones of Regulation (Kuypers, 2011) are implemented across all year levels and settings at Ascot Vale PS. This approach assists students to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.

The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

## T H E Z O N E S



## School Uniform / Clothing

A school uniform is available for children to wear. It is not compulsory but is available as a practical and attractive choice. This is available from Primary School Wear (PSW). Orders can be placed on-line ([www.psw.com.au](http://www.psw.com.au)) for home delivery or in person at the Deer Park shop at: 2/51-53 Westwood Dr, Ravenhall VIC 3023. Phone: (03) 9768 0342

**Second hand uniform** items will also be available in 2023. Details about uniform sales on the school site will be updated in our newsletter on our website at this link: <http://avps.vic.edu.au/newsletter.html>

*Please ensure all clothing is clearly labelled with your child's name*

# Visiting School Nurse Program

The visiting school nurse checks Prep children for general health, vision, and hearing in their first year at school. Parents / guardians will receive a questionnaire to complete before this visit that will outline the procedure and give you the opportunity to ask questions. You will receive notification of the questionnaire and possible follow up visits via Compass alerts.



**THE EDUCATION STATE** | **VICTORIA** State Government | Education and Training

## SCHOOL NURSING PROGRAM

Health services recommended prior to your child commencing school

- Eye health professional e.g. Optometrist for a vision check (no referral required)
- Audiologist – if you have concerns about speech or hearing
- Your Dentist or Dental Health Services Victoria 1300 360 054
- Local doctor – to obtain an 'action plan' for the school if your child has experienced:
  - Asthma
  - Allergy and or Anaphylaxis

A current immunisation certificate for your child's school is required

**School Nursing Program | South-Western Victoria Region | 1300 338 691**

### Some useful websites for parents and carers about children's health

[www.raisingchildren.net.au](http://www.raisingchildren.net.au)  
[www.allergy.org.au](http://www.allergy.org.au)  
[www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)  
[www.askizzy.org.au](http://www.askizzy.org.au) (Free and anonymous directory providing information on local support services)  
[www.parentline.vic.gov.au](http://www.parentline.vic.gov.au) T: 13 22 89  
(Provides 7 day a week phone counselling)  
[www.1800respect.org.au](http://www.1800respect.org.au) T: 1800 737 732  
(Sexual assault or family violence counselling service)

Internet access is available free from your local library

17-0150

## Immunisation

All children **MUST** have an up-to-date immunisation history certificate (not a photocopy of their health check book) before they can start at AVPS. Please contact office staff if you require assistance. For more information about immunisation history certificates, please [click link](#).

# Covid-19

COVIDSafe measures changed in October 2022 but all schools are required to continue to implement important practices to reduce the risk of COVID-19 transmission.

Ascot Vale PS will continue to take important steps of ensuring air purifiers are in use, external ventilation is maximised, good personal hygiene is encouraged and face masks continue to be made available for staff, students and visitors who wish to wear them.

## **Management of suspected cases of COVID-19 in schools**

A 'suspected' case means a person who displays any [COVID-19 symptoms who has not yet tested positive for COVID-19](#).

The staff member, student or visitor who is symptomatic will be recommended to undergo testing for COVID-19. Parents of students who are symptomatic will be asked to collect their child from school and to keep them home until they are no longer symptomatic.

The Department of Health recommends that a person who tests positive to COVID-19 report that result to their employer, school and household.

Where a student or staff member is identified as a positive case, the following steps should be taken:

### **Identification and notification**

1. Parents/carers should complete the Student COVID-19 [COVID Test Portal](https://covidtest.educationapps.vic.gov.au/s/login/?ec=302&startURL=%2Fs%2F) <https://covidtest.educationapps.vic.gov.au/s/login/?ec=302&startURL=%2Fs%2F> if a student tests positive to COVID-19 (via a PCR or rapid antigen test). Where a parent/carer informs the school by phone or written notification, the school will complete the [Schools COVID Case Management Tool](#).
2. Students who report a positive result are recommended to isolate for a minimum of 5 days and not attend school until their symptoms have resolved. Students who isolate as a result of a positive COVID-19 test will be supported in the same way as students with an extended absence due to illness or injury, with learning materials provided to support their continued learning.
3. There is no longer a requirement for the school community to be informed of a positive case associated with the school.

### **Face masks**

Current advice from the Victorian government is available at [Face masks](https://www.coronavirus.vic.gov.au/face-masks) <https://www.coronavirus.vic.gov.au/face-masks>

Staff and students who wish to wear a face mask will be supported to do so, and AVPS will continue to make face masks available for staff, students and visitors.

The Department of Health recommends that masks be worn by a person who is a close contact of someone who has tested positive for COVID-19 when leaving home.

Additionally, the Department of Health recommends that masks be worn by a person who has COVID-19 for at least 7 days after a positive test when they need to leave home.

# SunSmart Policy

## Clothing

Sun protective clothing is recommended, including:

- Shirts with collars
- Tops with higher necklines
- Longer style skirts / shorts
- T-shirts or Rash Vests when swimming outdoors
- Sunglasses (meeting Australian Standards CAT 2,3 or 4)

## Hats

Children and staff are required to wear hats that protect their face, neck and ears, i.e., legionnaires, broad brimmed or bucket hats, whenever they are outside, from 1 September to 30 April. Baseball caps do not offer enough protection and are therefore not recommended. No hats, no play: Students not wearing appropriate hats have to remain in the shade that is offered outside the front of units 4 and 5.

## Sunscreen

Students are encouraged to bring to school and apply their own SPF 30+ broad-spectrum, water-resistant Sunscreen. Children are encouraged to come to school wearing sunscreen during summer. Reapplication every 2 hours is recommended.



# Allergies / Health Concerns

Please notify the school of any allergies, conditions or other health concerns pertaining to your child. This information is strictly confidential but must be recorded to help us care for your child.

## Student Medication

Any oral medications (e.g.: head-ache tablets) will not be administered by school staff unless a parent or carer has:

- Completed a medication authority – see link below for authority form ([a practitioner does not need to complete this](http://avps.vic.edu.au/uploads/9/5/6/5/95656824/student_medication_authority_form.pdf))
- Labelled the medication clearly with the child's name  
[http://avps.vic.edu.au/uploads/9/5/6/5/95656824/student\\_medication\\_authority\\_form.pdf](http://avps.vic.edu.au/uploads/9/5/6/5/95656824/student_medication_authority_form.pdf)



All parent or carer requests for the school to administer any **prescribed medications** to their child must be in writing on the medication authority form provided, **signed by a medical practitioner** and must be supported by specific written instructions including the name of the student, dosage and time to be administered (original medication bottle or container must provide this information clearly labelled). It is the parent or carers' responsibility to ensure medication is within the expiry date.

Students who experience Anaphylaxis and Asthma do not need a completed medical authority form. This information should already be covered in their relevant health plans, signed by a medical practitioner. See more information below.

# Anaphylaxis and Asthma

All students who suffer from Anaphylaxis or Asthma must have an up-to-date action plan presented to school. Please refer to our anaphylaxis management policy: [http://avps.vic.edu.au/uploads/9/5/6/5/95656824/anaphylaxis\\_management\\_policy\\_avps\\_2019.pdf](http://avps.vic.edu.au/uploads/9/5/6/5/95656824/anaphylaxis_management_policy_avps_2019.pdf)

## First Aid - Injury and Illness

If your child is injured at school, a staff member trained in first aid will make an assessment and treat the injury with basic first aid. If your child becomes sick during school time, an assessment will be made by a staff member. Parents/ guardians may be contacted in the event of an injury or illness and in some cases, arrangements will need to be made for your child to be collected from school. Our procedure for any head injury is that parents/guardians will be contacted immediately, even if minor and we will recommend the action required.



## Celebrating Birthdays

Please read our guidelines about celebrating student birthdays at AVPS <http://avps.vic.edu.au/uploads/9/5/6/5/95656824/celebratingbirthdaysguidelines2017.pdf>

## Eating

AVPS provides ample opportunities for children to eat and drink throughout the day. A break is scheduled every two hours for this purpose. Please pack two small lunches, one to be eaten at 11.00am and the other to be eaten at 1:30 pm. Children often need small and frequent serves to keep them going throughout the day. Please also provide a water bottle labelled with your child's name to enable them to access water in the classroom all day.

## Emergency Information

To enable us to make prompt contact with parents or carers in an emergency, it is important that the office has current contact details for parents / guardians and alternative emergency contacts details in case you are unavailable. If these change at any time please update this information on COMPASS or alternatively, inform the office as soon as possible.

## Class Placement

Staff work together to create mixed ability teaching and learning groups/Units for the beginning of each school year and consider a complex mix of ability, personality, friendship, and gender needs. Parents' views regarding siblings being together in a multi-age Unit will be considered each year. All other student placements will be decided by the staff.

# Parents

## Parent Participation

Parent participation at AVPS is encouraged and welcome. There are great benefits from parents/guardians actively participating in their child's school. Helping at school is a great way to meet other parents, particularly when new to the school; children always benefit from their parents forming close connections with school community members. Some examples are outlined below demonstrating how parents/ carers may participate more fully in our school.

### School Council and Subcommittees

Ascot Vale PS School Council meets 2-3 times per term. Decisions regarding strategic planning, school policies and the allocation of resources are made following the work undertaken by the School Council's three sub-committees:

- Finance
- Buildings and Grounds
- Education and Policy
- Outside School Hours care

### School support and involvement

Parents are encouraged to be involved in their own child's education in the following ways:

- Attending Parent Teacher interviews
- Attending Unit Information sessions
- in the classroom- reading, writing, cooking, sharing a hobby, their work or an interest
- Being a regular Literacy / Numeracy mentor for students in need of 1:1 assistance
- Excursion or swimming program assistance
- Assist with athletics / swimming / cross-country events (Years 3-6)
- Helping coordinate whole school events
- Nominate for School Council and/or sub-committee of School Council in Feb each year
- Attending parent training programs, e.g., ICT, literacy

## Reporting to Parents

Reporting to parents is integral to the teacher's role. AVPS has two formal opportunities for parents / guardians to meet with teachers and two formal written student reports are distributed per year.

The first opportunity to meet with the teacher is held in term 1. This is known as '*Meet the Teacher*' where the teacher and parent/guardian are introduced to or reacquainted with each other; they share relevant information about the child that will assist in the positive transition to the new school year.

The second meeting is held as a '*Parent Teacher Interview*' and occurs after the Semester 1 Student Reports have been distributed (mid-year).

The Semester 2 Student Report is sent home during the last week of term 4. Formal interviews are not scheduled at this time, however, parents/guardians are invited to request a meeting at the end of the school year, if this is deemed necessary.

Mid semester reports in the form of a checklist are also provided at the end of terms 1 & 3 as a brief progress report.

Parents are welcome to make an appointment to meet with their child's teacher at any time throughout the year as they feel necessary.

# Parent – School Communication

Ascot Vale PS recognises that clear communication underpins strong home – school partnerships. The school aims to develop clear, two-way communication that fosters a strong community network and supports student learning. The [AVPS Communications Policy](#), aims to:

- Outline the ways in which information will be communicated by the school to the community, and
- Suggest the most suitable avenues for community members to communicate with the school.

Ascot Vale PS has four major communications pathways:

1. **Compass**
2. **School Website**
3. **Class Dojo**
4. **Direct contact – in person, by phone or email**

**1. Compass** is the school’s preferred method of disseminating information to the school community. Compass is a comprehensive education management system with a variety of uses, including:

- Attendance, roll marking and reporting absences
- Event management, e.g., excursions
- Payments
- School calendar and event scheduling

All parents / guardians will be provided with login details for Compass once children start school at Ascot Vale PS. Compass mobile apps are available for use on smart devices. Computers / laptops can also be used to access compass in web browsers. Please note, web browsers provide full functionality.

## 2. Website

The AVPS website is a hub of information about the school and is accessible at: [www.avps.vic.edu.au](http://www.avps.vic.edu.au)

Our web-based newsletter is published twice per term on our website, and it is an important source of information for parents/guardians. It contains dates, events, information about teaching and learning programs, student achievements and sports updates. The newsletter is accessible at <http://avps.vic.edu.au/newsletter.html>. Both the website and newsletter can be translated into many different languages by simply clicking on an option tab in the top left corner of each page.

**3. Class Dojo** is an online school communication platform that teachers, students, and families use to share what is being learned in the classroom through photos, videos, and messages.

## 4. Direct Contact

**PHONE:** 03 9370 6507

**EMAIL:** [ascot.vale.ps@education.vic.gov.au](mailto:ascot.vale.ps@education.vic.gov.au)

**IN PERSON:** Office hours 8:30am-4:00pm Please make an appointment to meet the Principal, Sue Osborne, Assistant Principal, Michael Downing, or your child’s teacher.

New families to AVPS will be directed to download and login to ClassDojo and Compass in their first week of enrolment.

# Policies

A list of up to date school policies can be found online on our website:

<http://avps.vic.edu.au/policies--standards.html>

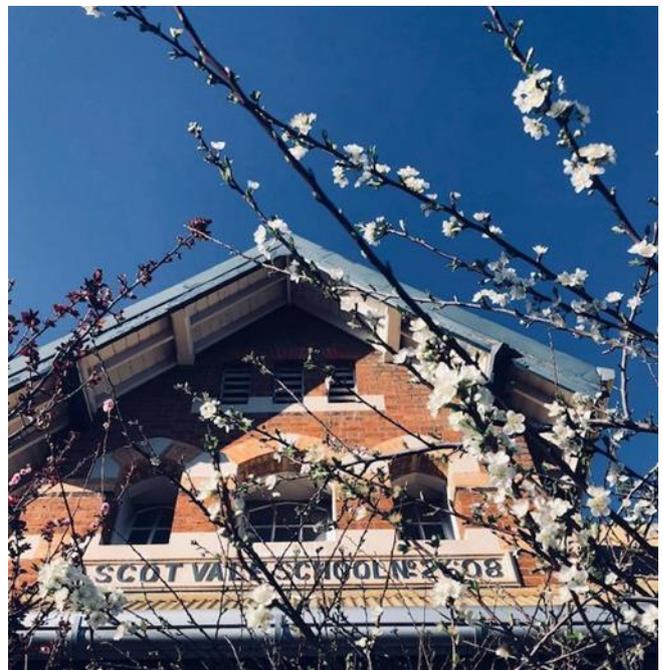
## Parent Payment Arrangements

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that's through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Across our school this support has allowed AVPS to offer a range of learning resources and experiences, including a wide offering of subjects and curriculum activities; digital learning equipment and opportunities (including large TV screens in every classroom); improvements to our school amenity; high quality literacy and numeracy resources (such as the Smart Words program, many books and maths equipment) and classroom and special subject equipment and resources.

AVPS Payment arrangements are in the following categories:

1. Curriculum Contributions
  - a. Books/stationery Pack - covers all materials and equipment used in the classroom.
  - b. Recorder for music program.
  - c. Specialist and Classroom art supplies.
  - d. Online subscriptions - Smart Words, A-Z reading, Essential Assessment, Resilience Project.
  - e. Provision, Licence, and storage of 1:2 (Years P-2) or 1:1 (Years 3-6) shared devices in the classroom
  - f. Health & Physical Education incursions
2. Other Contributions
  - a. Student Sponsorship - Camps & Excursions, ensures students don't miss out of camps and excursions
  - b. Student Sponsorship - ICT devices
  - c. Working Bee - Paid in lieu of attending working bees
  - d. First Aid equipment - helps cover the cost of student first aid consumables
  - e. Building Fund - contribute towards improving the schools' amenities
  - f. Library Fund - contribute towards to purchasing of new books and resources
3. Extra-Curricular Items & Activities
  - a. Optional excursions & Activities Scheduled throughout the year
  - b. Camp Years 3-6
  - c. Moonee Vale Instrumental Music Program MVIMP Years 3-6



# Physical Environment

## Facilities

Considerable developments have taken place at Ascot Vale PS in recent years. A refurbished Art, Library, and ICT space (Learning Studio) with a science area, sound studio and stage was built in 2011. Portable buildings were replaced with a music pavilion and community room with a shared kitchenette. Our grounds feature learning and play decks, tiered seating facing our oval and running track, sensory garden. In 2019 a capital works program resulted in refurbished student toilets, a new oval, extensive landscaping, a new playground, refurbished staffroom, office and first aid facilities. A new roof was installed on the 1880's building overlooking the oval in 2022. We are looking forward to completing in a playground upgrade in 2022/2023.

We have a hall for assemblies, excellent physical education facilities and an Out of School Hours Care program room that currently operates from our learning studio. The buildings have been designed to support community partnerships and joint school community use of our facilities.

## Nude Food = Less Litter

At AVPS, we actively encourage all students to bring as little rubbish as possible in their lunchboxes. Please use reusable containers where possible.





## Outside School Hours Care (OSHC) Program

Ascot Vale has a before and after school program, known as OSHC. Parents who wish to use the program must register with Camp Australia. Registration forms are available from the office or online <https://www.campastralia.com.au/>. Parents can make permanent or casual bookings. The phone number for the program is 0423 795 247 and during the day parents can leave a message for the coordinator. The hours of the program are 7.30 to 8.45 am for before care and 3.30 pm to 6.00 pm for after care. During term 1, Prep children will be collected from their classrooms at the end of the day by an assistant in the program. Information regarding the program is included in the newsletter.

## Tailored before and after school experiences children love

At Your OSHC, we tailor every program to the likes and interests of each child in our service. Our educators design enriching experiences to develop children's confidence, curiosity and resilience. In any one week, they could be participating in science experiments, active play, creative expression and more - we believe in the power of learning through experience.

[Learn more](#)



# Helpful Hints for Newcomers to AVPS

1. Student Free Days – there are four Student Free Days each year when the teachers undergo training / professional development and/or report writing. Children are not required to attend school on these days. Two of these days will occur at the beginning of the school year, the other two student free days will occur later in the school year. Dates will be advertised in the 'Key Dates' section of the fortnightly newsletter.
2. If you have a concern about your child, do not hesitate to contact your child's teacher, the Assistant Principal or the Principal.
3. Children should know their address, telephone number and the best route between home and school.
4. Children should be able to recognise their clothes. All clothing and personal belongings must be named. If your child has a school bag, please consider putting a key tag or coloured ribbon on it to make recognising it easier.
5. If you need to collect your child from school before the end of the day, please report to the office. You may also enter the details on Compass to speed up the exit process.
6. Please notify the school if your personal information changes.
7. Children should be on time for school. Please have your child at school between 8.45am and 9:00am.
8. If your child is absent from school parents are asked to log the absence on Compass, which serves as permission and explanation for the absence, or leave a message on our landline 9370 6507.
9. Excursions are an important part of the curriculum that your child is encouraged to attend.
10. Thongs or open toed shoes are not to be worn at school. School shoes or runners are the preferred choice for footwear.
11. If you drive your child to school, please observe all the parking laws and Drop Off Zone details in Bank and Moonee Streets. Do not double park or use the Bank St lane as a drop off zone, as this puts your child and others in danger. Avoid doing U turns in Bank and Moonee Street. Instead, drivers are encouraged to park away from the school and walk a short distance.
12. Bicycles, skateboards and scooters are not permitted to be ridden in the school yard during school hours (8.45 am to 3.45 pm), under any circumstances. Racks are available for bicycles to be stored during the day. Students need to provide their own bike lock and ensure that helmets are always worn.
13. Hats must be worn from September to April by all children for all outside activities.
14. The newsletter is published on our website at least twice termly; links are sent via Compass alert.
15. School Assembly is held fortnightly on Monday afternoons 3.00 – 3.30pm in person or 2:30 – 3:00pm remote.
16. School gates are locked from 9.15-3.15pm every school day. Please access the school via the main Bank St entrance during these times and please report to the office.
17. Students are not permitted to have access to mobile phones or communication devices such as smart watches during the school day. See our policy here: [https://avps.vic.edu.au/uploads/9/5/6/5/95656824/mobile\\_phone\\_policy\\_-\\_june\\_2020.pdf](https://avps.vic.edu.au/uploads/9/5/6/5/95656824/mobile_phone_policy_-_june_2020.pdf)

# DATES & TIMES

## AVPS School Day & Times

School starts at 9:00am and finishes at 3:30pm each day. It is important that students are at school for at least 5 minutes before 9am. When the first bell goes at 8:57am, classrooms are open so students can unpack and prepare for the start of their day. The school grounds are supervised from 8:45am before school and until 3:45pm after school. Children are encouraged not to arrive earlier than 8:45am and children who have not been collected by a parent or guardian by 3:45pm need to come to the office, where parents/guardians will be phoned. If this happens frequently, arrangements need to be made for children to enrol in Out of School Hours Care.

The AVPS school day is arranged as follows:

9:00am	School Starts
9:00-10:00am	Session 1 Classroom
10:00-11:00am	Session 2 Classroom
11:00-11:30am	Break 1 outside
11:30-12:30pm	Session 3 Classroom
12:30-1:30pm	Session 4 Classroom
1:30-1:45pm	Snack/Lunch eating in classroom
1:45-2:30pm	Break 2 outside
2:30-3:30pm	Session 5 Classroom

## Term Dates - 2023

Access at this link: <https://www.vic.gov.au/school-term-dates-and-holidays-victoria>

Please Note: School finishes at 2:30pm on the last day of terms 1, 2 and 3 and 1:30pm on the last day of term 4.

## Attendance: IT'S COOL TO BE AT SCHOOL!

Regularly attending school is very important for a child's connectedness and continuity of learning. Being away from school disrupts learning and some children may find it difficult to make friends. Unless your child is ill, they must attend school each day. Holidays during school time can disrupt your child's education. We encourage you to take holidays during term breaks. It is expected that the school will be notified via COMPASS (our preferred method) phone, or written note regarding all student absences.

## Punctuality: ON TIME AT NINE!

For the same reasons as outlined in attendance, punctuality is very important. Young children can become distressed if they are late and have missed out on the beginning of a lesson. Also, it is disruptive to the rest of the class if the teacher must ensure that late students 'catch up' on the class activity. Importantly, being on time is a good life skill to develop. Students who are late MUST report to the office before attending class to have their attendance recorded by office staff and to receive a late pass to be handed to the teacher.

# Term 4 Orientation Program

2023 Year Prep/Foundation students are invited to attend the following orientation sessions at Ascot Vale PS:

## 1. Thursday 3<sup>rd</sup> November 2022 – 3:45pm- 4:45pm

Experience has taught us that an afterschool session is a great time for your child to spend in our school grounds without the rest of the school students. A first session might be scary enough and then when we add 250 other students to it, it can be just a little overwhelming. In this hour your child will meet some of the teachers, explore the playground, our buildings and spend time inside one of our classrooms. Parents or carers will receive an email requesting that drop off and pick up occur at a specific gate (see map over leaf) where a teacher will greet and farewell children and families at the times above.

## 2. Tuesday 22<sup>nd</sup> November 2022 - 9:15am- 10:45am

This will be an opportunity to visit a classroom, play, do an activity and buddy up with a year one or two student. Please provide a snack, drink and hat for your child. They will have some time in the yard before being collected at 10:45am. Parents or carers will receive an email requesting that drop off and pick up occur at a specific gate (see map over leaf) where a teacher will greet and farewell children and families at the times above.

## 3. Tuesday 29<sup>th</sup> November 2022 – 9:15-12:15pm

This longer session will be in another one of our prep/one/two classrooms. This time the children will need a snack, drink, and hat. Parents or carers will receive an email requesting that drop off and pick up occur at a specific gate (see map over leaf) where a teacher will greet and farewell children and families at the times above.

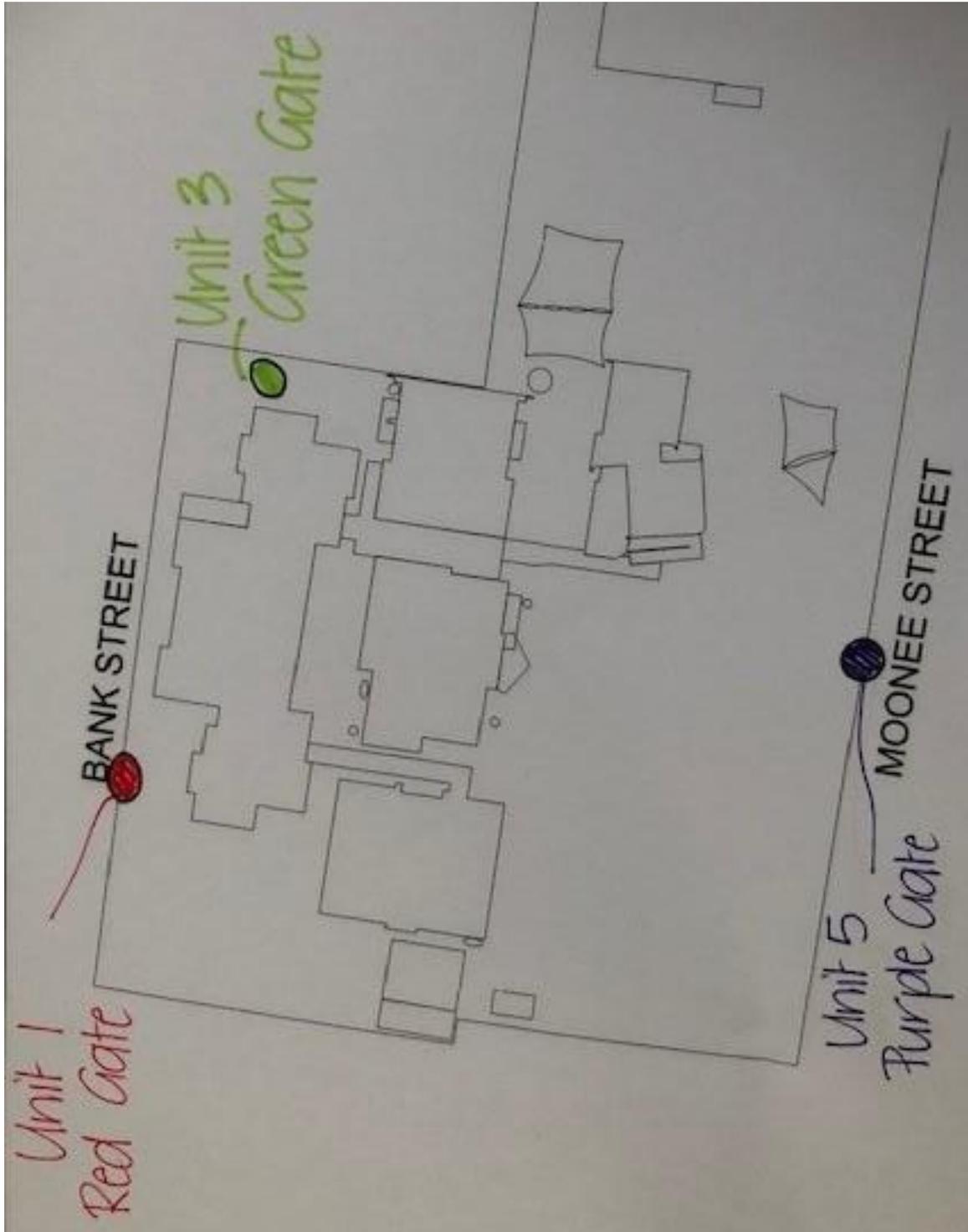
## 4. Tuesday 13<sup>th</sup> December 2022 – 9:15- 10:45am

This is a 'Meet the Teacher' session where your child will visit the classroom/unit, teacher, and students they will be assigned in 2023. This time children will need a snack, drink, and hat. Parents or carers will receive an email requesting that drop off and pick up occur at a specific gate (see map over leaf) where a teacher will greet and farewell children and families at the times above.



## Orientation program drop off and pick up points / gates

Teachers will meet, greet and farewell children and families at these colour coded gates at the designated times. If in doubt, please come to the office, accessible from Bank Street.



# 2023 Prep/Foundation FEBRUARY

## Attendance Arrangements

The **first day of school** for AVPS

Year Prep / Foundation Children in 2023 is:

**WEDNESDAY 1st February**

AVPS Year Prep/Foundation students will attend **3** days in week 1, and then **4 full school days per week** for the remainder of February 2023, as outlined below. This will allow children time to settle into school gradually. Please make alternative arrangements for the care of your child on the dates labelled '**No School**' below.

**Prep Entry Assessments** will be scheduled on three Wednesdays in February, appearing in **red** below. This is a 1:1 interview conducted by teachers with students, which lasts approximately 30 minutes. We ask parents/carers to please deliver children to their appointments at school and wait in a designated space.

Teachers will provide parents / carers with an **appointment time** (and location) on **one** of the Wednesday dates in February for the purpose of conducting important and helpful Entry Assessments.

Year Prep/Foundation students will **attend each week day from the first week of March 2023** starting 27/02/2023.

### AVPS TERM 1 2023 - YEAR PREP / FOUNDATION ARRANGEMENTS:

<p><b><u>WEEK 1</u></b> Monday 30th January -<u>No School</u> - Curriculum Day Tuesday 31st January - <u>No School</u> Prep Students Wednesday 1st February, 9:00am – 3:30pm Thursday 2nd Feb, 9:00am – 3:30pm Friday 3rd February, 9:00am – 3:30pm</p>	<p><b><u>WEEK 2</u></b> Monday 6th February, 9:00am – 3:30pm Tuesday 7th February, 9:00am – 3:30pm <b>Wednesday 8th Feb - <u>No School</u> Prep Students</b> Thursday 9th Feb, 9:00am – 3:30pm Friday 10th February, 9:00am – 3:30pm</p>
<p><b><u>WEEK 3</u></b> Monday 13th February, 9:00am–3:30pm Tuesday 14th February, 9:00am–3:30pm <b>Wednesday 15th Feb - <u>No School</u> Prep Students</b> Thursday 16th Feb, 9:00am – 3:30pm Friday 17th February, 9:00am – 3:30pm</p>	<p><b><u>WEEK 4</u></b> Monday 20th February, 9:00am – 3:30pm Tuesday 21st February, 9:00am–3:30pm <b>Wednesday 22nd Feb-<u>No School</u> Prep Students</b> Thursday 23rd Feb, 9:00am – 3:30pm Friday 24th February, 9:00am – 3:30pm</p>

### OTHER TERM 1 REMINDERS:

**WEEK 5** - Students attend each weekday from Monday 27/02/2023

**WEEK 7 - Labour Day Public Holiday** - Monday 13th March - **No School**

**WEEK 10** - Thursday 6th April - **Last day Term 1 - early finish time 2:30pm**