



PATTERSON LAKES PRIMARY SCHOOL

No. 5190

Gladesville Boulevard Patterson Lakes 3197

Phone: 9772 4011 Fax: 9776 0421

Email: patterson.lakes.ps@edumail.vic.gov.au

P.O. Box 330, Patterson Lakes, 3197

Principal: Carole Mayes

Website: <http://www.patterson-lakes-ps.vic.edu.au>



2017 INFORMATION BOOKLET

INTEGRITY

RESPECT

EXCELLENCE

On behalf of the staff, students and parents of Patterson Lakes Primary School, I welcome you and your family to our school community.



Learning for Life

Our school's motto is 'Learning for Life'. When you join our school community you will quickly become acquainted with the quality and richness of programs that are designed to meet your child's needs. Our school values of integrity, respect and excellence are used in our everyday dealings with each other [staff, students and parents] and in the development of our programs and policies. These values form the moral purpose of our school and the foundation for ensuring the best school environment for all members of our community.

Starting school, or starting at a new school, is a very important event in a child's life, and children adjust to school in different ways. We are keen to work with parents to ensure that each child settles quickly, easily and happily into school life at Patterson Lakes. The school will keep you informed about how your child is settling in, and I encourage you to provide us with feedback from home. Keeping an open communication process between school and home ensures transition to our school will be as smooth as possible.

I also encourage you to take advantage of the friendly community by getting involved in the school. Patterson Lakes offers you a range of opportunities for involvement through social, fundraising and community activities. In addition the school encourages you to join the Parent Helpers program to assist with class or school activities. For working parents there are occasional evening or weekend school and social events through which you can share and celebrate your child's education, and develop friendships with other families. Through involvement in the School Council you can assist in decision-making and the development of school policy.

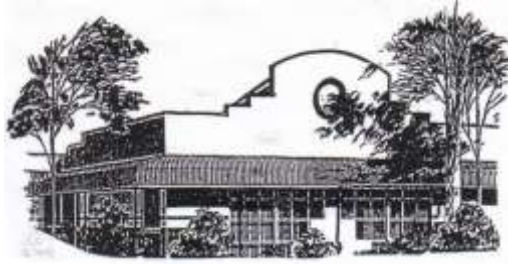
Patterson Lakes Primary has a strong moral purpose and reputation for delivering high quality education in all disciplines of the Victorian primary school curriculum. Our curriculum is broad, relevant and dynamic. Students are actively involved in their learning, acquiring knowledge, skills, positive attitudes and values.

The school places a strong emphasis on the use of computers in teaching and learning. All classrooms contain computer pods with access to a range of information and communication technologies with classes in Years 3-5 currently operating a 1:1 computer device program. The school also has a well designed Information and Communication Technologies Centre comprising of 2 labs using a range of cutting edge technology, interactive whiteboards, and its own radio station - 104.7 FM School of Rock. Through authentic learning activities students from Foundation to Year 6 develop the skills, knowledge and processes for using a variety of word processing, publishing, multimedia, information, communication and educational software programs.

The school is proud of its staff for the commitment; effectiveness and professionalism with which they undertake their roles and responsibilities, and the care and concern they show for our students and families. Staff work together to provide a well managed, safe learning environment that caters to the learning needs of all students. They focus on developing in your child the life skills of confidence, persistence, organisation, resilience and the capacity to get along with others. Through our Student Leadership, Junior School Council, House Competition programs and Environment programs, we provide opportunities for the development of teamwork, respect, responsibility and active citizenship.

This handbook provides information of special relevance to new parents to Patterson Lakes Primary School. I hope you will find it informative. At Patterson Lakes we look forward to working with you to ensure that your child obtains a high quality education.

Carole Mayes
Principal



School Name and Department Number	Patterson Lakes Primary School No. 5190
School Address	Gladesville Boulevard Patterson Lakes 3197
School Postal Address	PO Box 330 Patterson Lakes 3197
School Telephone Number	9772 4011
School Facsimile Number	9776 0421
School Email Address	patterson.lakes.ps@edumail.vic.gov.au
School Web Address	www.patterson-lakes-ps.vic.edu.au
Principal	Carole Mayes
Assistant Principal	Paul Clohesy
Business Manager	Kate Shannon
Office Manager	Monique Hunt
Administration Assistants	Lynne Anderson and Bev Patton

SCHOOL HOURS:

Morning Instruction Session:	9.00am	to	11.30am
Fruit Break [in class]:	10.15am		
Lunch:	11.30am	to	12.30pm
Early Afternoon Session:	12.30am	to	2.10pm
Afternoon Recess:	2.10pm	to	2.40pm
Afternoon Session:	2.40pm	to	3.30pm

TERM DATES:

	TERM 1	TERM 2	TERM 3	TERM 4
2017	30.01 – 31.03	18.04 – 30.06	17.07 – 22.09	09.10 – 22.12
2018	29.01 – 29.03	16.04 – 29.06	16.07 – 21.09	08.10 – 21.12

EARLY DISMISSAL TIMES

There is early dismissal at 2:30pm on the last day of each term – and at 1.30pm for the Christmas Vacation.

FOUNDATION STUDENTS

- Foundation students will commence the 2017 school year with half day sessions, 9.30am - 12.00pm or 1.00 - 3.30pm on Tuesday 31st January and Thursday 2nd February. Parents will be notified of their child's session.
- Apart from the first two days, Prep children will attend school Monday, Tuesday, Thursday and Friday from 9.00am - 3.30pm until Friday 3 March. Wednesdays have been set aside as a testing day for individual Foundation children. You will be notified of your child's testing date.
- The week beginning Monday 6 March will be Foundation children's first week of full attendance.

YEAR 1 - 6 STUDENTS for 2017 commence at 9.00am on Tuesday 31st January. Staff officially return on Monday, 30th January.

3

SCHOOL PROFILE**VISION STATEMENT**

To provide a safe and challenging learning environment, empowering students to strive for personal excellence and become lifelong learners.

Guiding Principles

- To provide a strong, innovative educational program that personalises learning for every student.
- To embed a culture of continuous improvement focussed on student achievement and school performance.
- To foster an ICT pedagogy in order to acquire the necessary skills and knowledge to become effective global citizens.
- To embrace diversity within our school community where the values of Integrity, Respect and Excellence are upheld.
- To ensure a community where each child is listened to, feels safe and is valued.
- To maintain an effective partnership between staff, students, families and the local community.

ENVIRONMENT

Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD. The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. During 1997 the school completed a major upgrade which included a visual arts room, library, ICT centre, administration block and undercover areas. During 2010, the school completed a multipurpose facility through the Federal Government's BER program. In 2014 a new Science Room was established and the Staff Room was relocated to the old Canteen area. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts.

SCHOOL POPULATION

The school has a stable enrolment of approximately 700 students.

CURRICULUM

At Patterson Lakes Primary School, all students participate in a comprehensive curriculum. The breadth and richness of curriculum offered allows students to be actively involved in their learning, acquiring knowledge, skills, attitudes and values.

The new curriculum provides a single and comprehensive set of prescribed content and common achievement standards, which schools will use to plan student learning programs, assess progress and report to parents.

PROGRAMS

Emphasis is placed on the provision of effective literacy and numeracy programs that cater for all students with science and student wellbeing nominated as additional focus areas. Learning outcomes for students are maximised by whole school planning and program implementation, ongoing professional development for staff, appropriate resource provision, special needs assistance, comprehensive assessment and reporting practices and regular evaluation of all school programs.

STUDENT ENGAGEMENT AND WELLBEING**Kids Matter**

Kids Matter is a flexible, whole-school approach to children's mental health and wellbeing for primary schools. It works both on its own and as an umbrella under which the school's existing programs can comfortably fit. Kids Matter provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids.

You Can Do It

The You Can Do It program operates in Years Foundation - 4 and provides students with a framework of attitudes and habits that assist students to make and maintain positive relationships. The program involves teaching the foundations of Confidence, Getting Along, Resilience, Persistence and Organisation.

Restorative Practice

All staff use a Restorative Practice approach to assist students to resolve issues and restore relationships.

Circle Time

Circle Time is a democratic and creative approach used to consider a wide range of issues affecting the whole school community. The strength of circles is that they address values, attitudes and skills within a structured, safe and supportive framework.

Act of Kindness Award

An award that focuses on an Act of Kindness. Students are nominated by the parents, teachers, other students or community members.

Exceed Expectations

This is the Principal's award and is presented for excellence in achievement to students who are nominated by their class teachers.

Peer Support

All classes have a buddy class. Senior and junior classes are matched together to provide peer support.

Junior School Council

Students from Year 6 nominate and vote for peers to be a representative on Junior School Council. Junior School Council makes recommendations to Council, contributes to decision making and the organisation of activities to raise funds for the broader community. Representatives report to the students and seek input from their peers. This process gives students a voice.

Student Leadership

Provides students from Foundation to Year 6 with skills, processes and opportunities to develop leadership. Students can be involved in a variety of leadership roles including Junior School Council, House Captains, Environment Leaders including Dolphin Research Ambassadors, Waste Warriors, Class Captains, and Office and class monitors.

House System

The House System has 4 teams – Gladesville Gladiators (Blue), McLeod Mustangs (Green), Thompson Tornadoes (Yellow) and Wells Wildcats (Red). House colours are worn every Friday. There are 5 major House competitions every year. They are swimming sports, cross country, athletic sports, Patto's got Talent and Patto's X Factor.

WELLS WILDCATS

Wells Wildcats hear the roar,
We win everything and still want more!
We won't be defeated and we won't be outdone,
Because Wells Wildcats are Number 1!
Go Wildcats!

GLADESVILLE GLADIATORS

We're the Gladesville Blues and you'd better get it right
We're the number one team and you're in for a fight
We have the will to win and the will to succeed
We're the Gladiators!
Now it's time to concede!
We are, we are, Gladesville Gladiators,
We are, we are, Gladesville Gladiators

MCLEOD MUSTANGS

McLeod Mustangs feel the heat,
Who we meet, we defeat.
So fire up and start to scream,
We're the number one team!
Go Green!

THOMPSON TORNADOES

Pump it up let's hear it. Let's hear that Thompson spirit.
Pump it up let's hear it. Let's hear that Thompson spirit.
Tornadoes flying high
We bring a message from the sky
And what did that message say?
THAT THOMPSON'S GONNA WIN TODAY
Pump it up let's hear it. Let's hear that Thompson spirit.

PARENT INVOLVEMENT

The school promotes participation, involvement and regular communication between parents and teachers. Parents participate in the school through their involvement in Family, Friends & Fundraising Association, School Council, Parent Helpers program, Excursions, Inter-school sports, Camps, and Perceptual Motor Program. Regular whole school events and family activities also provide opportunities for parental involvement.

CLUSTER INVOLVEMENT

The school works cooperatively within the Seaford-Carrum School Cluster. The Cluster consists of Patterson River Secondary College, Seaford Primary, Seaford Park Primary, Seaford North Primary, Belvedere Park Primary, Carrum Primary, Patterson Lakes Primary and Bonbeach Primary.

ENRICHMENT AND SUPPORT PROGRAMS

ENRICHMENT	SUPPORT PROGRAMS	SCHOOL PROGRAMS
School House competitions UNSW competitions Camps (Yr 3-6) Incursions and Excursions Visitors and speakers Making Our Mark (Yr 5 & 6)	Foundation – Year 6 Buddy Program PMP – Perceptual Motor Program (Foundation) Mathletics Lexia Literacy Support program Cohort support programs Integration program	ICT extension eg. Radio Program Inter School Sport (Yr 5 & 6) Sporting programs Swim/Water Safety Program (F-Yr6) Special Events Theme Days Assemblies School Concert

LIBRARY

The purpose of the library is to provide a comprehensible up-to-date collection of materials. The library provides for the needs of the curriculum as well as the needs of the individual child; fostering a love of literature and reading for pleasure. It aims to provide for the professional development of staff through purchase of materials relevant to new trends in education. Encourage your child to borrow regularly from our school library. Please provide your child with a NAMED, BOOK BAG which can be purchased through the school uniform shop. This helps prolong the life of our school library books.

4

SCHOOL STRATEGIC PLAN

THE 2016 - 2019 SCHOOL STRATEGIC PLAN

The School Strategic Plan sets out the school's strategic direction for a 4 year period, including the school's purpose, values and environmental context, as well as goals, targets and key improvement strategies in four areas:

- Student Achievement
- Student Wellbeing
- Student Engagement
- Productivity

The School Strategic Plan is informed by the information gathered and directions identified throughout the school self evaluation and school review processes, and through staff, student and parent consultation.

Copies of the 2016 - 2019 School Strategic Plan will be available from the school office and on the school website.

At Patterson Lakes Primary School, all students participate in a comprehensive curriculum. The breadth and richness of curriculum offered allows students to be actively involved in their learning, acquiring knowledge, skills, attitudes and values.

The new Victorian Curriculum for 2017 provides a single and comprehensive set of prescribed content and common achievement standards, which schools will use to plan student learning programs, assess progress and report to parents.

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

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

Learning areas

The Victorian Curriculum F–10 learning areas defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

The teaching and learning program at Patterson Lakes Primary School, plans for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts for the students at Patterson Lakes.

Capabilities

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

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

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

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

Literacy

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

Numeracy

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

Information and Communications Technologies

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

PHYSICAL, PERSONAL AND SOCIAL LEARNING

Physical, personal and social learning is designed to equip students for the challenging world of the twenty-first century to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, their own learning, their own respectful relationships with others and their role in the local, national and global community.

HEALTH AND PHYSICAL EDUCATION

Standards in Health and Physical Education are organised in two learning areas.

- Movement and physical activity – from Prep (Foundation).
- Health knowledge and promotion – from Year 3.

Movement and physical activity, focuses on:

- the important role that physical activity, sport and recreation need to play in the lives of all Australians
- promoting involvement so that everyone has the right to participate in a healthy and active lifestyle
- developing confidence in using movement skills and strategies to increase motivation to become active
- improving performance and maintain a level of fitness
- building understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance

Health knowledge and promotion, focuses on:

- examining physical, social, emotional and mental health
- exploring personal development across various stages of the lifespan
- safety and the identification of strategies to minimise harm associated with particular situations or behaviours. examining the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products
- examining the factors that influence food selection and the role of nutrition on health, growth and development

TO HELP YOUR CHILD WITH HEALTH AND PHYSICAL EDUCATION

- Give them regular praise, encouragement, approval and challenges that promote self-esteem and a sense of personal well-being.
- Help your child to understand the importance of a healthy diet and the dangers of foods with high sugar, salt and fat content.
- Encourage participation in games and outdoor activities.
- Recognise the importance of informal play, by means of which all children use language, movement and imagination in getting to know more about themselves, other people and the world around them.
- Maintain safety standards, particularly for bike riding.
- Ensure 'a good night's sleep' - at least 10 hours for young children, and 9 or 8 as they get older.
- Realise that your own lifestyle is a very important model for your child.

ENGLISH

The study of English is central to the learning and development of all young Australians. The reason as to why students must be successful in the study of English is to:

- Create confident communicators, imaginative thinkers and informed citizens.
- Enable individuals to analyse, understand, communicate with and build relationships with others and with the world around them.
- Develop the knowledge and skills needed for education, training and the workplace.
- Help individuals become ethical, thoughtful, informed and active members of society.
- Develop the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The Learning Areas within English are:

- Reading and Viewing
- Writing
- Speaking and Listening

READING

To prepare children to read

- Talk to your children from the earliest age. Surround them with language. Explain, question, read....
- Encourage them to talk about their own experiences, to play with words.
- Tell and re-tell stories of all kinds. Have a bed-time ritual of story-reading.
- Encourage the children to 'read' with you. Get them to comment on the illustrations. Run your finger underneath the print as you read.
- As you read favourite stories, leave out the occasional word and encourage the children to put it in.
- Make simple word games, such as cutting words from magazines and matching them with pictures.
- Visit the local library. Meet the librarian.
- Remind your children that library books are available for borrowing.

TO HELP YOUR CHILD WITH READING

- Have a routine of reading to him or her every day. This is one of the best ways of developing lifelong positive attitudes to reading and understanding of print and books.
- Praise every effort in reading, especially if confidence is low. Don't compare a child's performance with that of relatives and friends.
- Be seen as a reader yourself. Take the family to the local library. Help in selecting books but resist the temptation to impose your own choices.
- Give books as presents and show your child how to care for them.
- Buy your child a bedlamp and encourage the routine of reading in bed before lights-out.
- Encourage your child to make good use of the school library. Ask: "What have you borrowed this week? Would you like to read some of it to me?"

WRITING

The teaching of writing involves a wide range of skills. The children are encouraged to express themselves in print. Drawing is a valuable pre-writing activity and writing will develop as a natural progression.

TO HELP YOUR CHILD WITH WRITING

- Let him or her see you write - letters, shopping lists, short messages and so on.
- Encourage the family to write - letters to friends and relatives, thank-you notes, get-well messages....
- Display writing in the home - reminders, list of things to do, messages of congratulations, postcards from friends on holiday. Have a kitchen noticeboard or some attractive magnets on the fridge door.
- Give presents associated with writing - different types of pens and pencils, paper of different shapes and colours, a desk lamp, a diary, a dictionary, erasers....
- Be an interested listener and reader. Talk over ideas for writing, encourage the reading aloud of early drafts, read the finished product with enthusiasm.
- Pay more attention to what your child is writing, rather than on spelling and punctuation.

VICTORIAN CURSIVE WRITING

We include an example of the Victorian cursive script that your child will learn. All labelling and lettering done by teachers will be modelled on this script, and we suggest that it will also provide a model for your own labelling of your child's possessions.

We ask that only the initial letter in your child's name be presented in capitals (NOT all capitals) as this is consistent with our school practice.



SPELLING

Children learn spelling for writing. They learn words they **need** to know and ones they **want** to know. The school uses visual, phonological, morphemic knowledge and etymological knowledge to ensure students learn effectively. The PLPS Spelling program is based around the Strategic Spelling approach:

- **Visual knowledge** – you will need to know what the word looks like, as no other strategy works. For example: who
- **Phonological knowledge** – if you record all the sounds, the word will appear correct. For example: number = num + ber

- **Morphemic knowledge** – words that require you to know special rules. [This includes compound words, prefixes and suffixes]. For example: 'i' before 'e' except after 'c'
- **Etymological knowledge** – words that are connected to other similar meanings. [Latin and Greek roots] For example: octagon and octopus [oct = 8]

TO HELP YOUR CHILD WITH SPELLING

- Build his or her self-confidence. Praise effort even if the result is not perfect. At all costs prevent the emergence of a self-image as a poor speller.
- Accept that teachers do not insist on correct spelling in the first draft of writing. Here the emphasis is on ideas and interesting ways of expressing them. Spelling accuracy comes in subsequent drafts.
- Show that you care about spelling. Ask, "Who knows how to spell ...?" and advise, "You won't feel right about the spelling of some words until you've written them down to see how they look - or made absolutely sure by looking them up in a dictionary."
- Encourage reading. It is often argued that this is probably the best single method of improving spelling.
- Advise the use of the 'Look-Say-Cover-Write-Check' approach to committing new words to memory.

MATHEMATICS

Mathematics pervades all aspects of our lives - as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society.

Through learning mathematics in school, students will:

- acquire useful mathematical and numeracy skills to deal confidently and competently with daily life.
- solve practical problems with mathematics based on everyday, real life concepts.
- see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving problems
- be confident in one's personal knowledge of mathematics.
- be empowered through knowledge of mathematics to apply this knowledge in practical situations.
- develop an understanding of the dynamic role of mathematics in life, society and work in social and technological change.
- recognise the fundamental importance of mathematics to the functioning of society.
- use technology appropriately and effectively to support the learning of mathematics.

The Learning Areas within Mathematics are:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

TO HELP YOUR CHILD WITH MATHEMATICS

- Do all you can to develop his or her sense of number and measurement. Find Maths everywhere!
- Remember the influence you have on your child's attitude to mathematics.
- Comments such as "No one in this family is much good at Maths", set up tremendous barriers to learning.
- Involve him or her in real-life mathematics around the home - counting change, measuring, weighing, estimating, playing games that involve keeping scores, calculating journey times....
- Encourage the older child in hobbies that require 'hands-on' mathematical skills and a sense of spatial relationships - making models, assembling kits....
- Use solid objects - buttons, sticks, pieces of string and the like - when helping with mathematical problems.
- Avoid confusion by checking methods being taught at school before helping your child.

THE ARTS

MUSIC

TO ASSIST YOUR CHILD WITH MUSICAL DEVELOPMENT:

- Sing a variety of nursery rhymes and fun songs with physical movement and expression.
- Use simple rhythmical instruments to 'make music' (hand drum, tambourine, shakers).
- Creatively use odds-and-ends items to 'explore sound' (pots, pans, string, cans, bottles, plastics and metals).
- When reading picture books; generate 'sound effects' to match the actions, scenes and moods of the story.
- Introduce a variety of background music during quiet times, eating times and play times; (such as 'old-time favorites', 'light classical music', vocal 'choir style' singing music and 'cultural style' music).
- Share with children the songs you enjoyed as a child, and regularly play the music and songs they enjoy.
- Encourage music lessons; singing, keyboard, guitar, flute.

VISUAL ARTS

TO HELP YOUR CHILD WITHIN VISUAL ARTS

- Encourage him or her to be more observant of the natural world - colours, patterns, sounds....
- Provide basic materials for creative play - paper, pencils, paints, brushes, glue, cardboard, wool, string, drawing pins, foil, pieces of wood....
- Express interest in your child's 'creations' - drawing, painting, models.
- Share your own skills of painting, sewing, wood-working, etc. There is a tremendous feeling of satisfaction in teaching one of your own skills to your own child.
- Have some occasions when the whole family makes something (e.g. Christmas decorations).
- Provide your child with a named art smock (or old shirt) for school use.

HUMANITIES

Humanities involves:

- the study of human societies and environments, people and their cultures in the past and the present
- developing key ideas and concepts that enable students to understand the way in which people and societies have organised their world
- researching skills and inquiry processes

History involves:

- Historical knowledge and understanding
- Historical skills

Historical knowledge and understanding, focusing on:

- personal, family, local, state or territory, national, regional and world history
- Australian history in its world history context: F – Year 10
- studying societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day
- exploring key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability

Historical skills, focusing on:

- promoting skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research
- analysing and using sources; perspectives and interpretations; explanation and communication
- emphasising historical interpretation and the use of evidence

LANGUAGES Program

In 2017, the Languages program at PLPS will be:

- Foundation – Language introduction and immersion through Spanish
- Year 1 & 2 – Spanish

SCIENCE

Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development. They will be aware of the impact of science and technology on society, the individual and the environment.

Patterson Lakes Primary School is committed to providing a Science program that is relevant to students today and builds upon their observational techniques over time. Effective science teaching relies on understanding students' pre-existing ideas about science concepts and supporting students to develop more scientific understandings linking Science with Technology, Engineering and Mathematics.

Starting school represents a significant change for most children. You have been your child's first teacher and as a consequence have provided the majority of experiences your child has had in the first few years of their life. Parents can be most helpful in making the transition to school a happy and successful one.

Success and happiness at school is much more likely if the child has developed the ability to:

- speak well
- listen to a story for a reasonable time
- concentrate on one activity for 10 - 15 minutes
- dress and eat independently
- use the toilet and look after their personal hygiene successfully [nose blowing, etc.]
- play co-operatively with other children and solve associated problems
- be familiar with the use of pencils and books

Here are some of the things you can do to prepare your child for school

Over the next few months try to let your child get used to:

- putting on and taking off clothes
- putting on and doing up shoes
- eating and drinking without help
- using a handkerchief or tissue
- using and flushing the toilet independently
- unwrapping snacks independently (clingwrap, snack bars, etc.)
- saying his/her name, address and telephone number
- knowing road safety rules and how to cross the road safely
- knowing the way to and from school
- knowing safe behaviours

Also try to let your child get used to:

- playing with groups of children [encourage your child to share toys and take turns]
- using playground equipment safely
- staying at friends' or relatives' houses for a few hours without you around
- caring for and putting away playthings
- helping with small jobs around the house such as washing up, putting clothes away, etc.

Learning to talk and listen well starts with you at home. Try to:

- talk to your child about what you are both doing
- listen to your child and give them your attention when they are talking
- answer many of the endless questions
- read a story every day
- borrow children's books and toys from your local library
- teach songs, rhymes, jingles, the names of colours and parts of the body
- count things - does your child know what the number means?
- ask your child to follow simple instructions, such as "Take off your shoes and put them on the veranda".

These experiences will also aid development:

- using chalk, crayons and pencils to draw patterns and pictures
- making models with playdough
- cutting paper and material with blunt ended scissors
- rolling, throwing and catching different sized balls
- balancing activities

FOUNDATION STUDENTS

- Foundation students will commence the 2017 school year with half day sessions, 9.30am - 12.00pm or 1.00 - 3.30pm on Tuesday 31 January and Thursday 2 February. Parents will be notified of their child's session.
- Apart from the first two days, Foundation children will attend school Monday, Tuesday, Thursday and Friday from 9.00am - 3.30pm until Friday 3 March. Wednesdays have been set aside as a testing day for individual Foundation children. You will be notified of your child's testing date.
- The week beginning Monday 6 March will be Foundation children's first week of full attendance.

ABSENCES

If your child is absent, a note, a phone call or an email must be sent to the school explaining the absence. The school will contact you for an explanation of excessive absences if no note is provided.

If parents wish to take their children away from school, eg. for a medical appointment, they are requested, in order to ensure the safety of children at our school, to complete and sign an 'Early Leave Pass' at the Office at the time of departure. It is important also that the class teacher knows the child has left the school, particularly if the child is leaving during recess or lunchtime.

NEVER collect children during recess or lunchtime without signing them out.

In the event of a student leaving the school grounds, a parent will be informed immediately. Police will also be contacted.

ALLERGY OR ASTHMA

It is important that parents complete an allergy or asthma management plan at the beginning of the school year for their child if they suffer from an allergy or asthma. Management plans will need to be updated annually.

ART SMOCKS

All children require an art smock for painting and other art/craft activities.

ASSEMBLY

Assemblies are usually timetabled for 3 whole school assemblies, 3 junior school assemblies and 3 senior school assemblies each term. Whole school assemblies are usually timetabled for the first, middle and last week of every term. Parents are encouraged to attend assemblies as they are a forum for information as well as an opportunity to celebrate whole school, group and individual achievements. Assemblies are held in the school's Hall on a Monday afternoon (2.55-3.25pm). The school's weekly newsletter will inform as to which assembly will take place.

ATTENDANCE

Education is compulsory for children between the ages of 6 and 16 years. When children are enrolled it is expected they will attend school every day of each term. Patterson Lakes records the daily attendance of your child. We do not encourage students to arrive at school before 8.45am as there is not a teacher on duty prior to this time. Similarly, supervision is provided after school until 3.45 pm. Students not collected by this time will need to make their way to the office and staff will contact parents. If a child is sent to After School Care, a cost will be incurred.

School commences at 9.00 am each day and we ask for your co-operation by ensuring your child is at school and in line on time. School finishes at 3.30 pm, **except on the last day of term**, when the finishing time is 2.30pm in Terms 1, 2 and 3 and 1.30pm on the last day of Term 4.

BEFORE AND AFTER SCHOOL CARE

Before School Care hours operate from 6.45 – 8.45am. After School Care hours operate from 3.30 – 6.15pm. Curriculum Days operate from 8.00am – 5.00pm providing there are sufficient numbers [minimum 15 students]. The school does not provide Vacation Care as school teaching staff would need to be onsite for this to occur. The City of Kingston are able to offer this service at other venues.

BEHAVIOUR MANAGEMENT

As part of the school's ongoing commitment to a safe and orderly school environment all students are provided with a copy of the school's Student Code of Conduct at the commencement of the school year or when entering school. The policy details rights, responsibilities, school rules, unacceptable behaviours and consequences for breaching school rules. Parents and students sign a reply form agreeing to support and abide by the policy.

BICYCLES

Students in Years 3 - 6 may ride bicycles to school provided that they have signed the school's Bicycle Policy. It is expected that all students will wear a properly fitted bicycle helmet and have a good understanding and capacity to ride safely and obey road rules. Bicycles are to be walked in the school grounds between 8.30am and 4.00pm. Non-adherence to this rule will result in the student being banned from riding their bike to school for a 10 week period. During the school day all bicycles will be locked in the bike shed.

CAMPS

The school camping program involves camps away from the school site for Years 3, 4, 5 and 6. Camps are usually for 2 - 5 days depending on the year level.

CANTEEN

The Canteen service is an online service provided on Mondays, Thursdays and Fridays. Parents can place and pay for their child's order using a secure website which can be found via a link on the school's website. Orders are delivered to the school at lunchtime.

CAR PARKING

The school car parks are only for staff parking. There is a morning 'Drop Off Zone' for parents in designated areas until 9.00am. Parents may also use the 'Visitor's or Disabled' parking area if their child is unwell or has been injured. There is restricted street parking available in Gladesville Boulevard and McLeod Road. Additional parking is found in the Patterson Lakes Community Hall car park and in the Coles Shopping Centre. Please pay attention to all street parking signs and restrictions. Police and parking officers regularly patrol these areas surrounding our school.

CLOTHING AND BELONGINGS

Please clearly mark all clothing and items brought to school. Each item of school uniform should be named. Expensive toys and games should not be brought to school. We take no responsibility for loss or damage.

CONCERNS

Please contact your child's teacher, Year Level Coordinator, Sub School Leader, Assistant Principal or the Principal. We will listen to your concerns, investigate situations, offer assistance and provide accurate information. Each matter will be dealt with within a reasonable period of time.

CUSTODY RESTRICTIONS

It is vital that the school be kept informed of any access or custody restrictions. Original copies of orders must be presented to the school and a copy will be taken.

DETENTION

Students may be given a detention for breaches of our Student Code of Conduct. Students may be detained for half of recess or lunch break without parent permission, however, parents will be informed depending on the severity of the situation. If a child is required to do an after school detention, parents will be given prior notice and will need to sign a permission note. Parents will need to collect their child at 4.00pm if an after school detention is given.

EARLY DEPARTURE AND LATE ARRIVAL

Parents wishing to collect children other than at the normal dismissal time must go to the office to sign out their child and collect an 'Early Leave Pass' before collecting them from their classroom. The pass is to be taken to the classroom and handed to the teacher. If your child arrives at school after 9.00am they must go to the office to sign in and get a 'Late Pass' to take to their classroom and hand to their teacher.

If making arrangements with others to collect your child, please make sure the person and the child know the arrangements. If the person is someone not included in your child's enrolment form, please inform us of the arrangements.

EMERGENCY CONTACT INFORMATION

Always ensure your contact information is up to date. It is critical that the school is able to contact you or your emergency contacts in case of an accident or illness. Contacts listed on the enrolment form are the only people that may collect a student during school hours.

ENROLMENT PROCEDURES

To enrol a child at Patterson Lakes Primary School, parents need to contact the school office and complete an enrolment form. Parents of separated families are required to seek permission of the other parent, giving permission for their child to enrol in a primary school. An "Alternate Family" Form must be completed by the second parent, in addition to the initial 'Enrolment Form'. All children enrolling in school must be at least 5 years of age by April 30 of the year of enrolment. Parents must show their child's original birth certificate and immunisation statement. It is recommended that parents come along to a tour of the school and meet with the Principal. If a student is transferring from another school, it is useful for you to provide our school with school reports and some of the work the student has been doing at the previous school.

EXCURSIONS

The school operates an Excursion Levy to cover the cost of all excursions and incursions during the year. All excursions and camps are conducted under strict safety guidelines. Before any excursion or camp takes place, parents will be given written information about the activity and will be asked to sign a form giving approval for their child to take part. To ensure students are safe at all times, staff who accompany excursions and camps will have appropriate qualifications, training and experience for the activities being undertaken. No child will be allowed to participate in a school excursion without a completed permission note.

FAMILY, FRIENDS and FUNDRAISING ASSOCIATION

The Family, Friends and Fundraising Association of Patterson Lakes Primary School is an important group within our community. Interested parents and friends meet each term. The role of FFFA is three-fold:

- Firstly, it is a communication link between the community as a whole and the school. It serves as a forum where constructive ideas are developed.
- Secondly, the FFFA is a social body, bringing together the parents of the school in social activities. It has a role to play in public relations
- Thirdly, the FFFA, through the School Council, has a fund raising role. Various activities are organised and well supported during the year.

HATS

It is school policy that the wearing of a school wide brimmed hat is compulsory from 1 September to 30 April.

HELPING AT SCHOOL

As a volunteer at our school, while assisting in the classroom or helping on an excursion or camp, parents and helpers will be required to hold a current Working With Children Check. You can apply for this card at Australia Post Office and you will need to choose Patterson Lakes Primary School as a place where you volunteer your services, or update your current card to add our school.

HOMEWORK

The school operates a Homework Grid based on Dr Lillico's homework model. Students are provided with a homework grid each term that will not only teach them some of the necessary skills for later life, but will also encourage the development of social skills and attitudes they will require. All activities provide opportunities for parents to participate in their child's education.

ILLNESS

The best place for a sick child is at home. A child is not capable of effective learning whilst ill. Infections spread quickly in the school environment. A note with date/s and reason/s of absence must be provided to the school.

INFECTIOUS DISEASES EXCLUSION

The Department has produced a comprehensive list of infectious diseases and exclusion guidelines for schools. This information is available at the back of this booklet and from the school office.

LOST PROPERTY

Lost property such as clothing and hats is stored in the breezeway, near the Staff Room and senior toilets. Jewellery items and watches will be held in the school office, and may be collected at any time during school hours. At the end of each term, unnamed clothing is sold as second hand uniform or forwarded to a charitable organisation.

LUNCHES

Lunches are usually eaten in the classroom under teacher supervision. Please consider appropriate food for your child to handle, nutrition and the quantity appropriate to your child's appetite when preparing lunches.

LUNCHES LEFT AT HOME

When a child has no lunch at school, firstly siblings are asked to share their lunch, or the teacher will ask the office to provide an 'Emergency Lunch Pack'(when available) for a small cost or parents will be contacted to provide lunch.

MEDICATION

If medication is to be taken at school, parents must complete a form giving the First Aid Officer permission to administer the medication. This form must state time/dosage and the medication must be clearly labeled with the child's name and grade. If your child suffers from asthma, it is recommended that an inhaler be kept at school and an Asthma Management Plan must be completed and signed by your doctor.

MONEY

Please do not send large amounts of money to school with your child. When it is necessary to send money please place it in a sealed envelope that has your child's name and grade, as well as the amount and purpose of the money clearly written on the envelope. The envelope should be given to the teacher at 9am or dropped into the office 'drop box', located under the counter at the front office.

MOBILE PHONES

Students are not permitted to have mobile phones at school.

NEWSLETTER

The school Newsletter is published each Thursday. It is expected that all parents will take the time to read it. The Newsletter contains information on most of the activities going on in the school. It is now sent to families via the Tiqbiz App which can be downloaded onto your computer or smart phone for convenient access. You can visit our school website to view the weekly newsletter and it is also available from the school office in hard copy for you or your child to collect if you wish.

PARENT – TEACHER MEETINGS

There are usually two organised Parent-Teacher meetings. The first meeting or information sharing session occurs in early February. The second meeting, where student progress is discussed, occurs towards the end of Term 2, on the last Wednesday in June. Parents may, however, seek meetings with teachers or the Principal at any time if they would like to discuss their child or a school issue. It is recommended that you contact the teacher or office to make a mutually convenient meeting time rather than arrive when the teacher has responsibility for the teaching or supervision of students in the class. Students in Years 2 - 6 are invited to be part of the Parent-Teacher meetings.

PUPIL FREE DAYS

Each state school in Victoria is allocated four days each year when students do not attend school so that teachers can participate in curriculum planning or professional activities. The school will give parents details about these days through the Newsletter. The first day of Term 1 is always a pupil free day. Although teachers are on duty on the first day of the school year, students do not attend.

SCHOOL COUNCIL

The School Council provides an opportunity for parents and other members of the community to take an active role in setting the educational policy of the school. The School Council comprises parents, the school Principal, staff and sometimes co-opted members of the community. School Council has up to 15 elected members – 8 parent members, 2 community members and 5 staff members. Elections are held every year by the end of March. Parent and 'Department of Education and Training' members of the Council are elected for a 2 year term of office.

SCHOOL PAYMENTS & CONTRIBUTIONS

School councils are able to request payments or contributions for education items and services from parents and guardians for students in Victorian government schools in the three categories – essential education items, optional extras and voluntary financial contributions. A schedule of next year's charges will be sent to families by Orientation Day.

The school council will ensure that costs are kept to a minimum and comply with the Parent Payment Policy. Patterson Lakes Primary School spends considerable time selecting the most appropriate items and services to meet the needs of our students.

Where practical, parents and guardians also have the option of purchasing equivalent materials from other sources. If parents and guardians choose to provide equivalent materials, this should be done in consultation with the classroom teacher, as items should meet the specifications provided by the school. There are certain items that due to their nature, may only be provided by the school, for which you will be charged.

SCHOOL PHOTOGRAPHS

Each year school photographs are taken. Usually all children are photographed individually and in class groups. Siblings may also be photographed together at an additional cost. Purchasing photographs is optional.

SCHOOL REPORTS

In June and December parents are provided with written reports detailing student progress. In addition, a number of students will also receive Individual Learning Improvement Plans throughout the year.

SCHOOL RULES

The school takes a whole school approach to the development, implementation and monitoring of school rules. At the commencement of each year students are provided with a copy of the school's Anti-Bullying Policy and Student Code of Conduct. Students work with teachers to establish classroom rules.

SWIMMING PROGRAM

Foundation – Year 2 students are involved in a 5 session intensive swimming program each year. The swimming program improves student water safety as well as developing swimming and survival techniques. Year 3 – 4 students participate in beach activities within their camping program. Year 5 and 6 students are also involved in water safety activities. These programs are optional

UNIFORM

Patterson Lakes has compulsory uniform. Current uniform details and pricelists are available from the school office and website. The school Uniform Shop opening hours will be published at the commencement of the school year.

VISITORS

All visitors to the school are required to sign the attendance book at the school office when they arrive and depart. They must also wear a 'Visitor's Badge' whilst in the school.

VOLUNTARY FINANCIAL CONTRIBUTIONS

Parents and guardians are invited to contribute to Patterson Lakes Primary School Building & Library Trusts. All donations are fully tax deductible and an appropriate receipt is issued to the donor. All donations to the Building & Library Trusts are spent directly to maintain and improve the Library and the School Buildings. The support of the community is greatly appreciated and significantly improves the operation of the school.

YARD SUPERVISION

The yard is supervised from 8.45am to 9.00am, during recess and lunchtimes, and after school from 3.30pm to 3.45pm. Students are not expected at school till 8.45am and are to leave promptly at 3.30pm. After school duty finishes at 3.45pm. A bell is rung. Students still waiting for parents must go to the General Office to be supervised until parents arrive.

8

STUDENT ENGAGEMENT AND WELLBEING

At Patterson Lakes Primary School we provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the global community.

The school strives to give children the opportunity to extend and develop themselves. We do this by:

- Providing an environment that is stimulating and safe.
- Providing learning opportunities that cater for individual differences.
- Planning so all individuals are challenged.
- Planning so all individuals experience success.
- Working co-operatively so all members of the school community can contribute.

The school wants to empower students so they can take increasing responsibility for their own learning. We believe this is achieved through:

- Assisting children to become highly literate and numerate.
- Developing student skills in learning about how to be effective learners.
- Providing a curriculum that has breadth and depth.
- Providing resources and programs that are relevant to current life experiences.

The school also believes that education is an equal partnership between teachers, parents and students. School members are expected to:

- Respect the rights, property and beliefs of others.
- Encourage and assist all school members to contribute to the school's general wellbeing.
- Be aware of school business through its open and accessible decision making processes.
- Be provided with appropriate information and training that improves their abilities and opportunities to participate in school activity.
- Actively support and promote the school to the broader community.

Preventative Programs

Kids Matter

- Kids Matter is a flexible, whole-school approach to children's mental health and wellbeing for primary schools. It works both on its own and as an umbrella under which the school's existing programs can comfortably fit. Kids Matter provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids.

You Can Do It

- The You Can Do It program provides students with a framework of attitudes and habits that assist students to make and maintain positive relationships. The program involves teaching the foundations of Confidence, Getting Along, Resilience, Persistence and Organisation.

Restorative Practice

- All staff use a Restorative Practice approach to assist students to resolve issues and restore relationships.

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Act of Kindness Award

An award that focuses on an Act of Kindness. Students are nominated by the parents, teachers, other students or community members.

Exceed Expectations

This is the Principal's award and is presented for excellence in achievement to students who are nominated by their class teachers.

Circle Time

Circle Time is a democratic and creative approach used to consider a wide range of issues affecting the whole school community. The strength of circles is that they address values, attitudes and skills within a structured, safe and supportive framework.

Peer Support

All classes have a buddy class. Senior and junior classes are matched together to provide peer support.

Junior School Council

Students from Year 6 nominate and vote for peers to be a representative on Junior School Council. Junior School Council makes recommendations to Council, contributes to decision making and organises activities to raise funds for the broader community. Representatives report to and seek input from their peers. This process gives students a voice.

Families as Partners

- Weekly 'Student Wellbeing' page in the school newsletter, assisting parents to raise confident and resilient children.
- Parent Forums – focusing on curriculum.
- Annual Science Evening, Family Picnic and Student Led Tours.
- Regular Parent/Teacher and 3-Way meetings.
- Positive memos sent home highlighting positive aspect of student behaviour and learning.
- Individual learning improvement plans for students requiring enrichment or for students at risk in relation to behaviour/learning.
- Individual goal setting in literacy, numeracy and personal development.
- Classroom Parent Liaison Representatives.
- Tiqbiz App, Website and a Family, Friends and Fundraising Association.

Community Links

- Close relationship with the Kingston Council and local business.
- Involvement of students through community based activities and programs.
- Regular visits into the community and businesses.
- Vegetable Garden – environmental work in the community.
- Links with Patterson River Secondary College.
- Winter Warmer Hampers provided by the Anglican Parish of Longbeach.
- Lunch donations provided by Elevate 180 (formally Southern Life).
- Fundraising for local groups and charities.
- The Act of Kindness Community Award presented once per term.
- Coles – Fete donations.
- Bakers Delight - donations
- Reading program with residents from the Forest Lodge Aged Care Facility.
- Presentations at Illawong for the aged residents and invitations for them to be part of school activities, e.g. Christmas Concert.

Shared Expectations

Patterson Lakes Primary School has developed shared values and expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and are appropriate behaviours for our school community.

School Values

Respect, this value is shown when:

- We are kind, friendly and helpful to others.
- We look after other people's property.
- We are polite and use good manners.
- We behave in a safe and sensible manner.
- We include others in games and activities.
- We listen to others and speak appropriately to them.
- We accept others for who they are.
- We acknowledge other people's beliefs and differences even if they are different from our own.
- We care for our world, our environment and the people in it.

Integrity, this value is shown when:

- We are trustworthy, fair and honest.
- We make strong choices.
- We own up for our behaviour.
- We tell the truth in a sticky situation.
- We are true to what we believe in.
- We do the right thing, even if it doesn't benefit us.
- We stand up for ourselves and others.

Excellence, this value is shown when:

- We think, listen, remember, discuss, study and ask questions
- We have a go and persist in what we do
- We explore and discover new ideas
- We do and make things
- We have adventures with our brains
- We try new things and achieve new skills
- We show understanding
- We have fun and are challenged

Expectations of students:

- Support each other's learning by behaving with respect.
- Display the school values.
- Have the expectation that they can learn.
- Reflect on and learn from each other's differences.
- Contribute to a productive learning environment.
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Be aware of the school's approach to student management

Attendance: All students are expected to attend school. If students cannot attend, they must provide an explanation from their parents/carers to the school. Students should arrive at school and for each session on time and be ready to learn. 8.50am is a good time to aim for to have your children at school.

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Expectations of Parents/Carers:

- Support the school's efforts to educate young people to live in a diverse society by promoting an understanding and appreciation of diversity in the home.
- Assist the school by providing all relevant information.
- Actively participate in supporting their child's learning by building positive relationships with Patterson Lakes Primary School through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner.

Behaviour: Parents/carers should understand Patterson Lakes Primary School's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning and engagement both in and out of school.

All Members of Patterson Lakes Primary School community have a right to:-		
<ul style="list-style-type: none"> Fully participate in an environment where they are valued and treated with respect, regardless of religion, gender, race, ability, class or individual differences. Fully participate in an environment free of harassment, bullying (including cyber-bullying), vilification, violence, intimidation, abuse and exclusion. Feel valued, safe and supported in an environment that encourages freedom of thought and expression. 		
All Members of Patterson Lakes Primary School community have a responsibility to:-		
<ul style="list-style-type: none"> Acknowledge their obligations under the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the Education and Training Reform Act 2006 and communicate these obligations to all members of the school community. Participate and contribute to a learning environment that supports the learning of self and others. Ensure their actions and views do not impact on the health and wellbeing of members of the school community. 		
All students have the right to:	All staff have the right to:	All parents have the right to:
<ul style="list-style-type: none"> Learn and socialise without interference or intimidation in a safe and secure environment. Be treated with respect and fairness as individuals. Expect a learning program that meets their individual needs. 	<ul style="list-style-type: none"> Work in an atmosphere of order and cooperation. Use discretion in the application of rules and consequences. Receive respect and support from the school community. 	<ul style="list-style-type: none"> Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. Expect a positive and supportive approach to their child's learning. Expect communication and participation in their child's education and learning.
All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
<ul style="list-style-type: none"> Display the school values. Contribute to a positive learning environment, by listening, working cooperatively, staying on task and contributing in a constructive manner. Respect the rights of others. 	<ul style="list-style-type: none"> Display the school values. Build positive relationships with students as a basis for engagement and learning. Use and manage the resources of the school to create stimulating, safe and meaningful learning. Treat all members of the school community with respect, fairness and dignity. 	<ul style="list-style-type: none"> Display the school values. Build positive relationships with members of the school community. Adhere to the school Community Code of Conduct. Ensure students attend school and have the appropriate learning materials. Support the school in its efforts to maintain a productive teaching and learning environment. Treat all members of the school community with respect, fairness and dignity.

9

COMMUNITY BUILDING

Patterson Lakes Primary School promotes the development of a total learning community of staff, students and parents. In providing a high quality education for our students, we are committed to the development of effective relationships with the local and wider communities. We value inclusiveness, trust, respect, open communication and learning. We aim to create an environment where everyone can enjoy themselves as they participate and contribute to the school.

We encourage, support and welcome parents/carers and community members to:

- participate in a range of school activities.
- share responsibilities in supporting children in their learning.
- provide feedback and parent opinion on issues affecting school policy and programs.
- provide access to local resources that will enhance learning experiences.

We ensure strong and effective partnerships through:

- making all community members welcome.
- encouraging new members to join in and feel as if they belong.
- displaying courtesy and respect for everyone.
- recognising and valuing the diversity of the community.
- maintaining appropriate confidentiality.

We facilitate open communication through:

- ensuring the principal and staff are available and accurately informed.
- publishing school newsletters and information sheets.
- holding regular meetings with parents and School Council.
- encouraging participation in school professional development when appropriate.
- publishing School Council annual reports and reviews.
- providing well publicised parent/teacher and information meetings.
- providing the Information Booklet to all new families.
- encouraging visitors to our weekly assemblies, special days and events.
- seeking and including community responses in the evaluation of school goals and programs through the parent opinion surveys and other questionnaires as appropriate.
- conducting parent/teacher meetings.

We encourage strong relationships with our neighbourhood schools, networks and cluster through:

- the sharing of expertise.
- involvement in programs, taskforces, projects and activities.
- joint provision of Professional Development.
- sharing of resources (personnel and finance).

We expect members of the community to:

- support teachers in the educational expectations of children.
- provide the school with any information that will assist their child's education.
- display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members.
- adhere to the formalities set pertaining to etiquette and courtesy.
- adhere to the procedures and make appointments where there is a concern that needs to be discussed.
- support the implementation of the Student Code of Conduct.
- adhere to attendance and punctuality procedures.
- support their children wearing school uniform.
- attend parent-teacher meetings.
- read school newsletters and information notices.

Our school will continue in its endeavours to have a positive impact on the local community, forging relationships of mutual respect with all community members and organisations.

10 HOMEWORK POLICY

RATIONALE

Homework helps students by complementing and reinforcing classroom learning. It fosters good lifelong learning and study habits, encourages students to be responsible for their own learning, and provides opportunities for parents to participate in their child's education.

AIMS

1. To instil a positive approach and attitude to home learning.
2. To ensure that students are provided with homework on a regular basis.
3. To assist student learning and the establishment of good homework patterns from early primary school.
4. To provide opportunities for students to develop organisational and time management skills, self discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
5. To increase parent awareness and opportunities for participation in their child's education.

GUIDELINES FOR IMPLEMENTATION

- Parents will be informed of the Grade's Homework program at the beginning of the school year and at the commencement of each term.
- Parents will be encouraged to show a positive attitude towards homework and may be required to assist by discussing the task, suggesting ideas, assisting their child to gather and interpret information, encouraging their child to complete homework by the due date and providing feedback to the teacher.

- Teachers will endeavour to ensure that homework is:
 - documented with parent and student friendly language
 - presented using language consistent within departments and across year levels
 - appropriate to the student's skill level and age
 - balanced with a range of recreational, family and cultural activities
 - purposeful, meaningful and relevant to the curriculum and where appropriate, open ended
 - monitored and/or assessed by teachers with feedback and support provided
- It is the responsibility of the Year Level coordinators to ensure the department team is consistent in year/class expectations, communicate clear timeline expectations to students and families and that the construction of the Homework Grid is in student/parent friendly language.
- Teachers will discuss the content and requirements of homework tasks with children and will give students enough time to complete homework, taking into account home obligations and extracurricular activities.
- Students will be encouraged to take responsibility for planning and completing homework by the due date. They will be given assistance in developing time management skills and managing outside school commitments.
- Students who have difficulties completing homework requirements will be encouraged to discuss alternative arrangements with the teacher concerned.
- The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that a computer or Internet is accessible and therefore computer generated completion is not a requirement.
- Failure by students to complete homework on a regular basis will be followed up by teachers with parents.
- There will be opportunities for consultation between parent and teacher if the child is requiring extension or is having difficulty with the content of the homework.
- School Council, in partnership with the Principal and teachers and after consultation with parents and students, are responsible for developing and publishing a Homework Policy consistent with the Victorian Schools Policy and Advisory Guide.
- Homework activities and requirements will generally be based on the Years Prep–2 and Years 3–6 guidelines below.

▪ **Year Level Guidelines**

Years Foundation - 4

Homework:

- Should not be seen as a chore
- Will generally not exceed 30 minutes a day or be set on weekends or during vacations
- Will consist of English and Mathematics
- Enables the extension of class work by practising skills or gathering of extra information or materials

Types of Activities may include:

- Home Reading; consisting of daily reading to, with and by parents, caregivers or siblings.
- Spelling
- Practice exercises and informal tasks
- Completing unfinished class work

Years 5 and 6

Homework:

- Will generally range from 30-45 minutes a day
- Will consist of English and Mathematics

Types of Activities may include;

- Daily independent reading
- Extension of class work, projects and assignments, essays and research.
- Practice exercises
- Completing unfinished class work

11

INFECTIOUS DISEASES EXCLUSION CHART

DISEASE OR CONDITION	EXCLUSION FROM SCHOOL	EXCLUSION OF CONTACTS
Amoebiasis	Exclude until diarrhoea has ceased.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chickenpox	Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by the Secretary.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have dried	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Human immuno-deficiency virus infection (HIV/AIDS)	Exclusion is not necessary unless the child has a secondary infection	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza	Exclude until well.	Not excluded unless considered necessary .
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded.
Measles	Exclude until at least 4 days after the onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.
Meningitis (bacteria)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.
Mumps	Exclude for 9 days or until swelling goes down.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.
Worms (Intestinal)	Exclude if diarrhoea present.	Not excluded.

12 UNIFORMS

Patterson Lakes Primary School has determined that the following dress attire will be the school uniform.

BOYS	GIRLS
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SUMMER UNIFORM	
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Wide Brim hat	Wide Brim hat
Navy Shorts	Navy Blue & White Check Dress with White Collar
Light Blue Polo Shirt (with Logo)	Navy Shorts
Navy Windcheater or Navy Bomber Jacket (with Logo)	Light Blue Polo Shirt (with Logo)
White Socks / Blue Socks	Navy Windcheater or Navy Bomber Jacket (with Logo)
Black Shoes	White Socks / Blue Socks
Runners/Sports Shoes	Black Shoes
	Runners/Sports Shoes

WINTER UNIFORM	
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Navy Track Pants	Navy Track Pants – [boot leg is permitted]
Light Blue Polo Shirt (Long or Short Sleeve, with Logo)	Navy Tunic or Skirt - [no netball skirts]
Light Blue Skivvy	Light Blue Polo Shirt (Long or Short Sleeve, with Logo)
Navy Windcheater or Navy Bomber Jacket (with Logo)	Light Blue Skivvy
Navy socks	Navy Windcheater or Navy Bomber Jacket (with Logo)
	Navy / White Socks or Navy Tights

PLEASE NAME ALL ITEMS OF CLOTHING WITH FABRIC OR PERMANENT MARKERS



THE FOLLOWING ITEMS ARE AVAILABLE FOR PURCHASE FROM THE SCHOOL
[all tops MUST display the school emblem], in various sizes



PRICES ARE ACCURATE AS AT NOV 2016

Polo Shirts (Long Sleeve)	\$26.00	Windcheater	\$26.00	Iron on Logo	\$ 3.00
Polo Shirts (Short Sleeve)	\$24.00	Bootleg Pants (girls)	\$27.00	School Bag (small)	\$38.00
Shorts	\$22.00	Double Knee Track Pants	\$26.00	School Bag	\$34.00
Tunic	\$55.00	Raincoat	\$40.00	Book Bag	\$10.00
Navy Bomber Jacket (6-14)	\$43.00	Wide Brimmed Hat	\$15.00	Sport House Polo	\$25.00

OTHER ITEMS ARE OBTAINABLE FROM MOST GENERAL DEPARTMENT STORES

Orders can also be made by completing the order form and sending it, together with full payment to the school office.

✂

UNIFORM ORDER

Parent name: _____ Telephone: _____ Date: _____

Childs name: _____ Grade: _____

Item	Size	Number of items	Price each
			\$
			\$
			\$
			\$
			\$
			\$

Cheques: payable to Patterson Lakes Primary School
Payment can be also be made by cash or credit card.

TOTAL	\$
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