In 2014 I joined Heany Park Primary School community as Principal and quickly recognised that it is the people in our community that make it so unique. Our students are motivated and ready to learn and our supportive parents value education and want the very best for their children. We are a candidate International Baccalaureate World School and our dedicated staff are committed educators striving to offer the very best learning environment and practices.

Your child’s primary schooling is a wonderful time for parents, children and teachers. Your child’s cognitive, physical, spiritual, social and emotional growth will be tremendously exciting and rewarding to see. I look forward to your new or ongoing association with our school.

Close links between home and school are essential. Research has clearly shown that school achievement is strongly related to parental involvement and support. How can you help? Encourage your child to ‘have a go’ at all aspects of school life. Be realistic in your expectations and support your child’s teacher. Take advantage of the many opportunities to be involved in school life.

At Heany Park PS we recognise the importance of literacy and numeracy and have a strong focus on these areas with dedicated time to explicitly teach these skills. A guided inquiry approach fosters students’ natural curiosity through a transdisciplinary curriculum where students are supported to uncover deep understandings about the world and also develop an inquiring mind. We are committed to assisting every individual at Heany Park PS to be a responsible citizen who cares for the planet and its people and to achieve his or her ‘personal best’ within a supportive, nurturing environment.
We are very excited to have been successful in being granted candidate status for the International Baccalaureate (IB) Primary Years Programme. IB World Schools share a common philosophy, a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. Please see the IB Information booklet included in this package for further details.

At Heany Park PS we employ our core school values of respect, integrity, acceptance and lifelong learning. We build resilience — by getting along, organisation, persistence and confidence. As we develop as an IB school students, staff and parents are striving to develop the additional qualities and attributes of the IB Learner Profile and attitudes in our students and school community.

<table>
<thead>
<tr>
<th>IB LEARNER PROFILE</th>
<th>Balanced</th>
<th>Caring</th>
<th>Risk takers</th>
<th>Reflective</th>
<th>Thinkers</th>
<th>Inquirers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principled</td>
<td>Open-minded</td>
<td>Knowledgeable</td>
<td>Communicators</td>
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</tbody>
</table>

**IB ATTITUDES displayed when demonstrating the learner profile**

<table>
<thead>
<tr>
<th>Appreciation</th>
<th>Commitment</th>
<th>Confidence</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Curiosity</td>
<td>Empathy</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Independence</td>
<td>Integrity</td>
<td>Respect</td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

The aim of all IB programmes is to develop internationally minded students who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

At Heany Park PS we aim to prepare students to meet the challenges of an ever changing global society, so they will have the skills, attitudes, knowledge, understandings and courage to undertake a positive, productive and rewarding role in that world. We hope this handbook will provide a useful guide to school life. We welcome your ideas, suggestions and active participation.

Kind regards

Janet Evison

Principal
Heany Park Primary School opened on 26th January 1993 with 131 pupils. The school was officially opened by Mr. Hurtle Lupton, State M.L.A. for Knox on 18th May 1993. Also present were representatives of the Department of School Education, Van Driel Ltd - the builders, Ministry of Housing and Construction, local government officials, local principals, parents and friends.

In 2011, a new six classroom permanent building was completed, funded by the Federal Government’s ‘Building the Education Revolution’ initiative.

In October 2014 Heany Park PS had its 21st Birthday Celebration. All four Principals since its inception attended as did many past students and the current school community.

The School Emblem — the Well

A large number of historic bricks were recovered from the old well site — where the Mobil service station now stands on Bergin Road. The school’s Planning Committee approached Knox City Council, the Knox Historical Society, and Mrs. Marlene Hobbs, a direct descendant of the Bergin family, for approval to have some of the bricks given to the school.

The Planning Committee, in support of the emblem design, decided to have a well constructed as a central feature, on site at the school, using the historic bricks as a rim.

The well acknowledges the early pioneers and settlers of Rowville and the actual historic site once owned by Matthew Bergin. Our official emblem is the well and you will find it on our uniform.
Dear Parents,

On behalf of the School Council and the school community I would like to welcome you and your child to Heany Park Primary School. We hope that your child enjoys their time at Heany Park, learning and growing with excitement.

Heany Park Primary School’s motto is “Growing & Learning Together”. The school’s mission is to create a safe, caring and supportive learning environment that is stimulating and challenges students to achieve their full potential. With a positive and encouraging, “you can do it” attitude, the school aims to develop the knowledge, skills and attitudes of our children to help them become a valued member of the community. Integral to our school’s operations are the values Respect, Integrity, Teamwork and Life-long Learning. Our latest commitment to developing the International Baccalaureate Primary Years Programme is a wonderful opportunity to strengthen and further develop our mission and values.

Our school has an active and enthusiastic School Council made up of 12 members. Eight parent members from the school community and 4 staff members meet monthly to discuss various school issues.

School Council works together with the Principal and the school community in achieving the direction and vision of the school. Some of our tasks include monitoring the school’s strategic plan, monitoring expenditure, approving the school’s annual budget, developing, reviewing and updating school policies, fundraising, maintaining buildings and grounds, facilities hire, school uniforms, and more. Some of these tasks are carried out via sub-committees that report back to Council with recommendations. Sub-committees are listed on the next page and parent assistance is welcomed.

Positions on School Council are usually for a 2 year term and open positions are advertised in the school newsletter at the start of the year. We encourage parents to become involved in School Council as it is an opportunity to assist the school and its community and learn about how a school operates.

There are many other opportunities for parents to become involved with the school such as assisting teachers and students with classroom activities, excursions and camps or by running programs such as our monthly book club and weekly student banking.

We have an enthusiastic Junior School Council that enables students’ views and concerns to be brought to the attention of the School Council and staff. Junior School Council also provides an important forum for developing confidence and the leaders of tomorrow.

We welcome feedback and ideas and as mentioned earlier, we are here to help. School Council can be contacted via email at schoolcouncil@heanyparkps.vic.edu.au.

Thank you for choosing Heany Park Primary School.

Chris Parker

School Council President
School Council Sub Committees

Enthusiastic parents are important members of all our sub-committees:

Education and Policy Committee
Finance Committee
Buildings, Facilities and Grounds Committee
Out of School Hours Care Committee
Community Relations and P.E.A. Committee

Community Relation and Parents and Friends

This group is made up of parents, friends and anyone who has an interest in the school. The Community Relations and Parents and Friends is a subcommittee of School Council having the following aims and objectives:

- to liaise regularly with the Principal and School Council
- to provide an opportunity for parents to meet regularly and socialise with others and build community relations
- to raise funds for the benefit of the school

Everyone is invited to attend the monthly meetings. As well as being constructive and fun, the meetings offer everyone the chance to express their point of view, foster new ideas and design strategies to best implement these ideas.
Out of School Hours Care (OSHC)

PHILOSOPHY:
“**To offer a safe, caring, healthy and nurturing environment that supports and extends children’s learning through play, recreational activities and communication.**

**Experiences offered reflect children’s interests, individual needs and background to develop a sense of self awareness, an understanding and respect of others and the world around them.”**

Heany Park Out of School Hours Care is an Approved Service that operates under the Education and Care Services National Regulations and Education and Care Services National Law Act 2010. Integral to complying with the Regulations & Act is to implement the National Quality Framework. The DET assesses each Service against the standards in the National Quality Framework (NQF) and then awards the Service an overall rating. We are very proud that our service received a National Quality Standard rating of exceeding

The Heany Park Out of School Hours Care Service offers care for children before and after school, or as an extracurricular activity. Children are looked after in a safe and caring environment and participate in age and developmentally appropriate activities.

Heany Park OSHC offers activities for the children that meet the outcomes of “My Time, Our Place” (Framework for School Age Care in Australia).

Outcomes:-
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

OSHC educators collaborate with the children in attendance to determine what activities and experiences they wish to participate in.

Casual care is available and it is an ideal setting for children to learn self-help and social skills. Many children attend the program for no other reason except to have fun!

Only school aged children are able to attend the Heany Park PS OSHC Service. Every child who attends must be enrolled in the service. Enrolment Forms and Information Booklets are available from the Co-ordinator, or the school office.
Childcare Benefit!

All families that use the OSHC Service should contact the Department of Human Services 13 61 50 and provide them with all relevant details and up to date information so that your fees can be reduced by the correct Childcare Benefit (CCB) percentage. You may also request to have your Childcare Rebate deducted from your weekly fees. (CCR)

Please Note: the fees listed below are the base rate before your CCB% or Child Care Rebate has been deducted.

BEFORE SCHOOL CARE
Hours of operation: 7:00 am to 8:40 am.
Fees: $16.00 per child per session
Children are served a nutritious breakfast consisting of toast with a choice of spreads, a choice of cereals, yoghurt, water or milk. We have the occasional treat of raisin toast, baked beans, scrambled eggs, etc.
Breakfast is served at 8:00 am.
Children are encouraged and taught to help themselves, with a little bit of assistance if necessary. They pour their own cereals and milk, spread their own toast and clear up their place when they have finished eating.

AFTER SCHOOL CARE
Hours of operation: 3:30 pm to 6:30 pm
Fees: $19.00 per child per session
On arrival children are provided with a healthy nutritious afternoon tea. Every afternoon they are offered a variety of fresh fruits and vegetables and also a snack that includes salad, sandwiches, pasta, baked beans and muffins, corn rice cakes, cauliflower cheese, Turkish bread and dip as well as many more healthy snacks.
Water and milk is available to drink throughout the session.

CURRICULUM DAY
Full day care is offered on curriculum days, if there are a sufficient number of children.
Hours: 7:00 am to 6:30 pm on these days.
Fees: $35.00 per child per session

OSHC EDUCATORS
Sue Houghten Co-ordinator; Educational Leader
Sarah Griffith OSHC Educator

For further information, ring Sue Houghten on 0418 587 460.
You may also leave a message at the school on 9764 5533.

Sue Houghten
OSHC Co-ordinator/Educational Leader
## Incursions and Excursions

### English:
- i) Reading and Viewing
- ii) Writing
- iii) Speaking and Listening

### Mathematics:
- i) Number and Algebra
- ii) Measurement and Geometry
- iii) Statistics and Probability

### Health and Personal Education:

### Science:

### History:

### Geography:

### Arts: Visual Arts, Performing Arts

### Digital Technologies:

Students use technological tools and resources to communicate, create, store and manage information. Heany Park Primary School provides students with a range of technology including notebook computers, iPads, iPods and Interactive Whiteboards. Some of the software used in the classroom includes: Microsoft Office, Zommet mind mapping, Claymation Studio, Student Encarta, Reading Eggs, Study Ladder, Letterland, MathsWorks Challenge, iMaths, Sony Acid Music Studio and much more.

### General Capabilities

**Critical and Creative Thinking**

**Ethical understanding**

**Intercultural Understanding**

### Transdisciplinary Skills developed:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

### English and Maths are explicitly taught. Students engage in skill development in these areas every day at school.

These skills are then used to inquire, explore and process learning in the contexts of the units of inquiry. The understandings and skills of the traditional subject disciplines are learnt within these units of inquiry.

### Transdisciplinary Learning:

Students learn about globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These units collectively make our Programme of Inquiry which includes the traditional subject disciplines in an engaging, relevant, significant and challenging way.

The six transdisciplinary themes are:

**Who We Are:**

An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Where we are in Place and Time:**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations; from local and global perspectives.

**How We Express Ourselves:**

An inquiry into to the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**How the World Works:**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.

**How We Organise Ourselves:**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

**Sharing the Planet:**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
## Specialist Areas

| Computers in the classrooms across all areas | In Foundation — 2 skills are developed to create and manipulate text and images to create information. Students learn to retrieve and save files, send simple electronic messages and also use ICT to locate and retrieve information from a variety of resources. In years 3-6, these skills are further developed and split into three dimensions: Visualising, Creating and Communicating. Students learn to use visual thinking tools to map their thinking, organise their files in a meaningful way on the school network, manage their email account, upload their work to an online space (our school has a Heany Park Cloud space) and learn to be “eSmart” kids or have good cyber safety practices. The school’s web site is located at [www.heanyparkps.vic.edu.au](http://www.heanyparkps.vic.edu.au) with a link to the Heany Park Cloud space located at [https://heanyparkps.sharepoint.com](https://heanyparkps.sharepoint.com) providing a variety of excellent curriculum links that can be used at home and at school. |
| PE | Foundation—Year 2 students will develop their fundamental motor skills and co-ordination. They participate in games and learn to co-operate with others during physical activity. Year 3 and 4 students continue to develop basic and more complex fundamental motor skills. They use these in modified games taught with a game sense approach to develop creative thinking in solving movement challenges. Year 5 and 6 students refine and further develop a wide range of fundamental motor skills in more complex patterns during sports like Hot Shots Tennis, Handball, Dance and Physical exercise. They learn about competitive sport through our district interschool sports program which includes cross country, athletics, Hoop Time basketball, winter and summer sport Round Robins. |
| Visual Arts | Visual Arts has two areas, creating and making, and exploring and responding. Creating and making focuses on ideas, skills, techniques, process, performances and presentations. Students explore experiences, ideas, feelings and understandings through making, interpreting and creating. Exploring and responding focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people’s work and expressing personal and informed judgments of art works. Involvement in evaluating meaning, ideas and content in finished products is integral to engagement in the Arts. |
| Performing Arts | Performing Arts allows students to explore, create and respond to different styles of music and dance. The curriculum from Foundation to Year 6 sequentially covers the musical elements of beat, rhythm, pitch, tempo, form and style. Students in Foundation focus on beat and movement. Opportunities to perform are provided to all students as they progress through their primary years at Heany Park. |
| Languages—Indonesian | Indonesian comprises two strands: Communicating in a language other than English involves Listening and Speaking, Reading and Writing. The students build on their knowledge each year revising familiar language through new topics and utilising ICT to assist them to showcase their learning. Intercultural knowledge and language awareness is developed through stories, first hand experiences, viewing films and videos, comparing and contrasting the similarities and differences in dress, food and many other daily situations. They also develop an understanding of how an Indonesian sentence is written compared to English. |
Student Assessment & Reporting

- A written student report is issued twice a year, at mid-year and in December.
- Get To Know You interviews are held at the beginning of the year
- Three Way Conferences are held at mid-year
- Parents and teachers interviews are held on request of teacher or parent by writing or phoning for an appointment. Parent teacher interviews are encouraged at the point of need. Please do not wait until the mid year Three Way Conference if you have a question or concern or just want to know how your child is going. Book a time with your child’s teacher immediately.

The written reports state student progress and achievement in each area measured against state-wide standards using an A to E scale. They also include clear information about the student’s strengths and areas for improvement.

Individual Learning Plans are prepared by teachers to cater for students who are progressing quickly through a level and for students who require more time to consolidate concepts and skills.

Communication

Website

Communication between parents and the school is an indicator of an effective school. The school’s website is located at [www.heanyparkps.vic.edu.au](http://www.heanyparkps.vic.edu.au) with a link to the Heany Park Cloud space located at [https://heanyparkps.sharepoint.com](https://heanyparkps.sharepoint.com) providing a variety of excellent curriculum links that can be used at home and at school. All newsletters and notices are posted on the website.

A Whole school newsletter is published fortnightly.
It contains information about forthcoming events, and reports on previous events, including School Council decisions. Quite frequently, you will be asked your opinion on issues or programs, so please take every opportunity to make your views known. These questions may be in the form of surveys or just a request for views in writing.

Whole School Assemblies
Assemblies are held each week on a Monday afternoon, these are also opportunities to celebrate learning and share happening across the school. The assemblies are predominantly lead by students to foster their leadership skills and voice.
Yearly Curriculum Plan Notification
You will receive a yearly plan for your child at the beginning of the year outlining the six units of inquiry to be studied, start and end dates and opportunities including dates for you to connect with your child’s learning.

More detailed curriculum notification at the beginning of each new unit of inquiry
At the beginning of each unit of inquiry you will receive a curriculum newsletter from the year level teaching team explaining the learning in each area for the period of the unit of inquiry. On alternate weeks you will receive a whole school ‘Student Learning in the Classroom newsletter’ celebrating the learning across the school in the form of photographs, student quotes, thoughts and ideas.

Tiqbiz
We use Tiqbiz and our website as our major sources of communication to parents. Our school newsletter and most notices are posted to the website and are on Tiqbiz. Absent notices can be completed and returned via Tiqbiz. We also use Tiqbiz to message parents for important notifications, such as the expected time of arrival at school for students on camp.
School Times and Term Dates 2017

Term 1  Monday 30 January to Friday 31 March
Monday 30 January - (Teachers start) Student Free Day
Tuesday 31 January - All students begin school
Monday 13 March - Labour Day Holiday

Friday 14 April - Good Friday
Monday 17 April - Easter Monday

Term 2  Tuesday 18 April to Friday 30 June
Tuesday 25 April - Anzac Day
Monday 12 June - Queens Birthday Holiday

Term 3  Monday 17 July to Friday 22 September

Term 4  Monday 9 October to Tuesday 22 December
Tuesday 7 November - Melbourne Cup Day

The school has a policy in place stating that classes will not be interrupted during class time by announcements, messages, etc. We seek your support in minimising interruptions to valuable learning time by ensuring that your child arrives on time, ready to start school.

Children are expected to attend school every day.

Educational outcomes are maximised if holidays and ‘days off’ are avoided during the term.

We understand that children do become sick, but if your child is not sick please ensure they come to school.
Foundation Only

Day 1  Tuesday 31 January 2017
  9.00am to 1.30pm finish - Children are to bring their play lunch
Full day attendance from Thursday 2 February, 2017
  8.50am to 3.30pm finish: Children are to bring their play lunch and lunch

Foundation students begin attending on Wednesdays from March 15 unless booked for an appointment with their teacher. During February and the first Wednesday in March, teachers work with individual students performing literacy and numeracy assessments.

Normal playtime: 11:00am - 11:30am with extra supervision by Foundation teachers for first week.

Uniforms

Our school has a School Council endorsed compulsory uniform policy. Our attractive uniform is in the colours of red, white and navy blue and is supplied by Klad Sports. Occasional “out of uniform” days are declared, usually for fundraising purposes, special events or as a special class reward.

Our school uniform is available from Klad Sports, 8 Macro Court, Rowville, Vic. 3178. (9763 0266)

Trading Hours
Mon – Thurs  8.30am — 5.00pm
Fri  8.30am—4.30pm
Sat  10.00am — 1.00pm

The uniform consists of the following choices:

Girls
Summer: Summer dress; navy long shorts; “skort” with embroidered logo; white short-sleeved polo shirt with school emblem; navy/red bomber jacket with emblem.
Winter: Navy tracksuit pants bootleg, straight; white long-sleeved polo shirt with emblem; navy/red bomber jacket with emblem; gaberdine pants; winter skirt.
Whilst there is not a sport uniform as such, the girls usually choose to wear a “skort” or shorts through Summer and a tracksuit through Winter, especially on designated days for Phys Ed/Sport.

Boys
Summer: Navy long shorts; white short-sleeved polo shirt with school emblem; navy/red bomber jacket with emblem; navy rugby shorts, gaberdine shorts.
Winter: Navy track pants; white long-sleeved polo shirt with emblem; navy/red bomber jacket with emblem; navy shorts, gaberdine pants.

Accessories: - Navy blue or white socks, navy tights, navy blue or red legionnaires hats or sun hats, waterproof art smocks, library bags, school bags, reader/notices bag, raincoat, beanie.
8.50am Start

The first bell each day rings at 8:50am when students enter the classroom to unpack their bags, deposit lunch orders, notes for teachers, library books etc. At 9:00am the second bell rings, at which time all students should be present and ready to start the first session of work. Parents are asked to ensure that children are at school by 8:50am, ready to make the most of instruction time.

The school grounds are not supervised before 8:30am so please do not send your child to school before this time unsupervised. Before school hour care is available and is the safe option.

Late Pass

Children who arrive at school after 9:00am must report to the office for a late pass which is completed by one of our office staff. If your child is late please do not go directly to the classroom before collecting a late pass from the office, as teachers will require this form. Frequent lateness needs to be avoided as it is very disruptive to your child’s learning.

Students who frequently arrive late will be referred to the school’s administration for further follow up action.

Parking

Due to the dangers involved, and a large number of staff cars, parents are requested to drop off and pick up their children on Buckingham Drive and the rear car park and not to enter the school car park.

For safety reasons students must enter the school yard through the appropriate gates and not via the car park.

A 2-minute “Drop off Zone” is located behind yellow lines in Buckingham Drive. Longer term parking is not permitted in this zone by order of the Knox City Council.

Parents are asked to be very careful during afternoon and morning pick up times as many younger children have not yet developed the necessary road awareness. We have two manned crossings (one on Buckingham Drive and the other on Liberty Avenue) operating and children are expected to cross at those two points. It is also important to dissuade children from the dangerous practice of climbing the school fences to get to your car.
Bicycles

Students may ride their bicycles to and from our school. The bicycles are located in a covered enclosure during the day. Students are not permitted to ride around the school grounds before and after school. For legal and safety reasons students must wear bicycle helmets while riding to and from school. The school does not, however, take responsibility for bicycles left at school during the day or overnight. Students are encouraged to chain their bicycles to the bicycle racks.

Information Board

We have an Information Board located near the office where you will find information on social issues, educational topics, copies of previous newsletters and other community information. Feel free to take any documents from this area.

Excursions and Camps/Excursion Levy

The formal Camping Program commences at the Grade 3 level. Our Year 3 students currently participate on camp at Phillip Island, our Year 4 students travel to Warburton, our Year 5 students go to Sovereign Hill and our Year 6 students enjoy a surf camp at Lorne. We constantly assess the suitability of these locations for our school which may result in a change of venue from time to time.

Teachers take into account other activities that are planned for the school before making decisions on camps and excursions.

We have an optional Excursion Levy that has proved to be popular with parents. It is payable by the first excursion in each year. This allows parents to make one easy payment to cover the many excursions that occur throughout the year. Some additional activities, e.g. Camps & Swimming, are not included in this levy. A Swimming Program is offered for Years Foundation to Two, and it is held at a local swimming and Recreation Centre. Qualified instructors from the swimming centre take ability groups for their lessons.

Swimming

The Foundation - Year 2 swimming program generally runs during Term 3 each year.
Houses

Students at Heany Park are placed into one of four ‘houses’ when they are in Foundation: Wurundjeri (Green), Bunurong (Blue), Kurnai (Yellow) and Kurung (Red). Where possible they are placed in the same house as their siblings. These houses are named after aboriginal tribes that lived in the area.

A house competition runs across the school for the whole year, with students earning points in class and in sports competitions. Students enjoy the excitement and school spirit of belonging to a house, and join in the applause when house points are announced at Monday assemblies.

Suitable Clothing for Weather and Specialist Programs

Please ensure that your child has the required clothing to match the weather conditions. In an attempt to protect clothing and footwear, parents need to ensure that their children are suitably attired for Art, Physical Education and the Perceptual Motor Skills Program (PMP). Shorts or tracksuits are appropriate wear for both boys and girls.

We are a Sun Smart School which require hats to be worn every day during recess, lunch breaks and during outdoor activities from September 1 until April 30.

Lost Property

We have Lost Property tubs located near the disabled toilet. All named clothing is returned to the owner, so please name all articles of clothing and check periodically to make sure that the name is still legible.

Initial enquiries should be made at your child’s classroom but you are free to check the Lost Property tubs at any time.
School Banking

The Commonwealth Dollarmite Banking System operates at our school and is managed by parent helpers. Our branch is the Stud Park branch and we receive a small commission for each deposit made by the children. Friday is our current Bank Day.

Hire of Gymnasium

Our gymnasium is hired out for community groups eg. martial arts. We also hire out two classrooms to groups e.g. Professional Learning for adults.

Yard Duty

Three teachers - wearing bright orange jackets for easy identification - are on yard duty during morning recess and lunch breaks. All teachers carry phones to enable them to contact the school office directly should the need arise. One teacher is on duty before school and one after school. Encourage your children to report any matters of concern to the yard duty teachers immediately. “Fighting your own battles” is not considered appropriate at our school.

Wet/Hot/Windy Day Playtime Supervision

On very wet, hot or windy days the children stay in their classroom at recess and lunch times, and are supervised by class teachers and specialist teachers. Although we try our best at keeping children out of the mud, at times they seem to be drawn to it. If your child has been given a change of clothes at school, you are asked to wash and return the change of clothes to the office as soon as possible.

Identification Badge Program

As a safety precaution to prevent undesirable strangers from frequenting our schoolyard or buildings, and also for emergency management situations we have a badge system that requires registration at the office for those adults who are not staff members but who are helping or working around the school. The children are asked to report any adult or youth who does not have a badge, who is either in the building or in the yard, during school time. In the event of an emergency we need accurate records of who is on site.
Your Rights

Your child has the right to feel safe and be protected whilst at school, so we ask that you report any concerns to your child’s teacher or directly to the school’s administration. Please note it is not your right to question or discipline any other child while they are within the grounds or buildings of this school. Any action of this sort will only result in further difficulties with the parents of that child, the school, and at times, the Police. We also request that you do not attempt to resolve issues directly with other families but contact the Principal Team.

How Can You Become Involved?

Heany Park Primary School encourages parental participation and involvement in many aspects of the operation of our school. After reading the preceding pages you will now have some idea of the committees, sub committees and other groups who help around the school. All school meetings are open to the public, so feel free to come along. In addition, a significant number of parents help with classroom activities such as reading, writing, PMP, computers etc. Please watch the Newsletter for invitations to help from the principal, the teachers or the various committees. We are always open to new ideas and offers of assistance from community members. New members of our community are encouraged to put themselves forward as ‘helpers’ at Heany Park. Please note that School Council has decided that all volunteers at HPPS must have a current Working with Children Check. These can be submitted online at your local Post Office for no cost other than the cost of a passport photo. Each class has a parent Contact Rep who collates contact details for the families of that class and acts as a facilitator to harness energy and support when needed for school events and programs.

Starting Age

To start Prep, the first year of primary school, your child needs to turn five by 30 April of that year. Your child must be at school in the year they turn six, which is the compulsory school-starting age.

If parents would like information or advice about their child’s readiness for school, they could consult:
- the child’s pre-school teacher who may refer the request to their pre-school adviser
- our Principal or Assistant Principal who may then refer you to other consultants if this seems appropriate.
The Foundation Year

When your child enters school for the first time he/she will have begun to make discoveries of, and to inquire about, the world at large. He/she will be keen to seek new learning experiences, to encounter different learning environments and to socialise on a wider and differing scale.

We seek in the first weeks of school to make the transition from home (and pre-school in most instances) as relaxing, secure and interesting as possible. Many activities, both familiar and new, are presented to the children to help foster a co-operative learning environment.

The Foundation Year is the first in your child’s formal education. Throughout these years we assist your child to extend his/her knowledge and to develop the processes of learning through a transdisciplinary curriculum using a guided inquiry approach.

Your own and our encouragement and interest in the child is of utmost importance. Most children during their Foundation Year are keen to discuss their day’s activities when they come home. However, do remember all children are individuals and some may take a little longer to express themselves.

No specific standards of readiness are mentioned in this section because children develop at different rates and so start school with different levels of skill. Teachers take this into account when planning their programs and activities. Students are assessed to work out what they can do and learning experiences are planned to build on this.

Home activities, family outings, board and card games are all a part of your child’s total learning environment. These will all assist, complement and extend your child’s school experiences. The child, the parents, the teacher and the school all work together as a team.

Opportunities will be provided for you to talk to your child’s teacher. An Information Booklet, a Getting to Know You introductory interview, a mid-year Three Way Conference and many informal opportunities are offered. If you would like to speak to your child’s teacher please make an appointment by either ringing the school or seeing the teacher after school.

We hope to make the Foundation year the first of many enjoyable, stimulating and productive years at Heany Park Primary School.
As the time gets close for your child to start school, there are a number of things which parents can do to help their child settle in easily. Here are some ideas:

Point out the different school buildings and playground areas.

Discuss the enjoyable things your child will participate in at school. Be cheerful and encouraging. A child who enjoys school will be more likely to learn. Try not to make your child feel guilty by asking “Did you miss me?” or saying “I missed you today.”

Once school starts, make sure your child knows where to meet you. If children are to feel secure, it is important that they are met on time. On all days the children will be dropped off and collected from the outside door of the classroom unless it is raining. Your class teacher will let you know alternative arrangements.

Label all your child’s clothes and things such as lunch boxes and school bags. A ribbon or special key ring on the school bag can help your child identify his/her bag easily. Show your child what you have done.

Talk about how long the school day will be in a way that your child can understand. "It’s as long as pre-school but you’ll have your lunch after that, and perhaps then some stories and then I’ll come and get you”.

Talk about the difference between playtime and lunchtime. Show your child what food you have packed each morning and say when you expect it to be eaten. Make sure your child can easily open the lunch box, wrappings and drink container, and be able to eat/drink the contents without help.

Ensure that your child has a nutritious and sustaining breakfast. A good breakfast will help your child concentrate and be better able to learn.
What Your Child Should Bring to school

1. School Bag (named)
2. Lunch in a lunch box (named) (no cans please)
3. Play lunch packed separately in the front pocket of the bag for easy access eg; sultanas, cheese or fruit
   A water bottle (pop top) to keep on their table so they can drink whenever they feel the need.
4. Art smock (named). This can be made from an old shirt with the sleeves shortened and elastic at the
   wrist, or it is possible to purchase a waterproof art smock from the uniform shop.
5. Spare underwear - Children should have spare underwear along with shorts or pants in a plastic bag,
   clearly labelled with the child’s name for use in an emergency.
6. A large box of tissues
7. A Library Bag (minimum size 25cm x 35 cm)
8. A Reader Bag (blue bag purchased through Uniform Shop)
9. 2 rolls of hand towel — one for the Art room and one for the classroom
10. All children should be in full school uniform.

Please make sure that all clothing that might be removed is named (eg: jumpers, jackets, coats, etc.). Small children often have difficulty recognising their own clothing, particularly if it is similar to that worn by other children. A ribbon or special key ring on the school bag helps to minimise time in the bag areas locating lunches etc.

It is recommended that you print your child’s initial and surname on the inside band of their jacket/jumper.
How Can You Help Your Child?

Before your children start school you can support their development by:

- spending time with them - participating in, and discussing activities, experiences and life
- providing opportunities for them to explore the world of home and community
- reading and writing yourself so that they can see these are important and valued activities. Whenever you are writing for your children show them the lower case as shown on the attached cursive writing sheet
- reading stories to and with them;
- telling stories
- taking them to the library to select books
- playing board and card games to develop mathematical thinking
- providing materials such as books, paper, crayons, pencils, paints, toys and games of a manipulative nature, including letters of the alphabet that will allow them to explore early literacy and numeracy

Foundation Entry Assessment Procedure

The DET has introduced the School Entry Assessment procedure.

Teachers carefully assess each child individually using Department of Education supplied testing materials including the Maths Online Student Interview and English Online Student Interview.

The main purpose is to prepare learning experiences that build on what children already know in order to improve students’ learning and the quality of the learning programs. The individual interviews will occur on Wednesdays during first term.

Foundation Buddy Program

Each Foundation child is paired with a Year 6 student who will assist them with some activities in the classroom and playground, and explain school procedures in the first weeks to help the Foundation children settle into school life.

Buddy activities are held at various other times during the year to foster cross age tutoring and relationships
Perceptual Motor Program (PMP)

This is a motor/movement based program in which children are given challenging activities which develop their ability to perceive, interpret and respond to information. The program helps in developing co-ordination, confidence and language skills. The success of this program depends on the support and help of parents to supervise a small group of students at each activity.

A notice will be sent home with your child early in the year seeking your support in the implementation of this important aspect of their education.

From The Parent’s Point Of View

The emphasis in this booklet has been on preparing a child for school, but parents have to be prepared too - prepared for the fact that they may miss their child greatly. No longer will they be the main source of wisdom in the child’s life; the teacher will have some influence too.

Most parents accept this as part of a long-term process in helping the child move from total dependence to independence. They accept any mixed feelings about their child’s independence and may even find that they have some time for new activities.

Absences

If you wish to take your child from school between 9:00 am and 3:30 pm, the ‘Early Leavers Sign Out Book’ must first be signed at the office, where a slip will be issued for you to present at the classroom. If anyone other than the child’s parent/guardian is to collect the child the school must be informed of this arrangement, either by phone or letter. These rules are for the protection of your child and will be strictly enforced.

A written note of explanation is required for each absence. This is the responsibility of the parent, and we ask for your co-operation in this matter. For every unexplained absence our computer generates an absence form which parents are required to complete and return promptly.

If your child is ill please keep him/her at home to avoid the illness being spread to other students and teachers. Please notify the school if your child is to be away for an extended period. A note following all absences is required.
Health And Medications

If your child suffers from a serious medical condition, (including asthma), which could require emergency attention, or requires ongoing medication, please notify the school. Parents of these children should complete a Management Plan authorised by their parent and/or their doctor. Forms are available from the school office. Written permission from parents must accompany each medication. Medication Permission Forms are available from the Office.

All medication to be administered at the school must:
- be in the original medication bottle or container
- be clearly labelled including the name of the student
- indicate the dosage required
- indicate the time medication is to be administered

Parents also need to ensure that:
- written authorisation for the teacher to be handed to the office first
- medication is current - expired medication will not be accepted
- their child is aware of when they must take their medication (training them to take some responsibility for this)
- they provide a bowl/tube/mask if requiring access to the school’s asthma pump (for acute care only)

We would like to suggest that if your child is taking medication and requires a dose in the middle of the day that you give this to them when they arrive home from school. This will allow a better coverage and will mean that these drugs are kept in a safe and hygienic environment and not left accidentally at school. Medications sent to school for the student to take during the school day are kept in a locked cupboard in the First Aid room or refrigerated, as required.

During the Foundation Year the children will be seen by a school nurse. The school also has a part-time Speech Pathologist, Psychologist and Social Worker. Students may be referred to these support services; we always obtain permission and information from you before doing so.

Parents are encouraged to keep sick children at home. If a child becomes ill the class teacher or Admin staff will contact a parent or the parents’ other contact person who will take responsibility for the child. The First Aid Room will only be used as an interim measure or where no emergency contact can be made. Parents will be informed of any significant treatment their child has received via a slip sent home or a phone call.
Ambulance Cover And Insurance

If students require transportation by ambulance, it is the responsibility of parents to cover the cost incurred. This may be very costly if parents do not have Ambulance Membership. Schools are not able to provide cover for this. Enrolment forms request parents to indicate their acceptance of this responsibility. Similarly, students are not insured for injuries at school, and medical expenses are not covered. Parents are invited through the School Newsletter to take out very reasonably priced personal injury/accident insurance for students at the commencement of each year.

Infectious Diseases Table

When a child suffers from an infectious disease, the Department of Education and Training sets out precisely how long the child and any possible contact (eg. siblings) should be excluded from school. Please note that regulations require the parent or guardian to inform the Principal as soon as practicable if the child is infected with any of the diseases listed in the following table or has been in contact with an infected person. In cases of diphtheria, typhoid and paratyphoid fever exclusion and determination of recovery are up to the municipal Health Officer. See attached table.
Schedule 7
Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>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</td>
<td>Exclude family/household contacts until cleared to return by the Secretary</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until at least 4 days of appropriate antibiotic treatment has been completed</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>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</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS virus)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Leptospirosis</td>
<td>Exclude until approval has been given by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles*</td>
<td>Exclude for at least 4 days after onset of rash</td>
<td>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, or received NHG within 144 hours of exposure, they may return to the facility</td>
</tr>
<tr>
<td>Meningitis (bacteria -other than meningococcal meningitis)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection*</td>
<td>Exclude until adequate carrier eradication therapy has been completed</td>
<td>Not excluded if receiving carrier eradication therapy</td>
</tr>
<tr>
<td>Mumps*</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis* (Whooping cough)</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment</td>
<td>Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment</td>
</tr>
<tr>
<td>Poliomyelitis*</td>
<td>Exclude for at least 14 days from onset. Re admit after receiving medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella, Shigellos</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Septicaemia (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Varicella producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

Statutory Rule
A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:
(a) specified in column 2 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the Table in Schedule 7; or
(b) specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the Table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note: VPDs are marked in the table with an asterisk (*). Contact the Department on 1300 651 160 for further advice about exclusion and these diseases.)

Further information
For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visits www.health.vic.gov.au/ndes.

May 2010
Department of Health
Please complete and return if your child has an on-going medical condition requiring a Management Plan

NAME OF CHILD ___________________________ GRADE _____

DATE OF BIRTH ___________________________

STATEMENT OF THE SERIOUS MEDICAL CONDITION: ___________________________
Identification Diagnosis / Details:

_________________________________________________________________________

_________________________________________________________________________

Strategies to Minimise Risk:

_________________________________________________________________________

_________________________________________________________________________

NB: This Medical Management Plan will be implemented by the duty person attending the student

MANAGEMENT PLAN

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

NB: Location of Medications: School First Aid Room

CONTACT NUMBERS

HOME ___________________________ MOBILE ___________________________

WORK (Mother) ___________________________ (Father) ___________________________

OTHER EMERGENCY CONTACT ___________________________ DOCTOR ___________________________

Ambulance Subscriber: YES / NO

PLEASE NOTE: In an EMERGENCY, while we will generally depend on the Management Plan, if we are greatly concerned we may decide to take one / both of the following actions:

- Contact / Call Ambulance
- Contact Doctor in local proximity of school

Signature ___________________________ (Parent / Guardian) Date ____________

DOCTOR’S APPROVAL OF MANAGEMENT PLAN:

Doctor’s Signature ___________________________ Name and Clinic ___________________________

School to attach photo
MEDICATIONS: Please keep for future reference

In line with our Drug Education and First Aid Policies we must ensure that when medication is to be taken by Students during School hours written permission has clearly been given by parents. Parents are required to:

- sign a permission slip at the Office when handing medication to teachers or school staff
- ensure clear labeling:
  - the name of the medication - including cough mixture
  - the child's name
- remind your child of when they must take their medication – training them to take some responsibility for this
- provide your own bowl/tube/mask if requiring access to the school’s asthma pump (for acute care only)
- students receiving medication for ADD/ADHD need a locked box in which to store the medication e.g. one week’s supply

Expired medication will not be given to children.

Antibiotics that require 3 doses per day are best given at home:
1. before school
2. after school
3. later in the evening

Attached is a copy of the medication permission slip for your future use – also available at the Office.
Helen Gringhuis

MEDICATION PERMISSION FORM

Student Name: ___________________________ Grade: ________

Class Teacher: __________________________

I give permission for the Staff of Heany Park Primary School to supervise the administration of medication for my child during School Hours

Name of Medication: __________________________

Dosage of Medication: __________________________

Times and Dates of Medication dosage: __________________________

Signed: ___________________________ Date: __________________________

( parent/guardian)
Please encourage your child to recognise his/her name in Cursive Script.

**Lower Case**
Lower case letters are used for all writing other than when a capital letter is required for correct punctuation.

\[ a \ b \ c \ d \ e \ f \ g \ h \ i \ j \]
\[ k \ l \ m \ n \ o \ p \ q \ r \ s \ t \]
\[ u \ v \ w \ x \ y \ z \]

**Upper Case**

\[ A \ B \ C \ D \ E \ F \ G \ H \ I \ J \]
\[ K \ L \ M \ N \ O \ P \ Q \ R \ S \]
\[ T \ U \ V \ W \ X \ Y \ Z \]

When showing your child how to write their own name please use lower case letters:

Christopher  Kate  Surname