

Mornington Primary School



MORNINGTON PRIMARY SCHOOL

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Parent Handbook 2023



Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens.

WELCOME TO



On behalf of the Mornington Primary School community, I extend a warm welcome to you.

Mornington Primary School has a proud history of serving the Mornington Community for 144 years. Whilst our history is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential.

As an *International Baccalaureate World School*, authorised to teach the *Primary Years Program* (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, which requires a particular set of qualities, personal attributes and skills. The 'learner profile' and the 'attitudes' of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective learners and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages an inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works and consider the important issues we face.

Our school vision: *'Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens,'* reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential to make the world a better place.

Our teaching philosophy continues to reflect a more inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. Through teaching the inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning.

Students have opportunities in the areas of sports, STEAM (Science, Technology, Engineering, Arts and Maths), performing arts, ICT and French language & culture. Involvement in choir, instrumental music, singing tuition, Energy Breakthrough, school production and clubs and having lunchtime access to two play PODs that foster creative play further broadens opportunities for our students. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.

With a clear purpose and a culture of continuous improvement, our school provides a comprehensive education for all our students.

Susan Mattingley
Principal

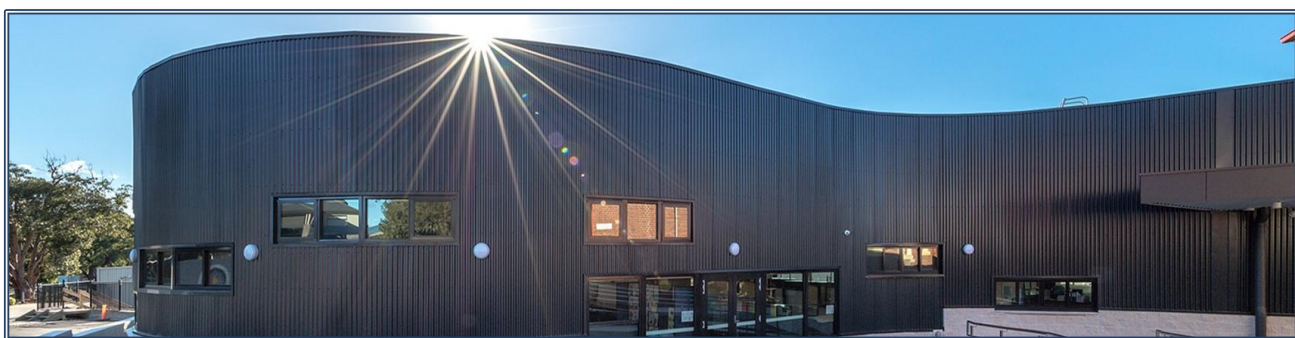
School Location & Facilities

Mornington Primary School is located close to the CBD of Mornington with good access and parking. Our grounds are spacious and well maintained with many trees to provide shade and a pleasant ambience. Our original school building, built in 1878, adds character and a sense of history to our school.

In 2011, the school opened the Junior Learning Centre which houses students from preps to grade two. In 2018 we opened our Central Learning Centre which is the home of some grade 1/2 classes and all grades 3/4 classes and a grade 5/6 class. These state-of-the-art buildings provide an outstanding educational environment for both students and teachers. Other features of our facilities include senior and junior play equipment, vegie garden, shaded areas, rebound walls, basketball and hard court areas.



Of course, our heritage building will continue as administration, however all of our students and teachers will be located in buildings that reflect a 21st century education.





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General Information

Term Dates 2023

Term 1

Friday 27th January to Thursday 6th April 2023

Friday 27th January– Teachers resume * (First staff development day)

Monday 30th January – Students resume, grades Prep – 6 (including STAR) **Prep & STAR finish at 12.30pm on Monday 30th and Tuesday 31st January.**

Labour Day Monday 13th March

Good Friday 7th April 2022

Easter Monday 10th April

Term 2

Monday 24th April to Friday 23rd June 2023

Anzac Day Tuesday 25th April

Education Week – dates to be confirmed

Queen's Birthday – Monday 12th June 2022

Term 3

Monday 10th July to Friday 15th September 2023

Term 4

Monday 2nd October to Wednesday 20th December 2023

Melbourne Cup Day – Tuesday 7th November

Staff Development Days: * Four days per year are designated by the DET as curriculum days. These are approved by School Council and parents are given prior notice of these dates.

School Hours

School begins:	9.00am (Arrive 8.45am)
Morning Recess:	11.00 to 11.30am
Students eat their lunch, under teacher supervision:	1.30 to 1.40pm
Lunch:	1.40 to 2.30pm
Bus travellers leave:	3.15pm
End of School Day:	3.30pm

Teachers are on playground supervision at 8.45am – 9am and 3.30pm – 3.45pm. Students should not be in the school grounds outside of these hours unless they are involved in a specific program or are being supervised by their parents.

Prep & Star – Finish time on Monday 30th and Tuesday 31st January is 12.30pm. Prep & STAR students do not attend on the four Wednesdays in February, except for specific appointment times for assessments. They attend from 9am to 3.30pm on Monday, Tuesday, Thursday and Friday. Prep & STAR students attend every day from the week beginning Monday 27th February.



Enrolment Procedures

Children must be 5 years of age before the 30th April of the year they start school to be enrolled in either Prep or the STAR program. Enrolment forms, Prep Orientation, Transition and other information relating to the school are available from the office.

Documentation When Enrolling

A birth certificate, as proof of age, and an immunisation certificate, as provided by **Australian Childhood Immunisation Register** are required **before** a child can start school. Documentation relating to 'visas' is required if relocating from overseas and documentation relating to 'custody matters' if there are court orders and access restrictions in place are also required.

Absences

It is a legal requirement for parents to supply a written or digital note or personal explanation if their child is absent from school. High rates of absence can have a significant effect on the learning opportunities of children. We ask all parents to use our Compass digital platform to enter student absences (which can be done prior to any absence).

Booklists and Pupil Requisites

Booklists are forwarded to parents before the end of the year. Parents are encouraged to purchase directly through the book supplier. These booklists outline the basic requirements for your child for the coming year. We ask families of students in grades 3 - 6 to provide a school approved laptop for their child.

School Lunches

The school canteen is operated by 'Stir Crazy Kids' and is open before school and at recess and lunchtimes, five days per week from Monday to Friday. Lunches may also be ordered on these days, including via an on-line portal. Menus are updated each term and available from the school office.

Children are encouraged to have a piece of fruit at 10.00 a.m. in the classroom and their bottle of water. Children should also have a snack at morning recess at 11am.

Lunch is eaten in the classroom at 1.30pm-1.40pm.

Occasionally throughout the year, special lunches may be purchased as organised by the Parents and Friends Group.

Support Services

The school is serviced by access to advice from Student Support Service staff (SSS team):

- ◇ School Medical Service - Eyesight and Hearing (Preps)
- ◇ Student Wellbeing Support
- ◇ Access to other community services which can be arranged through the school

For further information, speak to our Assistant Principal, Tina Vallance.

Lost Property

The school makes provision for the return of lost property and uniform items that are labelled with the child's name. Please help the school to return lost items to your child by clearly labelling your child's property as we do not accept responsibility for lost or damaged personal items belonging to students.

Unnamed and unclaimed articles are stored for short periods then offered for sale as second-hand uniform.

Parental Involvement

Mornington Primary School prides itself on building a school community focused on developing positive relationships and working collaboratively to give our students the best opportunities possible. When parents take an interest in their child's school life and are actively involved in supporting the endeavours of the school in whatever capacity they can, a greater sense of community is developed and the school functions more effectively. Your involvement also sends your child the message: *'Your education is important and I would like to be part of it.'*

Please consider the ways to become involved in school life and experience the 'connection' to our school and the friendships that develop from your involvement. Here are some examples:

- ◇ School Council
- ◇ Parents and Friends Group
- ◇ Fundraising and Social Activities
- ◇ Information programs
- ◇ Special Events
- ◇ Perceptual Motor Program (PMP)
- ◇ Classroom Helpers' programs
- ◇ Sporting activities
- ◇ Excursions
- ◇ Camps



Parents and Friends pizza lunch fundraiser

Please note that a *'Working with Children Check'* and up to date COVID-19 vaccination certificate is a requirement for all parent helpers in school activities.

Assembly

School assemblies provide opportunities for the reinforcement of positive values and behaviours through the presentation of awards and the sharing of learning achievements.

The school holds an assembly, in the hall every second Thursday afternoon at 2.30 p.m. for approximately 30 – 45 minutes – this is currently dependent on COVID-19 restrictions. We encourage you to attend and enjoy the presentation of the fortnightly 'Shooting Star' awards, performances by students, sharing of learning outcomes, sports reports, stories and poems, attendance awards, 'Citizen of the Term' awards and much more. The school assembly is really a celebration of the achievements of our students in many fields.

School Uniform

Purpose

Mornington Primary School has determined that the wearing of school uniform will be compulsory for the following reasons:

A school uniform

- Develops a sense of unity
- Fosters a sense of belonging to the school
- Establishes the identity of the school within the wider community
- Creates a positive image for the child and the school
- Provides practical clothing for school activities
- Eliminates peer pressure caused by competition with styles of clothing
- Provides a range of choices for all seasons

Guidelines

- The uniform colours are 'ink' blue and white. 'Ink' is a darker shade of blue than 'navy'. The school logo is to be a feature of the uniform, on all upper garments.
- Undergarments must be in either white or 'ink' blue and must not be below, or falling beneath the natural hemline of the item.
- The majority of the uniform is designed to be worn by both girls and boys and incorporates design suggestions from the students.
- There is no summer or winter uniform; students are to be encouraged to wear uniform items in which they feel most comfortable and appropriate to the weather conditions.
- The uniform is designed with due regard to the health and safety of the students.
- All students are expected to wear the school uniform at all times that is clean, neat and in good condition.

Dress Code and Grooming Expectations

- All students are expected to wear the Mornington Primary School school uniform at all times.
- Hats are to be worn in accordance with the school's SUNSMART policy. A Sunsmart hat, i.e. bucket hat, is to be worn in terms 1 and 4.
- Natural hair colour only - that is age appropriate.
- Peaked caps are not permitted.
- Cosmetics are not permitted.
- Students not wearing school uniform will be in breach of the Uniform Policy and may result in appropriate consequences as determined by the Principal.
- Students will not be permitted to represent the school, leave the school on excursions, and participate in inter-school sports or other special activities unless wearing the correct school uniform.
- It is expected that all students will wear a school rain resistant jacket when on excursions/inter-school sports or in school grounds.

Health and Safety Aspects of School Uniform

- Students with pierced ears may wear one or other of the simplest of studs or small sleepers – one in each ear only.
- Body tattooing, other body piercing and loose jewellery is not permitted.
- Long hair should be tied back.
- Hats must be the school-approved sunsmart hat.

Where to Obtain the Uniform

The school supplier, PSW, operates a store at 1/22 Watt Road, Mornington (ph 9768 0346).

Opening hours: Tuesday – Friday 9am – 5pm and Saturday 10am – 1pm

Components of the School Uniform - Standard Uniform Colour - ink:

Tops: (All tops with school logo)

- Short sleeve polo top in micro mesh – ink with white stripe collar
- Long sleeve polo top in micro mesh – ink with white stripe collar
- Zip jacket – ink with white stripe cuffs
- Coat - Soft shell, water resistant in ink

Senior Students: ('MPS Senior Team' on back and school logo on front – Grade 5 and 6 students only)

- Rugby top
- Short sleeve polo top in micro mesh – ink with white stripe collar
- Long sleeve polo top in micro mesh – ink with white stripe collar
- Sports top – ('MPS Sport' on back) To be worn on Friday sports and PE days only

Pants:

- Bootleg pants - ink
- Zip cuff track pants – ink
- Straight leg track pants – ink
- Gabardine zip pocket shorts – ink
- Micromesh sports shorts – ink
- Cargo shorts – ink
- Bike shorts (for undergarment only) – ink

Dress / Skirts:

- Pleated skirt – short
- Pleated skirt – longer for winter
- Summer Dress as per design (supplied with scrunchie)

Sun Smart Hat: Bucket micro fibre – ink & school logo



All students are expected to wear Mornington Primary School uniform Sunsmart hats at all times when outside during terms 1 and 4. The use of broad - spectrum water resistant sunscreen SPF30+ (or higher) brought from home, to be applied before school and prior to the lunch break is also encouraged. Students must apply their own sunscreen. Teachers are unable to apply sunscreen.

Students without a hat will be unable to participate in PE and sports and will need to spend recess and lunch breaks playing in designated shade areas.

Accessories:

- Socks – ink/navy or white plain or with single band (white on blue / blue on white)
- Hair accessories – ink/navy and/or white
- Scarf – ink with school logo
- Beanie – ink with school logo
- Tights – ink

School bag: with school logo

Book bag: with school logo

Library Bag: draw string

Art Smock: with name tag (old shirt will suffice for this purpose)

Footwear: School shoes or runners only. Shoe colours must be predominantly navy, white, black or grey, including laces.

Out of School Hours Care

Our 'before' and 'after school care' program operates daily in the morning from 6.45am to 8.45am and in the afternoon from 3.30pm to 6.00pm respectively, in the school hall. This is a 'fee for service' program with fee concessions available to most families.

Program, enrolment and fee details are available from the school office.

Social Service

The Student Leaders have the responsibility for working with students to raise money to help groups in need of assistance:

For example:

- ANZAC Badges
- State Schools Relief Committee
- Special groups as selected by the Student Leaders



Bus Service

A Bus Service operates each morning and afternoon to bring students to and from school within the Mornington area. All bus travellers must complete a school bus travel form and present a current MYKI card. A detailed route can be obtained from the school office. Students will not be permitted to travel without a current MYKI card.

Please Note: Whilst this is a bus service only for students from Mornington Primary School and is facilitated by the school, it is not a Department of Education funded service. It therefore requires a MYKI card like any other public transport service.

Organisational Structure

Staffing

The school structure and allocation of staff to classes is reliant on accurate enrolment information and is not finalised until very late in the year (often in late December).

Parents are notified, via the school newsletter, of the proposed organisation of the school at this time and confirmed during the first week of the new school year.

Curriculum Outlines

The school has developed a wide range of curriculum guidelines to be used by teachers to implement the school's programs. These are based on the Victorian Curriculum, mandated for all Victorian Government Schools, along with the International Baccalaureate. (See information later in this booklet)

School Strategic Plan (SSP)

All Victorian Government Schools develop a 'school strategic plan' outlining the priority areas and goals the school has set for a four-year period. The SSP gives the school direction and focuses on improving the programs offered to your child and ensures a high level of open communication between the home and the school. The SSP is available on our school website.

The current priorities are:

- ◇ To improve student learning outcomes in Numeracy across the school.
- ◇ To improve student learning outcomes in Writing across the school.
- ◇ To improve student voice, agency and leadership across the school.

School Council

The Education and Training Reform Act 2006 defines the objectives, functions and powers of school councils.

The Mornington Primary School Council consists of 13 members made up of 8 parents, 3 staff members, one community member and the Principal. The council meets throughout the school year.

A school council's objectives are to:

- ◇ Assist in the efficient governance of the school
- ◇ Ensure that its decisions affecting students of the school are made having regard, as a primary consideration, to the best interests of the students
- ◇ Enhance the educational opportunities of the students of the school
- ◇ Ensure the school and the council comply with any requirements of this Act, the regulations, a Ministerial Order or a direction, guideline or policy issued under this Act

A school council's functions include:

- ◇ Establishing the broad direction and vision of the school
- ◇ Developing, reviewing and updating the policies of the school
- ◇ Arranging for the supply of goods, services, facilities, materials and equipment that are required for the conduct of the school, including the provision of preschool programs
- ◇ Raising funds for school related purposes
- ◇ Regulating and facilitating the after-hours use of school premises and grounds
- ◇ Exercising a general oversight of the buildings and grounds and ensuring that they are kept in good order and condition
- ◇ Negotiating and endorsing contracts for cleaning and other services necessary for the school

Parents and Friends

Each year our P&F team makes a significant contribution to our school through bringing people together and enhancing involvement in the school; organising events for both parents and students and fundraising to get those extra things that really make a difference. In recent years the P&F has organised spook-a-thons, Mothers' and Fathers' Day stalls, Colour Fun Run, market nights, sausage sizzles and more. Each event has the objective of bringing people together and building our school community. Along with this, the P&F are able to raise funds that, in recent years, have contributed to iPads for all the classes, rebound walls, interactive projectors, the new bike enclosure, a shade sail for the junior playground and restoration of the school vegetable garden and chook shed.

The P&F is also a good sounding board for both the Principal and School Council. It can influence school decisions and have an input on school policies and procedures. We encourage all parents and caregivers to become involved in Parents and Friends.

You are encouraged to become involved and contribute to your school.

Fund Raising

A variety of activities are organised throughout the year to raise money for the school. These funds directly benefit the students and all families are encouraged to support these activities. School Council establishes a calendar of fund raising activities at the beginning of each year. The Parents and Friends group are active in arranging these fundraising activities. All parents and staff are most welcome to assist.



Spookathon 2019

School Finances

Schools are funded according to a complex funding formula, predominantly influenced by enrolment numbers, called the 'Student Resource Package' (SRP). The SRP covers all costs related to staffing and all other school expenses incurred by the school: electricity, water, resources, extra programs etc. Whilst decisions related to the employment of 'teachers' and 'support staff' and all other school expenses are made by the school, we work within the SRP budget.

Schools are funded according to a formula that should enable a school to have a 'class average teacher/student ratio of 1:26 with the proviso that classes from Prep to Grade 2 have an average ratio of 1:21'. There are many variables that impact on this formula, including experience levels of staff and the other programs that are offered by the school: STEAM, Performing Arts, Physical Education & Sport, French, Mathematics and Literacy learning support, International Baccalaureate etc.

In addition to the Department's contribution, the School Council budgets for an annual expenditure which requires a percentage of the cost of running the school to come from funds raised by the school community.

Funds raised by the school community enable us to maintain our grounds as well as buy and maintain equipment and resources.

Parent Payments

The Department of Education and Training (DET) has outlined three categories of parent payments in its policy document, 'Parent Payment in Government Schools'. In summary, school councils can request payments from parents for student materials and services charges, and for voluntary financial contributions. These payments fall into three categories:

- 1. Essential education items** which parents and guardians are required to provide for their child (e.g. stationery, text books, consumables, school uniforms, camps, excursions, swimming, interschool sport etc)
- 2. Optional extras** which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (e.g. Energy Breakthrough, extra-curricular programs or activities, school-based performances, instrumental tuition, school magazines, student leadership, band, choir, Grade 6 Graduation, notebook program etc.)
- 3. Voluntary financial contributions** which parents and guardians are invited to donate to the school (e.g. grounds maintenance & development, additional computers).

School Council has developed a 'Parent Payments Policy' and endorses parent payments each year. Further information is available on the school website www.morningtonps.vic.edu.au

Payment Methods

With the introduction of Compass Pay, parents are now able to pay 'online' for any school excursions, camps and other school related items.

Payments can also be made via BPay, please ask the office for your family BPay number, direct deposit to the school account and at the office via Eftpos.

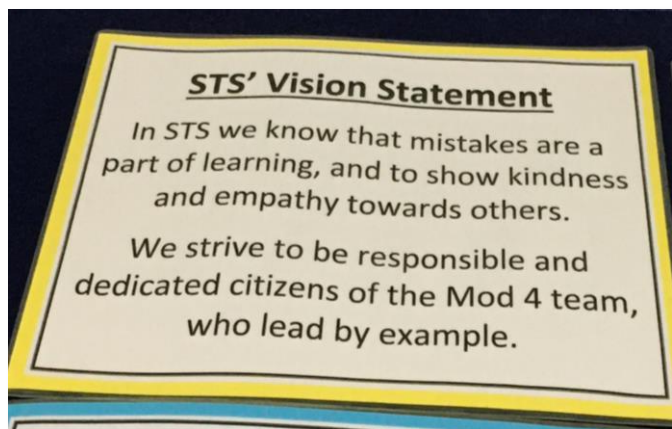
Note: It is School Council's policy that if children are to participate in excursions, visiting performances or camps, payment must be made by the due date and school uniform must be worn.

Student Engagement & Wellbeing

Developing a Positive School Culture

A positive learning environment is more conducive to meeting the needs of all our students and supporting their educational endeavours. Each year, on the day before children arrive at school, all teachers take part in a number of professional learning activities that include our continuing development of the 'Respectful Relationships, Positive Culture' program.

Each year, we have made progressive changes to include the International Baccalaureate *Learner Profile Attributes* and *Attitudes*. All classes take part in activities and conversations relating to making our classrooms and playgrounds positive places to be.



We believe in the importance of students talking about, and reflecting on, how they can contribute to making our school the best it can be. As adults, we know that we can influence our social environment through our actions and the manner in which we interact with others. All classes will develop a classroom 'Vision Statement' and an 'Essential Agreement.' This is a collaborative process that invites our students to reflect on how they can contribute to the shared goals of their class and their school.

Positive behaviours and attitudes in the class are acknowledged through the:

- ◇ Shooting Star Award – a fortnightly recognition of a student's demonstration of the "PYP Learner Profile".
- ◇ Citizen of the Term – An award bestowed upon two members of each grade in recognition of excellent citizenship as demonstrated through the PYP Attitudes. (See inside this booklet or the school website for more information)

Education should both challenge and support students in developing a range of values, qualities and skills that will serve them well throughout their lives. We aspire for our children to be effective adults who will make a positive contribution to their families, community and workplaces. Every year brings with it both challenges and opportunities. With each challenge, we have an opportunity to learn and grow. At MPS, we will continue to learn and grow.

Positive Playground Culture

Our playgrounds should be, and are, places where children can enjoy their play together, interact in appropriate ways and feel safe from any harassment. Classrooms also have conversations to develop clearer understandings of the behaviours that create a more positive playground. These behaviours include things such as sharing, taking turns, including others and playing safely. Positive playground behaviour is reinforced through a reward system where students are acknowledged publicly for behaviours that reflect our school values. Students who experience difficulty in playing positively in the playground are supported to develop skills in this area through discussion and skill development.





Student Leadership Program

The 'Student Leadership Program', open to students in year 6, emphasises the importance of being good leaders and citizens, both as students of MPS and beyond. The program includes School Ambassadors, House Captains, Performing Arts Captains, LOTE Captains, Environment Captains and STEAM Captains. Each group of students has a particular role to play at MPS. Students have 'applied' and been 'selected' for these positions on the basis of a number of criteria, including 'behaviours' and 'attitudes' displayed over time and their presentation to the teachers and students in the Senior Team.

It is an expectation of all students at MPS that they demonstrate the appropriate 'behaviours' and 'attitudes' that reflect our school ethos and vision. Whilst not all students can be selected to the Student Leadership Program, it is our belief that all students have the capacity to demonstrate leadership qualities and the potential to be good leaders and role models for other students. Throughout 2022 and 2023 the school will be exploring how we can provide more authentic leadership opportunities for students throughout the school.

Behaviour Management

Our approach to behaviour management is one that aims to develop in our students a sense of justice, fairness and reflection. We want all our students to understand that each of them contributes to the school's social climate. Our guiding principles include:

- ◇ Emphasise on building a positive culture.
- ◇ Management of behaviour in a restorative manner: ensuring positive relationships continue.
- ◇ Student developed Essential Agreements and consequences within the classroom and play ground.
- ◇ A consistent, transparent and whole school approach based on our school vision and the 'IB Learner Profile Attributes' and 'Attitudes.'
- ◇ Acknowledging that behaviour is something that needs to be learnt. We teach and model this to our students. We also conduct 'social skills' programs to teach children appropriate behaviours that will help them associate, collaborate and learn more effectively with their peers. Our school also follows the DET "Resilience, Rights and Respectful Relationships program".
- ◇ Having a shared, progressive responsibility of behaviour management by teachers, learning support staff and the principal team.



A Progressive and Shared Responsibility:

Whilst teaching staff are primarily responsible for developing a Positive Classroom Culture, including the development of a class vision and the implementation of the International Baccalaureate (IB) Primary Years Program (PYP) Learner Profiles and Learner Attitudes, we all take a shared responsibility for behaviour management and the social climate of the school.

When students do not behave in a manner consistent with the school ethos and class 'essential agreements', teachers will:

- ◇ Direct the student to the 'essential agreements' and remind the student of what is expected.
- ◇ Participate in a restorative discussion that will include reflection on the better choices that could have been made and ensure that a positive relationship continues beyond the discussion.
- ◇ Put in place pre-discussed consequences.

If the behaviour continues:

- ◇ The student may be removed to another area or classroom.
- ◇ If a student is removed, a restorative discussion will take place before the student re-enters the class and a classroom behaviour reflection sheet is completed.

If the behaviour persists and/or is of a serious nature:

- ◇ A parent interview may be called and may include the Mod Leader/Assistant Principal or Principal. During this time a Behaviour Management Plan is developed.

If there is no change in the behaviour and/or it is of a serious nature:

- ◇ The situation is referred to the Leadership Team and a reflection letter will be sent home and a more serious consequence will occur that may involve in-house or external suspension or expulsion.

Designated Play Areas

Our grounds have three designated play areas:

- ◇ Area 1: The Junior oval, and the area outside the Junior Learning Centre for Preps to Year 2.
- ◇ Area 2: Across the front of the school from the Library to the bike enclosure and around the administration building – all year levels. (Unless changes are required due to COVID-19.)
- ◇ Area 3: Senior oval, lower asphalt and between the hall and Canteen: Year 3 – 6

Children are made aware of areas that are out of bounds to them for safety reasons. These include:

- ◇ All car parks. These are all fenced off.
- ◇ Behind the trees in the junior oval and the lower basketball courts.
- ◇ Area next to Peninsula Health car park

We have a high expectation of the behaviour of all people in our school community and believe this is necessary to achieve our school vision and goals. At Mornington Primary School, every individual is seen as an integral contributor to creating and maintaining a Positive School Culture.

Students in Buildings

Students should not be inside classrooms, other rooms or the hall without a teacher being present. Teachers are generally preparing for their day's teaching before school each morning. Unless the teacher has made special arrangements with students, they should not be in the classroom before 8.45am. The school buildings are not open to students until 8.45am every morning and students arriving at school before this time should be only those attending our Out of Hours School Care Program.

Health and Safety

Illness

HOME IS THE BEST PLACE FOR A SICK CHILD

First Aid and Accidents:

Staff members trained in First Aid will attend to children who are sent to the 'Sick Bay'. Children are treated for minor cuts and abrasions. If further attention is required every effort is made to contact parents or the emergency number provided by parents. In an emergency, an ambulance will be called without any hesitation. (The school is not responsible for costs incurred by this service).

A child treated in 'Sick Bay' will have an email sent to their parents, detailing the action taken.

Please ensure the office has your current address and contact numbers and update these as required via the Compass app.

All classrooms are linked with a phone system to provide efficient communication and enhance student safety across the school.

Emergency Clothing

The school has a very limited supply of emergency clothing to cope with illness or accidents. Should your child require a change of clothes you will be contacted. Emergency clothing supplied should be washed and returned as soon as possible.

Administration of Medicine at School

Staff have been trained in 'Asthma Awareness' and Anaphylaxis and many have Level 2 First Aid and CPR training.

The best practice is for the students to be responsible for their own well-being.

- ◇ Asthmatic sprays i.e. Ventolin; Asmol may be kept by children trained in their use. This practice must have a parent's written authority.
- ◇ Prescriptive medicines, will be administered via the school office/sick bay and should be clearly labelled for this purpose (see below)
- ◇ Analgesics and cough mixtures are to be treated at school in the same manner as prescription medicines.

If your child is an Asthma sufferer, parents are required to complete an 'Asthma Management Plan' for their child, which has been signed by the family doctor. If your child is diagnosed with Anaphylaxis, parents are required to complete an Anaphylaxis plan signed by a doctor.

Medication to be administered to a child should be provided to the school office. A 'Medication Consent Form' is to be completed by parents.

Every care will be taken but staff will not be held responsible for the administration of medicine to students whilst at school.

Please make personal contact with the Office Staff to ensure that arrangements relating to the administration of medicines are clear.

School Health Checks

The School Medical Service visits the school on an annual basis to conduct health assessments on prep students and others referred by parents or staff. Parents are given advanced notice prior to the commencement of this service.

Sharing food/allergies

Due to food allergies and anaphylaxis concerns, students at our school should not share food with others. Our school is not a nut-free school.

School Wide Emergencies

The school has an emergency evacuation plan established in conjunction with fire and other emergency authorities. Should an emergency arise, parents, teachers and students will come under the direction of the Principal or the authority in charge. Parents will be contacted via Compass which is available for download, free of charge. Ask the office for further information.

Playground Supervision

During all recess periods and between the hours of 8.45am – 9.00am and 3.30pm – 3.45pm two or more teachers supervise the playgrounds. Unless it is for a specific program, students should not be in the school grounds outside these hours.

Children who travel home on the bus are also closely supervised upon boarding. The bus departs from our school at 3.15 pm.

Infectious Diseases Exclusion Table (Please keep for reference)

The Department's Exclusion Table defines certain compulsory absences in case of infectious illness, the most common of which are listed below.

These exclusion periods are quite definite and must be adhered to without variation.

- COVID-19: 7 day isolation
- Measles: 7 days after the appearance of the rash.
- Rubella: Until fully recovered and at least 4 days from onset of rash.
- Mumps: Until fully recovered.
- Chicken Pox: Until fully recovered.
- Head Lice: Students in classes where head lice are detected by staff will be informed of the problem and parents asked to check their child's hair. Should an individual child be suspected of having head lice, he/she will be withdrawn from class. Parents will be contacted alerting them of this issue and requesting that the child be excluded until appropriate treatment has commenced.
- Whooping Cough: 4 weeks from the beginning of the whoop or until medical certificate produced.
- Infectious Hepatitis: Until a medical certificate is furnished.
- Ringworm: Until appropriate treatment has commenced, supported by a medical certificate when requested.

If a child is unwell or has COVID-like symptoms they will be sent home.

Evidence of immunisations should be provided to the school office at enrolment. If children are not immunised against measles, poliomyelitis and diphtheria and an outbreak of one of these occurs at school, these children will be excluded. In cases of other illnesses, parents are asked to contact the school for advice on exclusion of children.

Good health is vital to maximum school progress. All parents can help by isolating their child as soon as possible when an infectious disease occurs.

Parent Helpers and 'Working With Children Check'

We encourage all parents to assist the school in whatever way they can: classroom support; excursions; camps, school events etc. Please be advised that all school helpers require a 'Working With Children Check'. You will need to visit <https://www.workingwithchildren.vic.gov.au> and complete the online application form.





Arriving Late

School starts at 9.00 a.m. and children should be at school up to 15 minutes prior to this time. Children who arrive at their classroom after the class has commenced, must go to the Office with an adult to complete a '**late pass**' which is entered into Compass. Being late can mean that often students miss out on explanations for literacy activities that happen in the literacy block, usually held between 9.00am and 11.00am. A further consequence is the disruption to the learning of other students as the teacher will have to re-teach the late students at the expense of those who have arrived on time. Punctuality is important!

Early Pick up Procedure

Parents or family friends wishing to collect children during the day or before the usual dismissal time must first report to the general office to complete an '**early release pass**' which is entered into Compass. The pass is then handed to the class teacher as verification that a known person is collecting your child.

Personal Goods Brought to School

"Private property brought to schools by students is not insured nor is the Department of Education and Training or school responsible for any loss." – Director of Education

Although every care will be taken, the school will not be held responsible for personal items, bikes, skateboards, scooters, electronic games equipment, mobile phones, jewellery, toys or other articles that have been brought to school and have either been damaged or lost.

Use of mobile phones or smart watches are not permitted once students are at school. Please refer to the Digital Devices and Mobile Phone Policy. (Available on the school website)

Bikes, Skateboards, Scooters

A bike enclosure is available for students to store their bikes. The enclosure is locked during the school day. Bikes are brought to school at the owner's own risk. Children are required to wear bike helmets while riding and walk their bikes, skateboards and scooters through the school grounds to and from the bike enclosure, and in Vale Street in front of the school. Traffic rules are to be followed.

Prep and STAR Assembly Areas

The Preps and STARS assemble at the beginning and end of each school day on the painted caterpillars near the Junior Learning Centre. Parents should collect their children from this area.

Toileting

All of our school toilets are internal and children are encouraged to attend at recess and lunch only. However, if attendance during class time is necessary, children do so, in pairs. Teachers supervise the area while on yard duty at each recess and lunch break.

End of the School Day

If parents have not collected their children by 3.45pm, or phoned to notify school of their delay, every endeavour will be made to contact parents or emergency contacts.

Photographing and Filming Policy

We have a photographing and filming policy on our website. Importantly, this policy states "Parents are able to take photos or film of their own children at school and at school activities and events. However these photos may at times include other students, so we ask parents to 'respect the individual's right to control how and for what purpose their personal information is used'. This means parents should not forward, share, upload or use images of children other than their own."

Curriculum

Victorian Curriculum Foundation–10

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Learning Areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

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

Learning Areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Each learning area is structured as a continuum across levels of learning achievement. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

The Arts:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

The Humanities:

- Civics and Citizenship
- Economics and Business
- Geography
- History

Mathematics

Science

Technologies:

- Design and Technologies
- Digital Technologies

English

Health and Physical Education

Capabilities:

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



House athletics

English

The study of English is central to the learning and development of all students at Mornington Primary School. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that our students learn to analyse, understand, communicate and build relationships with others and with the world around them. We acknowledge the links between, and interconnectedness of, reading and viewing, writing, speaking and listening and teachers plan with this in mind.

At Mornington PS we aim to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. We also want students to inquire into, appreciate and enjoy the English language and how it works. Where there are natural links to English learning and units of inquiry, English will be incorporated into the unit of inquiry.

At MPS, a Writer's Workshop model for the teaching and learning of writing is implemented (although this also includes elements of reading and viewing, speaking and listening). When reading, students develop skills over time to move from being 'text decoders', to 'text participants' to 'text users' to finally 'text analysers' – which can also be seen as students moving from 'learning to read', to 'reading to learn'.

For students who are learning to decode and learning to spell, Systematic Synthetic Phonics (Little Learners Love Literacy) is implemented. Once students can decode, teachers use their understandings of how the English language works gained through THRASS (Teaching Handwriting, Reading and Spelling Skills) training to continue teaching spelling, reading and writing in conjunction with the other approaches mentioned in this document. Once students can decode and spell basic words, teachers will also use the following strategies to assist students with their spelling; sound/phonological awareness, meaning/morphemic knowledge, visual/how words look and etymology/history of words.

As students learn to decode, teachers at Mornington Primary School use the elements of the Fountas and Pinnell Systems of Strategic Action (SOSA). These actions include thinking within the text, thinking about the text and thinking beyond the text. Within each of these three ways of thinking about the text, there are a variety of reading skills which teachers include in their planning and teaching.

Students at Mornington PS begin learning letter formation patterns in their Foundation year and work towards developing a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods. Students in Foundation are introduced to the Hartley Knows method for the teaching and learning of effective handwriting. After Foundation, students are expected to continue using this knowledge to form their letters.

Mathematics

At Mornington Primary School we teach Mathematics through differentiated challenging problem solving, development of reasoning skills, regular fluency practice and skill based learning. We aim to develop independent learners with the capacity for deeper thinking and the confidence to inquire into mathematical concepts. This includes constructing meaning, thinking mathematically, solving a variety of problems, articulating their thinking and correctly using mathematical language.

The Victorian Curriculum has identified 4 proficiencies that underpin the Mathematics Curriculum. These are understanding, fluency, problem solving and reasoning.

Understanding refers to students building a robust knowledge of adaptable and transferable mathematical concepts and structures. Students make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they:

- connect related ideas
- represent concepts in different ways
- identify commonalities and differences between aspects of content

- describe their thinking mathematically
- interpret mathematical information.

Fluency describes students developing skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they:

- make reasonable estimates
- calculate answers efficiently
- recognise robust ways of answering questions
- choose appropriate methods and approximations
- recall definitions and regularly use facts,
- can manipulate expressions and equations to find solutions

Problem solving is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively. Students pose and solve problems when they:

- use mathematics to represent unfamiliar or meaningful situations
- design investigations and plan their approaches
- apply their existing strategies to seek solutions
- verify that their answers are reasonable.

Reasoning refers to students developing an increasingly sophisticated capacity for logical, statistical and probabilistic thinking and actions, such as conjecturing, hypothesising, analysing, proving, evaluating, explaining, inferring, justifying, refuting, abstracting and generalising. Students are reasoning mathematically when they:

- explain their thinking
- deduce and justify strategies used and conclusions reached
- adapt the known to the unknown
- transfer learning from one context to another
- prove that something is true or false
- make inferences about data or the likelihood of events
- compare and contrast related ideas and explain their choices.

At Mornington Primary School we focus on developing a 'growth mindset' towards the learning of Mathematics. This involves developing in our students the belief that they can be successful learners of all mathematical concepts. We do this by using 'real life' authentic problem solving where possible for the students to understand that maths has a purpose in their life and that it is not just learning processes in isolation to solve problems.

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.

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.

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

Victorian Curriculum and the International Baccalaureate at Mornington Primary School

The curriculum at Mornington Primary School is developed according to the content as prescribed in the Victorian Curriculum and the aspirations and ethos of the International Baccalaureate – Primary Years Program, which provides the methodology, language and framework to provide a holistic education for our students.



International Baccalaureate Primary Years Program

In 2012, Mornington Primary School became an authorised International Baccalaureate (IB) Primary Years Programme World School. The Primary Years Programme offers a framework that meets children's academic, social, physical, emotional and cultural needs. The IB mission statement aligns with the vision and values of Mornington Primary School.

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At the heart of the PYP is a belief in process-oriented guided inquiry where students' questions are valued. Skills are then taught in the context of finding answers to these questions. The PYP is based on many of the modern understandings about education – constructivism (building from the known), student-centred learning, accommodating different learning styles, involving students in assessment processes and providing opportunities for students to take meaningful action.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. This is encapsulated in the **IB Learner Profile** where IB learners strive to be:

- ◇ **Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- ◇ **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- ◇ **Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- ◇ **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- ◇ **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- ◇ **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- ◇ **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- ◇ **Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- ◇ **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- ◇ **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

For further information regarding the International Baccalaureate, please contact the PYP Coordinator, Heidi Wittwer.

Specific Support Programs

Support programs are provided within the school. They include:

◇ Literacy and Numeracy Support Program

Literacy and Numeracy support is provided at various year levels to support the learning needs of identified students. The level of support may be influenced by budgetary constraints from year to year.

◇ Program for Students with Disabilities

Students with a disability and additional learning needs are eligible for this program provided they meet the eligibility criteria from one of the following categories – Physical Disability, Visual Impairment, Severe Behaviour Disorder, Hearing Impairment, Intellectual Disability, Autism Spectrum Disorder and Severe Language Disorder and significant Educational Needs. If successful, schools are provided with extra resources to provide for the specific educational and learning needs of these children. The support may include the provision of an Integration Aide and classroom learning activities designed to meet the specific and individual needs of students. For further details, see Assistant Principal, Tina Vallance.

◇ Student Social/Emotional Support

To support students requiring emotional support and/or assistance in developing social skills, we have the onsite services of a provisional psychologist and a children's counsellor one day per week. These two professionals work with individual students and with small groups of students with like needs. Referrals are made by classroom teachers in consultation with parents.

◇ Student Wellbeing Support

Student Wellbeing Support assistance is provided to students and families who require support for a variety of reasons. This support can be accessed by contacting our Assistant Principal, Tina Vallance, who will refer children and families to our Student Wellbeing Officer.

Information & Communication Technology

Advances in technology continue to have a significant impact on our society in the way we work and interact. It is difficult for today's teenagers to comprehend that when we were their age we were not in constant communication with our friends. Today's children are 'connected' via technology to their friends and the world. The impact of technology will surely increase. The future world of our children will be one of continuing change and on-going technological advances. Our role, as parents and educators, is to ensure our children are prepared for the challenges of their current and future world. Technology, with its increasing influence, will play an important role.

A further initiative in ICT is the introduction of a student-owned notebook program for grades 3 - 6. These notebooks are funded by parents and provide students with their own notebook that they utilise both at school and at home. See the office for details of this program.



With access to computers, iPads and peripherals in all classrooms the students of Mornington Primary School are 'connected' with their peers and the wider world.

Specialist Programs

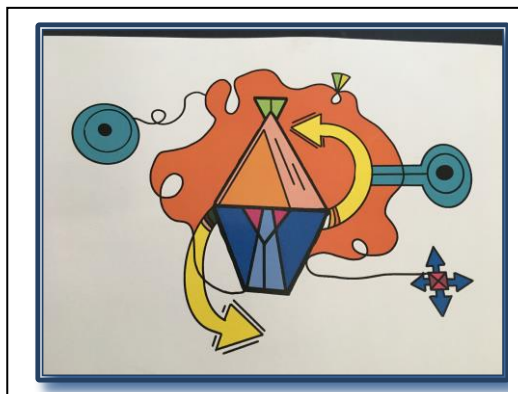
STEAM (Science, Technology, Engineering, Art and Mathematics)

All children attend the Art/STEAM room each week to take part in a wide variety of activities including: painting, designing, coding, printing, collage, construction, drawing, modelling and threads and textiles.

The children will need to supply their own art smock to protect their school clothing. This may consist of an old shirt or T-shirt, or be home-made. Smocks are also available for purchase from the school uniform shop.

Performing Arts

The school has a strong focus on Performing Arts. We present a whole school production at Frankston Arts Centre every second year.



2019 Production

Students have access to participation in the junior or senior school choir and school band. All classes have Performing Arts sessions as part of their weekly curriculum.

An Instrumental program is available in school time for students to learn guitar, keyboard, wind instruments, violin and drums. For further information, please contact the Performing Arts teacher, Mr Harland.

Health and Physical Education

The Health and Physical Education Program incorporates the following programs.

- ◇ Physical Education lessons
- ◇ Fitness Education and Ball Skills
- ◇ Sport Education Grades 3, 4, 5 & 6
- ◇ Inter-school Sports Program
- ◇ Modified Sports Grades Prep, 1 and 2
- ◇ Fundamental Motor Skills Grades P-6
- ◇ Recreation & Outdoor Education (Camps for Grades 3-6)
- ◇ Perceptual Motor Program (PMP) Preps
- ◇ Energy Breakthrough
- ◇ A comprehensive swimming program from P-6, including water safety for years 3-6 at our local beach
- ◇ Health & Well Being



Water safety program

Many PE activities are carried out on the asphalt areas. To help protect children's ankle and knee joints, appropriate footwear is necessary in the form of comfortable well-fitting runners. Children should also be dressed in the school uniform track pants or shorts to enable full participation in all activities.

A comprehensive swimming program is implemented from Preps to Grade 6 (excluding the STAR grade) as an integral part of the curriculum. The swimming program includes both pool-based skill building and stroke development for junior students and a beach program for seniors, emphasising water safety, survival skills and swimming techniques.

Library

The school has two libraries: middle/senior library and the junior library situated in the Junior Learning Centre. Students are actively encouraged to regularly borrow books from the school library.

To protect borrowed books, a 40 x 40 cm cloth bag with a drawstring is required to transport books to and from school. Alternatively, many children use the blue 'homework bag' available from the Uniform Shop.

Curriculum Support and Enrichment Programs

Children have the opportunity to participate in a broad range of enrichment programs.

Educational Enhancement

- ◇ Science
- ◇ Book Club and Book Fairs
- ◇ Theme Days
- ◇ Integration and Special Needs
- ◇ Literacy & Numeracy Support
- ◇ Student Notebook Program
- ◇ Year 6 Graduation
- ◇ Performance Opportunities
- ◇ Energy Breakthrough
- ◇ School Wide Assessment Program
- ◇ Premier's Reading Challenge

Student Leadership

- ◇ School Ambassadors
- ◇ House Captains
- ◇ STEAM Captains
- ◇ Performing Arts Captains
- ◇ Environment Captains
- ◇ LOTE Captains
- ◇ Public Speaking opportunities

The Arts

- ◇ School Choir
- ◇ Dance and Drama
- ◇ Visual Arts
- ◇ School Band
- ◇ School Production
- ◇ Instrumental Program

Student Wellbeing and Growth

- ◇ Student Code of Co-operation
- ◇ Prep Transition and Orientation
- ◇ Year 6 Transition and Orientation
- ◇ Buddy System
- ◇ Health Education Program
- ◇ Sun Smart School
- ◇ Parent Help
- ◇ Student Awards – Shooting Star Awards and Citizen of the Term Awards
- ◇ Developing a Positive Classroom Culture
- ◇ Before and After School Care

Sporting / Leisure

- ◇ Interschool Sports Days
- ◇ Sports Clinics
- ◇ Cross Country Events
- ◇ Water Safety at the Beach
- ◇ Swimming
- ◇ Camping Program 3-6
- ◇ Fitness Education
- ◇ Fundamental Motor Skills
- ◇ Perceptual Motor Program (Prep)
- ◇ House Athletics & Swimming
- ◇ Clubs

Excursions

Excursions provide valuable learning experiences beyond the school. These educational experiences are to help children understand the relevance of the curriculum to the world outside of school.

If the excursion is local, i.e. children can walk to the venue, you will be notified of the details by a note. The consent form signed upon the child's enrolment will suffice as permission to attend.

For an excursion requiring transport, a consent form will be sent home via Compass to be signed and returned to school before the event. Details of cost, travel mode and times will be included.

Camps

Years 3 - 6 participate in an over-night school camp program (currently in accordance with COVID-19 regulations). The camps are educationally challenging and have an emphasis on developing social skills, independence and interdependence. Costs are kept to a minimum and as much advanced warning as possible is given to parents.

Flexible payment plans are available to families.

Special Events at School

During the year the children will experience a variety of learning activities provided by visiting puppet theatres, dance or musical performances. These vary from year to year and provide support and extension of the school's existing curriculum programs. Advanced warning of costs and activities will be provided.



POD play during lunchtime



Weeding during gardening club



Atrium open at lunchtimes



Water Safety Day Grades 3-6

Communication

Newsletter

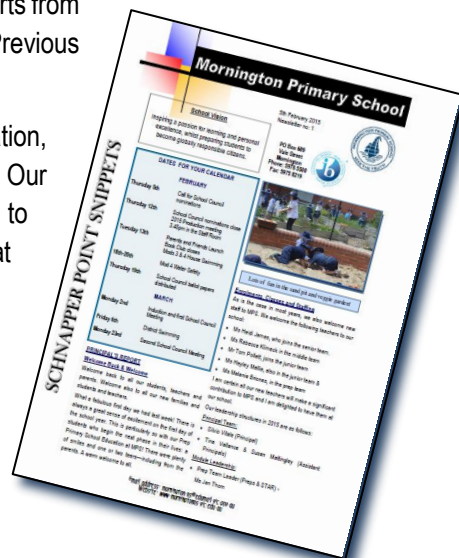
Our school newsletter is sent out every week via Compass, our online communication platform. The newsletter provides information about upcoming school events, student awards, sporting results, reports from specialist teachers, notices of meetings and includes the school calendar. Previous newsletters are also stored on Compass for parent convenience.

Year levels send out regular newsletters with a focus on curriculum information, upcoming activities and how parents may be able to assist their children. Our International Baccalaureate co-ordinator also sends out information related to upcoming units of inquiry, including the central idea, lines of inquiry and ways that families might be able to become involved.

Reporting Student Progress

Reporting to Parents Process

- ◇ Parents will receive a comprehensive written report of their child's progress in June and December through Compass. These reports will detail each child's progress in the strands and domains of the Victorian Curriculum.
- ◇ All parents will be formally invited to attend at least one 'Three Way Conference' with each child's teacher during the first half of the year.
- ◇ Invitations will be extended to all parents to visit their child's classroom throughout the year. These visits will usually coincide with special activities and programs such as Education Week, Special Person's Day etc.



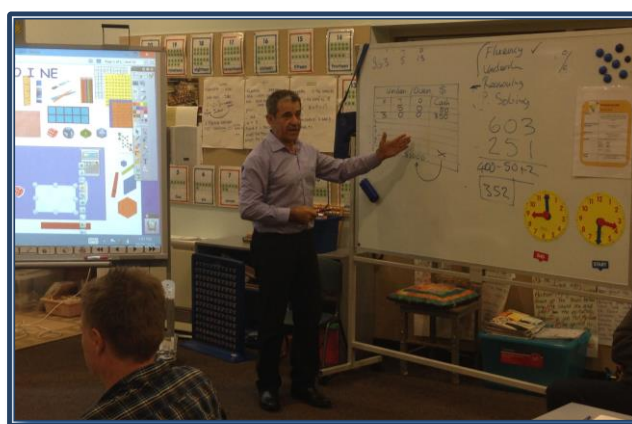
The above reporting to parents' process outlines the minimum expectations of our school's reporting process. We strongly encourage parents and teachers to request an interview at any time during the year when either a parent or teacher has concerns about a child's progress.

Parent Information Sessions

These are held throughout the year to give parents up to date information.

Sessions may include:

- ◇ Class Information P-6
- ◇ School Organisation
- ◇ Curriculum Programs
- ◇ School Initiatives
- ◇ Prep Transition
- ◇ Student Support Issues
- ◇ Parent Forums



Mathematics Forum for Parents with Michael Ymer

Please do not hesitate to contact one of the following personnel to clarify any matters.

Mrs Susan Mattingley	Principal
Ms Tina Vallance	Assistant Principal
Mrs Olympia Maselli	Business Manager
Ms Jane Dixon	Accounts
Mrs Linda Parker	Reception

Mornington Primary School

PO Box 689,

Vale Street

Mornington 3931

Phone: 5976 5500

Email: mornington.ps@education.vic.gov.au

Web site address: www.morningtonps.vic.edu.au

Thank you for your interest in Mornington Primary School. We hope you have found this handbook informative. If you have any further questions, please do not hesitate to contact us.



Student artwork