Inspiring a passion for learning,
personal excellence,
& preparing students to become globally responsible citizens.
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 138 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, that 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, visual arts, performing arts, ICT and French language & culture. Involvement in choir, instrumental music, singing tuition, RACV Energy Breakthrough, school production and clubs 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.

Silvio Vitale
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. Both our senior and junior ovals are irrigated with tank water and are in excellent condition. 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. This state-of-the-art building provides 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.

In 2014, the Mornington Primary School Science Centre was established. The centre is located in the same building as the Senior Library and LOTE Program and provides our students with the opportunity to further extend their interest, knowledge and skills in Science.
Contents

MORNINGTON PRIMARY SCHOOL
Profile & Location

GENERAL INFORMATION 5
Term Dates & School Hours 5
Enrolment Procedures 6
Booklists and Requisites/School Lunches/Lost Property 6
Support Services 6
Parent Involvement/Assembly 7
School Uniform/Sun Smart Policy 8-10
Out Of Hours Care 10
Social Service 10
Bus Service 10

ORGANISATIONAL STRUCTURE 11
Staffing 11
Curriculum Outlines 11
School Strategic Plan 11
School Council 11
Parents and Friends/Fund Raising 11-12
School Finances/Parent Payments 12

STUDENT ENGAGEMENT & WELLBEING 13
Developing a Positive School Culture 13
Student Leadership Program 13
Behaviour Management 14

HEALTH AND SAFETY 16
Illness 16
Emergency Clothing 16
Administration of Medicine at School 16
School Health Check 16
Safety with Your Child 17
School Wide Emergencies 17
Playground Supervision 17
Infectious Diseases Exclusion Table 17
Helpers and Other Visitors to the School 18
Arriving Late/Early Pick Up Procedure 18
Bikes, Skateboards, Scooters 18
Prep Assembly Areas 18
Toileting 18
End of the School Day 18

CURRICULUM 19
Victorian Essential Learning Standards (VELS) 19
International Baccalaureate Primary Years Program 20-21
Specific Support Programs 22
ICT 22
Visual Arts/Performing Arts/Health and Physical Education 23
Library/Science/LOTE (French) Centre 24
Curriculum Support and Enrichment Programs 24
Excursions/Camps/Special Events at School 25

COMMUNICATION 26
Newsletter 26
Reporting School Progress 26
Parent Information Sessions 26
School Contact Details 27
General Information

Term Dates 2016

Term 1

27th January to 24th March

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

28th January, Thursday – Students resume, grades Prep – 6 (including STAR)

Labour Day 14th March (Monday)

Good Friday 25th March 2016

Easter Monday 28th March 2016

Anzac Day 25th April 2016 (Monday)

Term 2

11th April to 24th June

Education Week – dates to be confirmed

Queen’s Birthday – Monday 13th June 2016

Term 3

11th July to 16th September

Term 4

3rd October to 20th December

Melbourne Cup Day – Tuesday 1st November 2016

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

School Hours

School begins: 9.00 a.m. (Arrive 8.45am)

Morning Recess: 11.00 to 11.30 a.m.

Students eat their lunch, under teacher supervision: 1.30 to 1.40 p.m.

Lunch: 1.40 to 2.30 p.m.

Bus travellers leave: 3.15 p.m.

End of School Day: 3.30 p.m.

Teachers are on playground supervision at 8.45am – 9am and again 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 – Thursday 28th and Friday 29th January, Prep & Star students finish early at 12.30pm. In February Prep & Star students do not attend on Wednesdays, except for specific appointment times for assessments. They attend from 9.00 am to 3.30 pm on Monday, Tuesday, Thursday and Friday. As from the 1st Monday of March, Prep & Star students attend every day.
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. Also required is any documentation relating to ‘custody matters’ or ‘visas’ if relocating from overseas.

Absences
It is a legal requirement for parents to supply a written 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.

Booklists and Pupil Requisites
Booklists are forwarded to parents before the end of the year. These outline the basic requirements for your child for the coming year. Pre-payment is encouraged or payment can be made upon collection of books from the school before the start of the school year.

School Lunches
The school canteen is operated by ‘Stir Crazy Kids’ and is open before and after school, and at recess and lunchtimes, five days per week from Monday to Friday. Lunches may also be ordered on these days. Menus are updated each term and available from the school office.

Children are permitted to have a piece of fruit at 10.00 a.m. in the classroom and a bottle of water on their table. 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:

◊ A Speech Pathologist
◊ Guidance Officer - Psychologist
◊ School Medical Service - Eyesight and Hearing (Preps)
◊ School Social Worker
◊ 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.
Parent Involvement

Mornington Primary School prides itself on building a school community focussed 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 that, ‘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

Please note that a ‘Working With Children Check’ is a requirement for all parent helpers in school activities.

Assembly

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

The school holds an assembly, in the hall each Thursday afternoon at 2.40 p.m. for approximately 30 – 45 minutes. We encourage your attendance to enjoy the presentation of the weekly ‘Shooting Star’ awards, performances by students, sharing of learning outcomes, sports reports, stories and poems, ‘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 navy blue and white. The school logo/emblem is to be a feature of the uniform, on all upper garments.
- Undergarments must be in either white or navy 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 MPS school uniform at all times
- Hats are to be worn in accordance with the school’s SUNSMART policy. A Sunsmart hat, i.e. broad brimmed 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 either the school raincoat or a similar navy coat when on excursions/inter-school sports and 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 are to be cordless for safety reasons, with the exception of the school-approved hat, which has a safety release.

Where to obtain the uniform:

The school supplier, PSW, operates the following venues:

- A Uniform Shop (outlet) in the school's administrative building near the office will be open at various times throughout the week. Please check with the school office for current times.
- A store located at 21 Playne Street, Frankston (ph. 9796 6510)

Components of the school uniform (Details available from the school uniform shop)

Standard Uniform:

- Shirts – Polo knit tops, short & sleeved navy blue or white featuring school logo and stripe collar.
- Top garments:
  - Polar fleece vest or jacket.
  - Bomber jacket
  - Rugby windcheater
  - Hooded zip jacket
  - Windcheater
  - Navy blue and featuring the school logo.
- Lower Garments:
  - Basketball shorts
  - Bike shorts
  - Gaberdine shorts
  - Culottes
  - Track pants
  - Bootleg pants
- Dress – Summer dress
- Tights – Navy blue
- Socks – Navy blue or white
- Footwear – School shoes or runners only. Shoe colours must be predominantly navy, white, black or grey, including laces.
- Hats: It is compulsory for all children to wear the school’s SUNSMART broad brimmed hats in Terms 1 & 4. i.e. a hat, which covers the face, ears and neck. The school approved hat must feature the school logo.
- Hair Bands – Navy blue
- Scrunchies – Navy blue and white
- Raincoat – Navy blue
Grade Six Uniforms – As above but including “signature” top garment

Art – A smock/old shirt equivalent is required

Library – A Library bag is required

Sports Top – This top is only available to grades 3-6 and should be worn at sporting events and on days where sport is taught as part of the curriculum.

Interschool Sports Uniform – As designated by the coordinator of the Phys Ed department for each respective sport. Items may include: netball skirts, football tops, volleyball tops, soccer tops etc. These items may only be worn during the sporting event. A ‘sports top’ is also available for students from grades 3 – 6. This should be worn mainly for sporting events.

Special Event Tops - These items to be worn only in the year that the event takes place eg, school production, RACV Energy Breakthrough.

Sun Smart

All students are expected to wear Mornington Primary School uniform Sun Smart 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 strongly encouraged.

Students without a hat will be unable to participate in PE and Sports and will need to spend recess and lunch breaks playing under the pavilion near the hall.

Out of School Hours Care

A ‘before’ and ‘after school care’ program operates daily from 6.45am to 8.45am and 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.

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 Australian Curriculum, Victorian Essential Learning Standards (AusVELS) set by the Department of Education and the International Baccalaureate. (See information later in this booklet)

School Strategic Plan (SSP)

The SSP gives the school direction for the coming years. It focuses on improving the programs offered to your child and ensures a high level of open communication between the home and the school.

The current priorities are:

◊ To improve achievement and progression through all years through a focus on Teaching and Learning with a specific emphasis on Mathematics and Writing.
◊ To improve the motivation of students and their belief and confidence in their capacity to learn with a specific focus on the International Baccalaureate ‘Learner Profile’ and ‘Attitudes’ as well as the use of ICT to engage students in their learning.
◊ To ensure all students have smooth, planned and logical progression through all the stages of learning through a focus on building a learning community with a specific emphasis on transition to different stages of learning and to secondary school.

School Council

The School Council consists of 13 members made up of 8 parents, 3 staff members, one community member and the Principal. The committee meets throughout the school year. School Council’s function is to:

◊ Overview the well-being of the children and maintain the school as a happy, effective place of learning and growth.
◊ Plan and assist in the appropriate disbursement of government funds, and funds raised by the school community.
◊ Oversee the development of, and endorse, school policies, including educational policy.
◊ Develop and maintain the buildings and grounds.
◊ Employ ancillary staff.

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, comedy nights, 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 the extension and upgrade of both the junior and senior play equipment, iPads for all the classes, rebound walls and the new bike enclosure.
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.

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.

**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. Of course, under this criterion, classes from Grades 3 to 6 could have numbers around the 1:31 mark. There are many variables that impact on this formula, including experience levels of staff and the other programs that are offered by the school: Visual Arts, 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 Early Childhood Development (DEECD) 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 or pay the school 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. RACV, 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](http://www.morningtonps.vic.edu.au)
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 ‘Positive School Culture’ program.

Each year, we have made progressive changes to include the International Baccalaureate Learner Profile 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 weekly recognition of a student’s demonstration of the “PYP Learner Profile”.
- **Citizen of the Term** – An award bestowed upon a boy and girl from 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 & 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 and 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 and Science 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.

Behaviour Management

Our approach to behaviour management is one of 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 playground.
- A consistent, transparent and whole school approach based on our school vision and the ‘IB Learner Profile’ 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.
- 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 their Buddy Grade.
- 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 Principals 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 original building and Art room – all year levels.
- **Area 3**: Senior oval, lower asphalt, Art Room 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 Southern 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 to 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 be given a note for parents, detailing the action taken.

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

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’, CPR, Anaphylaxis and many have Level 2 First Aid training.

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

◊ Asthmatic sprays i.e. Ventolin; Respolin 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. The same applies for those students who are diagnosed with Anaphylaxis.

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.
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.

Play Ground 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.

- 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 the problem is resolved.
- 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.

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.*
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’. The school office can advise on how to obtain a ‘WWCC’.

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 to complete a ‘late pass’ which is to be handed to the teacher upon entering the class. Being late can mean that often students miss out on explanations for literacy activities that happen in the literacy block, usually held between 9.00 am and 11.00 am. 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 for an Early Release Slip. The slip 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 Early Childhood Development 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 is 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 Assembly Areas
The Preps assemble at the beginning and end of each school day on the painted caterpillars near the sandpit and Junior Learning Centre. Parents should collect their children from this area.

Toileting
As the school toilets are placed both centrally and in the Junior Learning Centre all children are encouraged to attend at recesses only. However, if attendance during class time is necessary, children do so, in pairs or small groups. Teachers supervise the area while on yard duty at each recess and lunch break. Students in grade Prep to 2 have access to internal toilets within the Junior Learning Centre.

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. If school is unable to make contact, alternative arrangements will be made, at the cost to the parents, to place such children in After School Care.
Curriculum

The curriculum centres on the Australian Curriculum/Victorian Essential Learning Standards, (AusVELS) through the interrelated strands

◊ Physical, Personal and Social Learning,
◊ Discipline-based learning,
◊ Interdisciplinary Learning, across the stages of learning – Years Prep to 4 – Laying the Foundations,
  Years 5 -8 - Building Breadth and depth.

Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

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

AusVELS provides a Whole School Curriculum Planning Framework that has three interwoven purposes to equip students with capacities to:

◊ Manage themselves and their relations with others,
◊ Understand the world
◊ Act effectively in that world, and
◊ Prepare them for success in education, work and life

This is achieved through the three core interrelated strands. Each strand has a number of components called domains.

The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life.

The three strands and their associated domains are:

Physical, Personal and Social Learning

◊ Health and Physical education
◊ Interpersonal Development
◊ Personal Learning
◊ Civics and Citizenship

Discipline-based learning

◊ The Arts
◊ English and Languages other than English
◊ The Humanities (Economics, Geography and History)
◊ Mathematics
◊ Science
Interdisciplinary learning

◊ Communication
◊ Design, Creativity and Technology
◊ Information and Communications Technology
◊ Thinking

While it is recognised that student learning is a continuum from Prep to Year 10, and different students develop at different rates, they broadly progress through three stages of learning:

Years Prep to 4 – laying the foundations
Years 5-8 – building breadth and depth
Years 9-10 – developing pathways

The strands and domains across the three stages of learning underpin the educational purposes, principles and values to form AusVELS, a framework for whole school curriculum planning.
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 Assistant Principal, Susan Mattingley.
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 of 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 or Occupational Therapy and classroom learning activities designed to meet the specific and individual needs of students. For further details, see Assistant Principal, Tina Vallance.

- **Speech Pathology Assistance (SPA) Program**
  
  An intensive one-on-one program for students who have need for extra work due to receptive, expressive or speech language difficulties as identified by the Speech Pathologist.

- **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 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. 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

Visual Arts
All children attend the art room each week to take part in a wide variety of activities including: painting, 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.

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 (P.M.P.) Preps
- Team Building & Leadership
- A comprehensive swimming program from P-6, including water safety for years 5/6 at our local beach
- Health & Well Being

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 / Science/ LOTE (French) Centre
The Library/Science/LOTE (French) Centre provides a range of opportunities for all our students relating to developing research skills; a love of reading and engaging in French culture and language. A further innovation is the development of the ‘MPS Science Centre’ which provides students with the opportunity to develop skills and knowledge in many aspects of the Science curriculum.

The school has two libraries: the above mentioned, 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.

<table>
<thead>
<tr>
<th>Educational Enhancement</th>
<th>Student Welfare and Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>◇ Science</td>
<td>◇ Student Code of Co-operation</td>
</tr>
<tr>
<td>◇ Book Club and Book Fairs</td>
<td>◇ Prep Transition and Orientation</td>
</tr>
<tr>
<td>◇ Theme Days</td>
<td>◇ Year 6 Transition and Orientation</td>
</tr>
<tr>
<td>◇ Integration and Special Needs</td>
<td>◇ Buddy System</td>
</tr>
<tr>
<td>◇ Literacy &amp; Numeracy Support</td>
<td>◇ Health Education Program</td>
</tr>
<tr>
<td>◇ Student Notebook Program</td>
<td>◇ Sun Smart School</td>
</tr>
<tr>
<td>◇ Year 6 Graduation</td>
<td>◇ Parent Help</td>
</tr>
<tr>
<td>◇ Performance Opportunities</td>
<td>◇ Student Awards – Shooting Star Awards &amp; Citizen of the Term Awards</td>
</tr>
<tr>
<td>◇ RACV Energy Breakthrough</td>
<td>◇ Developing a Positive Classroom Culture</td>
</tr>
<tr>
<td>◇ School Wide Assessment Program</td>
<td>◇ Before and After School Care</td>
</tr>
<tr>
<td>◇ Premiers Reading Challenge</td>
<td></td>
</tr>
</tbody>
</table>

Student Leadership

|◇ School Ambassadors                          |◇ Interschool Sports Days |
|◇ House Captains                              |◇ Sports Clinics          |
|◇ Public Speaking opportunities               |◇ Cross Country Events    |
|◇ Performing Arts Captains                    |◇ Water Safety at the Beach|
|◇ Science Captains                            |◇ Swimming                |

The Arts

|◇ School Choir                                |◇ Camping Program 3-6    |
|◇ Dance and Drama                             |◇ Fundamental Motor Skills|
|◇ Visual Arts                                 |◇ Perceptual Motor Program (Prep)|
|◇ School Band                                 |◇ House Athletics & Swimming|
|◇ School Production                           |◇ Clubs                  |
|◇ Instrumental Program                        |                                                                  |
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 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. 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.

Payment Methods
When money is forwarded to the school, please seal it in an envelope, clearly labelled with the child's name, grade and purpose for the money.

It is safer to send a cheque, direct deposit, Bpay or by credit card if large sums are involved. The direct debit option is available for any outstanding amounts owing to the school or the Out of School Hours program. Simply ask the office for the school BSB and account number so that you can make direct deposits. Make sure that when you take this option that you clearly state your child’s name and the reason for payment in the information area of the deposit. Bpay is also available; please ask the office for your family Bpay number.

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

Newsletter

Our school Newsletter is printed every Thursday and sent home via the youngest child. Please look for the newsletter each Thursday. Many of our families have opted to have the school newsletter sent via email. Please see the office for if you would like to have your newsletter sent via email.

We also use "Tiqbiz", to provide regular and updated information to parents, including reminders for various events. This is a free app which can be downloaded and is proving very popular around the school.

The Newsletter provides regular contact between the school and home. It contains a school program calendar, notice of meetings, general school information, student, staff and community contributions and informs parents of coming events. Please look for the newsletter each Thursday and contact class teachers or the office if it has not arrived home.

Reporting Student Progress

Reporting to Parents Program

◊ Parents will receive a comprehensive written report of their child’s progress in June and December. These reports will detail each child’s progress in the strands and domains of the Aus/VELS (Australian/Victorian Essential Learning Standards).
◊ 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’ program 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

Mathematics Forum for Parents with Michael Ymer
Please do not hesitate to contact one of the following personnel to clarify any matters.

Mr. Silvio Vitale          Principal
Ms. Tina Vallance         Assistant Principal
Mrs Susan Mattingley      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
Fax: 59758 219

Email: mornington.ps@edumail.vic.gov.au
Web site address: www.morningtonps.vic.edu.au