

Parent Information 2020



Mitcham
Primary School
thinkers | learners | leaders

Welcome

Welcome to our warm and friendly Mitcham Primary School Community.

At Mitcham we are committed to fostering ‘thinkers, learners and leaders’ who will leave our school with a lifelong love of learning.

Mitcham Primary School has a record of being a safe, caring school with strong academic outcomes, community support and a commitment to continuous improvement. Student Learning Outcomes are consistently strong, which support effective teaching and learning practices. We have a whole school approach to instructional models so that as students transition through grades, they are hearing shared language which builds understanding over consecutive years. We pride ourselves on knowing our students, academically and socially. We assess what our students know and plan for their individual needs. Students are engaged by setting their own personal learning goals and celebrating their success once achieved.

Our School values of Getting Along, Confidence, Organisation, Persistence and Resilience are strongly evidenced by positive student behaviour and strong academic achievement. A positive approach to learning and wellbeing is used by staff and students through practising Gratitude and developing a Growth Mindset. Mitcham Primary School has an agreed approach to student conduct, with clear expectations of behaviour evident in classrooms and in the playground. A strong partnership between home and school exists with very high levels of parent participation and involvement.

We offer a rich and exciting educational program within a caring and supportive environment. We have a tradition of providing a comprehensive educational program and we enjoy an excellent reputation within the local community and beyond.

Erin Norman
Principal

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Mitcham Primary School

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School Hours

Classes commence at 8:45 a.m. but children should be at school by 8.40 a.m. Parents should be aware that staff supervision of the grounds does not commence until 8.30 a.m. daily. Children should not arrive at school before this time, as there is no supervision in the yard.

The playground is supervised by two teachers at all recesses and for 15 minutes before and after school. We also have two grade six peer mediators in the playground at lunch times. On wet days, the children remain inside for recesses. Children are not permitted to play on play equipment after the final bell.

BELL TIMES

8:30 a.m.	Supervision commences
8:45 a.m.	1st teaching session
11:15 a.m.	Morning Recess
11:45 a.m.	2nd teaching session
1:25 p.m.	Lunch
2:15 p.m.	Afternoon teaching session
3:15 p.m.	Dismissal of all children
3:30 p.m.	Supervision concludes

In the unlikely event, that your child does come home unexpectedly during the day please telephone the school IMMEDIATELY and then bring your child back to school.

2020 Term Dates

TERM ONE	Wednesday 29 January (Preps Thursday 30 January) - Friday 27 March
TERM TWO	Tuesday 14 April - Friday 26 June
TERM THREE	Monday 13 July - Friday 18 September
TERM FOUR	Monday 5 October - Friday 18 December
DAYS TO REMEMBER	Monday - Assembly - Must be seated by 2.20pm Friday - Newsletter - Online

2021 Term Dates

TERM ONE	Wednesday 27 January (Preps Thursday 28 January) - Friday 1 April
TERM TWO	Monday 19 April - Friday 25 June
TERM THREE	Monday 12 July - Friday 17 September
TERM FOUR	Monday 4 October - Friday 17 December

Vision Statement

Mitcham Primary School promotes the development of active thinkers with communication and technology skills for the future.

OUR SCHOOL STRIVES TO

- Encourage children to become life-long learners who see learning as fun and critical to their development;
- Foster the natural curiosity of children by encouraging inquiry and independence;
- Develop critical and analytical thinking through problem solving and decision-making activities;
- Enhance creativity through open ended activities involving the manipulation of materials and ideas;
- Develop student leadership and team skills by encouraging tolerance, respect and co-operation in a multi-cultural context;
- Achieve high standards in all learning areas;
- Prepare students to make a positive contribution as thinking participants in citizenship of Australia;
- Prepare children to be resilient in embracing ongoing change.

AIMS

We will seek student growth and development by:

- Providing innovative and challenging teaching;
- Catering for different learning styles;
- Individualisation of learning programs through a broad-based stimulating curriculum;
- Encouraging success in a positive environment;
- Fostering the acquisition, integration and development of higher order skills in all learning areas;
- Developing students in the intellectual, physical, ethical and emotional domains;
- Giving every child a sense of self-belief and confidence;

- Providing the best possible access to learning technologies in the school programs.

MISSION STATEMENT

We are committed to creating a learning community in partnership with our school community by:

- Creating broad opportunities and learning links between school, home, other educational institutions and the community;
- Celebrating achievements, success and effort;
- Maintaining a high level of teacher effectiveness through ongoing professional development and learning;
- Embracing learning technologies as a learning and teaching tool

COMMITMENT

The school aims to enhance the learning outcomes and opportunities for its students by:

- Encouraging the highest standard of teaching and learning;
- Integrating learning technologies into all learning programs;
- Encouraging parent participation in school learning programs and activities;
- Maintaining and developing our highly successful Student Welfare Program;
- Ensuring that boys and girls have equal access to all programs and facilities;
- Providing outstanding learning programs in all grade levels, focussing on individual interests' abilities and needs;
- Catering for the individual needs of all within our diverse multicultural community;
- Maintaining and improving our buildings and grounds in line with the Master Plan and the School Council strategy plan.

A Historical Perspective

Mitcham Primary School has been established since 1888 and relocated to its present site on Mitcham Road, Mitcham in 1930. The school's tradition of educational excellence is complemented by attractively presented treed surroundings on an extensive site in an outer eastern suburb of Melbourne. Currently the school has a population of approximately 435 students who proudly wear the traditional colours of green and white.

Mitcham derives its name from a place near Croydon in Surrey, England. After a private school for 27 pupils proved inadequate, a State school was established and opened on August 24th 1888. However, it was not until July 1890 that children moved from a church hall to the school building - a 50ft x 20ft room. This school was originally located where Mitcham's Coles Supermarket now stands, near the Whitehorse Road corner. In time, this one room became inadequate for the three teachers and 90 children in 8 grades. Deputations to the Education Department in 1922 resulted in the purchase of land at the present site. A new brick building was opened on May 16th 1930 for children in the upper grades.

Seven rooms in the light timber construction (LTC) block were added in the late 1950's, later destroyed by fire. The Art/Craft room was completed in 1966. The "old" art room has been relocated and is in use again after being refurbished. In 1967, the junior classes of the school vacated the original Whitehorse Road site, and moved into 10 new brick rooms in the Tirana Street building west of the old senior school building block. The school library was constructed as a separate building in 1973. This building was converted into our current art room in 2002.

We relocated six classrooms from the Tirana Street building to the Mitcham Road end of the school in 2000. These were converted to four classrooms in 2005. The building was named the Kathy Lawson Wing, in honour of Kathy Lawson's outstanding contribution to the school over more than 40 years. The Administration and Staff facilities were constructed in 2001 (Stage 1). This was the commencement of a comprehensive redevelopment of the school. The Stage 2 project in 2002 allowed the construction of a new library, six new learning areas, a fantastic Information and Communications Technology centre, a new Art room and covered ways. In addition, there was strong community involvement which created a co-operative and enabled the construction of a Multi-Purpose Hall.

The Multi-Purpose Hall was named the Su Seng Hoh Multi-Purpose Hall in honour of the outstanding contribution made to Mitcham Primary School by Su Seng Hoh as School Council President and as a School Council over more than a decade. Learning opportunities for children at Mitcham Primary School are now the best ever.

Our Stage 3 project saw the rebuilding of the current junior school building, resealing of the car park and a number of other improvements. This was completed by the start of the school year in 2005. In 2005, the school completely repaved all asphalt play spaces, constructed new paths and built two tennis courts. In 2009 we completed the construction of our magnificent Performing Arts Centre. This has provided outstanding opportunities for our children, including school productions, musical recitals, assemblies, our MOSCAR Film-making festival and many other performance opportunities.

A new initiative, a Montessori influenced classroom commenced in 2004, and was so successful that a second program commenced in 2005, a third class commenced in 2007, a fourth class commenced in 2008. We currently have four classes following the Montessori philosophy. In 2011, the federal government provided the opportunity for all primary schools to build new facilities, and Mitcham Primary School was extremely fortunate to build a new eight classroom block with an outdoor learning area and two large flexible learning spaces. This new facility has opened up an enormous number of learning opportunities for the children.

In 2013, we undertook further building work, gutting and rebuilding staff facilities, conference room, Media Studio and an outdoor Chess Centre. The School Council also saw the replacement of a roof structure in the main building and had the original building's loadbearing structure completely replaced. The Buildings and Grounds Committee oversaw the development of a new sand pit, a Grounds Master Plan and a number of other projects which will add an extra dimension to the way we work and learn. New play equipment, shade structures, pavement and asphaltting works have been undertaken. It is the aim of Mitcham Primary School to continually improve the facilities for children and the staff to the highest possible standard and this year we look forward to the resurfacing and conversion of one of our ovals into a synthetic turf soccer pitch and running track.

Our Guiding Principles

Mitcham Primary School strives for excellence. It is a place where all students learn in a stimulating, happy and positive environment. The staff is a professional, supportive team noted for its dedication, caring attitudes and the delivery of quality programs. Our students are encouraged, through the school's Behaviour Management Program, to develop self-discipline and become responsible members of the school community. The school encourages a strong partnership between staff and parents.

The school's philosophy and policies reflect the belief that:

- The development of high standards in numeracy and literacy is a major educational priority
- Students' ability to learn is enhanced in a positive, caring and challenging atmosphere
- Students' learning is supported through co-operative interaction and multi-age groupings
- All students are encouraged to achieve their personal best through a comprehensive curriculum and shared responsibility for learning
- The development of self-esteem and social skills is fundamental to success at school

Strategic Plan Goals

Our Strategic Plan Goals for 2018 - 2022 are:

- To improve literacy and numeracy outcomes of all students
- To improve student engagement, voice and agency in their learning
- To improve student wellbeing

Our Values

Mitcham Primary School's values are Getting Along, Organisation, Persistence, Confidence and Resilience. The school actively engages children in these values through a values based program delivered through the "You Can Do It program" (YCDI). The YCDI program is a capability-building framework that aims to help ALL children to achieve to the best of their ability and to develop social-emotional-behaviour wellbeing that will set them up for life.

The YCDI program is based around 5 keys to success: Getting Along, Organisation, Persistence, Confidence and Resilience and the 12 Positive Habits of the Mind and how these work together to help students gain success academically, socially and emotionally.

GETTING ALONG

Getting Along means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment. Some examples of how students can use the Getting Along key include:

- Being helpful when working in a group

- Listening and not interrupting in class when someone else is talking
- Sharing materials
- Following important classroom and school rules
- Talking rather than arguing if someone acts unfairly
- In relation to the key Getting Along students can use the following Habits of the Mind:
 - Being Tolerant of Others
 - Thinking First
 - Playing By the Rules

ORGANISATION

Organisation means setting a goal to do your best in your school work, listening carefully to your teachers instructions and planning your time so that you are not rushed. Some examples of how students can use the Organisation key include:

- Having a goal to do your very best in school
- Recording homework and nightly reading
- Handing homework in on time
- Making sure you understand the teachers

- instructions before beginning work
- Bringing to school important materials
- Having a neat desk

In relation to the key Organisation students can use the following Habits of the Mind:

- Setting Goals
- Planning My Time

CONFIDENCE

Confidence means knowing that you will likely be successful. It means not being afraid to make mistakes or to try something new. It means looking and sounding confident. Some examples of how students can use the Confidence key include:

- Trying something new
- Talking with a strong voice
- Trying to do something hard without asking the teacher for help
- Asking to play with others
- Expressing an opinion that might not be popular

In relation to the key Confidence students can use the following Habits of the Mind:

- I Can Do It
- Accepting Myself
- Taking Risks
- Being Independent

PERSISTENCE

Persistence means trying hard to do your best and not giving up when something feels like it's too difficult or boring. Some examples of how students can use the Persistence key include:

- Learning spelling words
- Trying your best even when your work is challenging
- Not getting distracted when doing work
- Checking written work for errors in punctuation
- Not giving up when doing a complicated project
- Being patient when learning new skills

In relation to the key Persistence students can use the following Habits of the Mind:

- I Can Do It
- Giving Effort
- Working Tough

RESILIENCE

Resilience means knowing how to stay calm and being able to stop yourself from getting extremely

angry, down or worried when something “bad” happens. It means being able to calm down and feel better when you get upset and being able to control your behaviour when you are upset so that you bounce back quicker. Some examples of how students can use the Resilience key include:

- Not getting extremely angry and fighting when someone is mean or acts unfairly
- Not worrying a lot about having to take a test or meeting someone new
- Not getting very down or staying away from people when you do not understand something or get a bad mark
- Calming down within a reasonable amount of the time after being extremely angry, down or worried
- Bouncing back to work or play after being upset.

In relation to the key Resilience students can use the following Habits of the Mind:

- Bouncing Back



Curriculum

At Mitcham Primary we strive to promote the development of active thinkers with communication and technology skills for the future. Our Learning and Teaching Programs are designed to encourage and promote a love of lifelong learning. Our excellent facilities support and encourage innovative teaching practice.

Our priority is to explicitly teach Literacy and Numeracy through the deliberate explanation and demonstration of new learning.

Teachers use assessment data to plan and sequence lessons to address the needs of each student. Teachers directly and intentionally teach the skills and strategies that students need to achieve curriculum outcomes.

Our school focuses on learning and values the partnership of children, staff and parents in the education process. Specialist teachers provide learning programs in the areas of Visual Arts, Music, Library, Performing Arts, Physical Education, English as an additional Second Language and Languages Other Than English (Indonesian). We have a firm commitment to the effective delivery of the Early Years Literacy Program (Prep to Year 4) and MiniLit Reading Intervention Program starting in Grade 1. with MacqLit Reading Intervention Program from Grade 3. We also have Maths Intervention from for those students who need extra support.

Victorian Curriculum

The Victorian Curriculum provides a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning (F is the abbreviation for 'Foundation' which is now the common term agreed to by all States and Territories to refer to the first level of school for curriculum design purposes).

The Victorian Curriculum website provides the F-10 curriculum for Victorian government and Catholic schools and is available to all independent schools as a model and resource for the effective implementation across all levels.

VCAA - Victorian Curriculum and Assessment Authority:

victoriancurriculum.vcaa.vic.edu.au/

Curriculum programs are provided through a mix of classroom and specialist teaching, and strongly supported by a well-equipped school library, visual art and music rooms, extensive resources and equipment.

We believe that all students can and will learn and grow by:

- Becoming motivated, inquiring and independent learners
- Achieving mastery of the curriculum, particularly in literacy and numeracy
- Enhancing decision-making, problem solving and critical thinking skills

- Learning to show tolerance, respect and consideration.

ENGLISH

The English curriculum comprises Reading, Writing including Spelling, Speaking and Listening. Mitcham Primary School and indeed all schools are mandated to engage students in becoming literate.

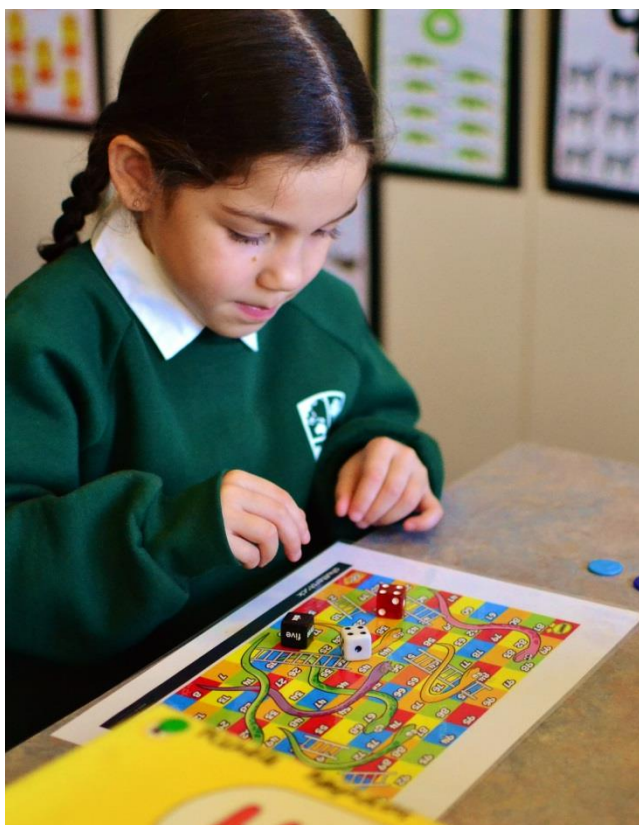


Mitcham Primary School provides a developmental Reading, Writing and Spelling program. Our school is committed to the Early Years Literacy Program (Prep to Year 4) and the Middle Years Literacy Program (Years 5 & 6). Mitcham also provides MiniLit and MacqLit reading intervention programs, and English as a Second Language Program. Parents, specialist teachers and classroom teachers provide support for our English program, individually, in small groups and inclusively within the classroom. Parents who participate in classroom programs are appropriately trained for their role.

Throughout the school Literacy skills are taught within the context of the English program and the Integrated Curriculum Program.

MATHEMATICS

The Mathematics program at Mitcham Primary School aims to fully develop students' numeracy skills, language and understanding so that they may solve problems and deal with situations involving mathematics in day to day life. The program is delivered through daily lessons where the children experience learning Mathematics through Early Years Numeracy program. The students' progress is closely monitored and measured against the Victorian Curriculum standards.



The Mathematics program follows the sub-strands through the standards as stated in the Victorian Curriculum. These sub-strands are: Number and Algebra, Measurement and Geometry, and Statistics and Probability. An understanding and application of mathematical ideas are developed through practical and problem solving activities using a wide range of concrete materials, moving from the concrete to the abstract.

As the children move through the school, the strong numeracy foundations that have been established are extended and children are given opportunities to be involved in enrichment activities and various Mathematics competitions. All students from Grade 3 - 6 participate in the U.N.S.W. Mathematics Competition which is paid for by the school. All students from Grade 1 - 6 are registered to use the 'Mathletics' program which can also be accessed at home.

At Mitcham we have an Early Years Numeracy program which allows teachers to assess the fundamental mathematical understandings of children from Prep to Grade Three through a one-to-one interview. The knowledge gained from the interview provides the teacher with valuable information on the needs and types of learning experiences which are most appropriate for the individual student. A Maths intervention program is in place for children with numeracy needs.

THE ARTS

Children participate in weekly performing arts sessions incorporating music, dance, drama and visual art from Prep to Grade 6. This also involves the exploration of media in the middle and upper grades. Wherever applicable, a cross-arts approach is used enabling children to explore topics in a number of the arts strands. All children learn the recorder from Grade 3. There is also an instrumental programme during school hours. Children are given the opportunity to learn to play the piano, keyboard, violin, woodwind and brass instruments on a user pays basis. Children in Grades 3-6 are able to join the school choir, which rehearses weekly and participates in a number of performances throughout the year. We also run a lunch time music group for children in Prep - Grade 2.

Thanks to our Performing Arts Centre, children are provided with a number of opportunities

to develop their skills in the performing arts areas. Every second year the Grade 5 & 6 students are involved in a Major Musical production. In alternate years there is a minor musical production.



The visual arts program is taught by a qualified specialist teacher. The students are encouraged to develop creative, individual thought and expression through drawing, collage, painting, printing, construction, modelling, textiles and art appreciation activities.

Examples of our Arts program can be seen by viewing the visual art works displayed around the school and attending performances at assemblies and special community activities.

TECHNOLOGY

The technology program is integrated into all curriculum areas and assists students develop technological knowledge, skills and confidence. Through practical activities, students learn the cyclic process of:

- Investigating and designing
- Producing
- Analysing and evaluating

Our school is well resourced with networked computer facilities in our laboratory and in all

classrooms. All children are able to gain excellent computer skills, word processing and various other skills with our wide selection of programs that range over all subject areas and for a variety of skill levels. Networking means all students have the opportunity to communicate and research through carefully monitored access to the Internet.

Since 2014 we have been using our Media Studio and Broadcasting room. Students and teachers are trained to use the equipment. The Media team (students) edit and produce a broadcast that is shown at Monday assembly.

By the end of Year 6, each child will have extensive knowledge and skills in computing and will have experienced spreadsheets, databases and improved their research skills using this tool.

School Council has a commitment to provide access to a full range of Learning Technologies to give children access to all the exciting opportunities available.



BRING YOUR OWN DEVICE (BYOD) PROGRAM

Information Communication Technology has been an essential part of the educational approach at Mitcham Primary School. For a number of years the school has worked to ensure all our students have access to the best and latest technology; from computers, Chromebooks, touchscreens and desk top computers, to tablets (iPads).

In 2020 the school will continue its BYOD program

for Prep - Grade 6 students (Prep - Grade 2 students use iPads and Grade 3- Grade 6 students use Chromebooks), to allow them 24/7 access to learning and being able to connect, communicate and create. This also includes sharing their learning, and engaging with their family.

ROBOTICS

Our school has a wide range of robotics equipment to assist with problem solving and thinking skills. The robotics equipment is used in all classrooms from Prep to Grade 6 where students are involved in construction and in the upper grades programming.

Coding has become an important part of the Victorian Curriculum and all levels are working on developing these skills. We started teaching coding in 2003. A number of drones are also utilised by the school.

SCIENCE

Science education at Mitcham Primary Schools aims to develop scientifically and technologically literate students. Our classroom science investigations are developed from the five concept areas of:

- Biological Science
- Chemical Science
- Earth and Space Science
- Physical Science
- Science as a Human Endeavour

We cover these areas in a 2-year rotation.

Through learning science students will acquire scientific skills and knowledge, use the skills of scientific investigation, and develop curiosity and critical reasoning skills.

LANGUAGES OTHER THAN ENGLISH (L.O.T.E)

Students in Prep to Year 6 are given experiences in the Indonesian language and culture. Children are able to continue these studies at local secondary schools.

Students learn Indonesian Language skills and participate in cultural activities, through an engaging and sequential program.

PHYSICAL EDUCATION AND HEALTH

The Physical Education Program is currently taught by a specialist Physical Education teacher and classroom teachers. Our Health and Physical Education curriculum impacts on the physical, social, emotional and mental health of the students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. It requires the students to develop the knowledge, skills and behaviour that enable them to: maintain good health and live a healthy lifestyle, understanding the role of physical activity in ensuring good health, engage in physical activity. A wide variety of topics and activities are undertaken by students to achieve these aims. These include:

- Perceptual Motor Program (Preps)
- Fundamental Motor Skills Program
- Intensive Swimming Program
- Year 5/6 Camp
- Year 3/4 Camp
- Drug Education Program
- Health and Human Relations Program for Years 5 and 6
- Sun Smart Education
- Road Safety
- 'You Can Do It' Program for Prep to 6
- Interschool Sport, Athletics, Cross Country and House Sports

HUMANITIES

The Humanities involves the study of human societies and environments, and people and their cultures in the past and the present. Students develop the knowledge and skills to enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities areas encourage use of research skills and inquiry processes.

In Grades 5 and 6 Humanities is divided into three areas: History, Geography and Economics.

MONTESSORI PROGRAM

The school commenced a Montessori Cycle 2/3 class in 2004, which has been highly successful and has continued to grow. In 2019 we have two Cycle 2 classes, and two Cycle 3 classes. The school has achieved accreditation with the Montessori Australia Foundation. Children enter the program in Grade 1 after completing 3 years of Cycle 1 at a Montessori Preschool.

The program is not advertised, apart from by word of mouth.

LIBRARY

The Library is a multi-use space, utilised by students all across the school. Students from Prep to Year 6 use our Library as part of a scheduled class one period per week. During these sessions, students are encouraged to borrow library books to take home to their families.

In order to borrow, students must have their designated library book bag.

Students are provided with a library bag when they commence their schooling at Mitcham Primary School in Prep. Library bags for new students, or replacements for lost bags, can be

purchased from the Mitcham Primary School Office.

HOMEWORK

School related activities completed at home benefit students by complementing classroom learning, fostering good lifelong learning and study habits, providing an opportunity for students to be responsible for their own learning, and linking work done at school with learning and the community. Homework provides further opportunities for parents to participate in their child's education. Parents in partnership with the school should encourage their children to establish good homework patterns.

The school has a homework policy set by the School council.

MULTI-AGE CLASSES

The school strongly embraces a philosophy of multi-ageing, which reflects the ability to cater for the needs of all individual students. Differentiated curriculum assists with individual engagement of all students. All students are on Individual Learning Plans.



Inclusion and Involvement

CROSS-AGE PARTNERS / BUDDY SYSTEM

In 2008 the Buddy program was expanded to enable all students from Prep to Year 6 to be involved in the Buddy program. This provides opportunity for shared activities and support for the younger students in our school. A number of whole school buddy activities will occur throughout the year with the first activity being scheduled for Term 1. This proved most successful and will be continued.

THE WIDER COMMUNITY

The school recognises that the children are members of family groups and that those groups are in turn part of a wider community. We wish to promote the organisation of family based activities at a class and school level, by focusing activities around an interest or theme. This helps to bring families into the school and emphasises a shared involvement with the school.

The school has developed a strong co-operative relationship with our neighbouring secondary school, Mullauna College by sharing resources, both facilities and expertise, and working together on projects of common interest. We also have a strong co-operative relationship with Dr Stanley Cochrane Pre-School and each term they come to visit our Preps and have fun participating in activities at school.

MITCHKIDS

MitchKids has been operating for four years and will once again commence in Term 2, 2019. MitchKids is a play group held at school that allows preschool students to attend sessions with their parent(s) prior to their commencement of school. The children experience a range of activities including art and craft, construction, music and stories. Sessions are run every second Friday through to the end of Term 3, from 10.00am - 11.00am.

Details of the dates can be obtained from the school office

FACILITIES HIRE

The School Council is happy to consider the out-of-hours use of its facilities by community groups. There is normally a small charge for this, especially where this represents a commercial venture by the community group.

School Council has provided facilities for the Mitcham Toddler Kindy Gymbaroo (TKG) to operate its programs in our Tirana Street building.

Phone: (03) 9872 6001 for more information.

THE SCHOOL COUNCIL

Our Council generally meets on the second Tuesday of the month at 7.30 p.m. in the Staffroom and visitors are welcome. Council elections are held during March each year.

The School Council sets out to co-ordinate the efforts of the staff and parents of the school, and to help develop and execute the policies and plans of the school. At Mitcham Primary the Council is currently set up to consist of fourteen members.

The term of office is normally for two years with half of the members retiring each year at the end of March. A School Council member is required to serve on at least one of Council's sub-committees, which are listed below under School Council Sub-Committees.

SCHOOL COUNCIL SUB-COMMITTEES

A number of Sub-committees operate at Mitcham Primary, with both parent and staff representatives. These committees cover a range of school activities and offer an ideal opportunity to become involved in your child's schooling. You may be involved in any of the following committees with or without being a member of School Council.

School Council Sub-committees:

- Finance
- Education

- Buildings and Grounds
- Promotions
- Fundraising
- Out of School Hours Committee of Management

School Council supports a Student Council which meets once a month and discusses matters of interest and importance to the children and the functioning of the school.

PARENTAL INVOLVEMENT

One of the many features of Mitcham Primary School is the excellent co-operation between our teachers and parents. We believe that the best learning environment is created when there is a partnership between parents, teachers and the children.

Parental involvement takes place at all levels of the school's operation and enhances the students' learning, school programs, school administration and the school's role within the community. Parents are asked to sign in at the office, and wear a Parent Helper's badge.

All parent helpers and Mitcham Primary School are required to complete the Parent Helpers Training course and a refresher course at the beginning of each school year. From January 1st 2008 all parent helpers must possess a Working with Children (WWC) Card and this must be presented to the Office staff where a photocopy will be recorded on file.

In addition to School Council and its Sub-Committees parent participation may be in any of the following:

- Excursions and camps
- Fundraising
- Banking
- Sporting activities
- Perceptual Motor Program
- Parents as tutors
- Working Bees
- Class parent scheme
- 'You Can Do It' Program
- Classroom programs such as the Early Years Program, reading, writing, computers, maths etc.

Communication

PARENTS / SCHOOL

Meet the Teacher Information Evenings

Class 'meet the teacher evenings' are held at school early in the year. This meeting will acquaint you with the school's expectations for your child's year level and the programs in which your child will be involved during the year. It will also give you a chance to ask any questions about the learning programs.

Reporting Student Progress

In the school's reporting to Parents process, teachers:

- Participate in year level parent/teacher information evening
- Compile written reports
- Undertake parent/teacher interviews
- Three-way conferences - student, parent and teacher
- Communicate regularly through student diary entries.

- Individual learning plans

Reporting to Parents Time Line

1. **Term 1, mid-February:** Parent/Teacher Information Evening for parents to meet class teachers and gain an overview of the functioning of the class group.
2. **Term 1, late February/early March:** Parent/Teacher/Child Conferences/goal setting for the Individual Learning Plans. A time for goals to be set and for parents to discuss specific issues regarding their child.
3. **End of Semester 1:** A written report to all parents.
4. **Early in Term 3:** A three - way conference with parents, teacher and student to further discuss the student's progress and set new goals on the Individual Learning Plans.

5. **Late Term 4:** End of year written reports (again with an opportunity for parents to follow up with an interview for those requesting this).
6. Other curriculum information sessions or interviews organised to satisfy particular individual or group needs at appropriate times.

During the year there always exists an open opportunity for parents to contact staff to discuss their child's progress or any concern or other matter relating to their child. Parents are welcome at any time after making an appointment with the teacher concerned. Parents are requested not to interrupt classes for impromptu interviews.

NEWSLETTER

To provide effective communication with the school community there is a weekly school newsletter 'MITCHAT' which is now available on-line through our website and through our Konnective communication ap. Any other material, such as excursion and camp notices are distributed directly to the students.

Besides informing every one of things that are happening in our school programs and classrooms, the weekly Mitchat provides an opportunity for individuals and groups connected with the school to communicate with others in our area. Items for inclusion in MITCHAT must be submitted by Thursday morning to the office to ensure that it is included in the current week.

STUDENT DIARIES

Your child's Home Diary should be used to communicate with the class teacher and to read any of his/her messages to you. We recommend parents check for messages every day.

ASSEMBLIES

On Monday afternoon at 2.25pm, an assembly is held for the whole school in the Performing Arts Centre, where the Patriotic Ceremony, announcements, house competition results and various items from grades or children are presented. Parents are welcome to attend, but must be seated by 2:20 at the latest.

EMERGENCY INFORMATION

Please communicate in writing to the teacher and the school office any changes to home and workplace information, additional emergency contacts or changes to the health needs of children. The school must have the name and telephone number of two emergency contacts (other than the parent). This should not be a person likely to be unavailable at the same times as the parent. Please ensure this information is up to date.

STUDENT ABSENCES

A dated note at the end of the absence of any kind is required by law. An entry in your child's diary is satisfactory as an absence note. In the event of your child being absent from school over a prolonged period for any reason, it is advisable to contact the school so that your child's teacher may be notified and alleviate any cause for concern. The office will ring any parent who has not notified the school that their child will be absent.



Fees and Requisites

BOOK LISTS, CONTRIBUTIONS & WORKING BEES

A list of books and other requisites is drawn up before the end of the preceding school year. These are purchased in bulk, as economically as possible, and all children then have the same type of materials.

The major expenses in running a school, salaries and general costs are met by the government. In order to provide your child with the best possible education it is necessary to supplement this amount with school levies and contributions.

The Government Grant covers some of the cost, but usually there is some extra expense which parents need to pay. Cases of financial difficulty should be discussed in confidence with the Principal.

A request is made by the School Council for Voluntary Contributions from each family to assist with the educational programs at Mitcham

Primary School. Council also asked parents to make a Learning Technology Contribution and a contribution to the Library fund. A refundable Working Bee levy is requested which is put towards the cost of general materials, upkeep of grounds and equipment and the operating costs of the school. The Working Bee levy is refundable following attendance at two school working bees throughout the year.

REQUISITES

Parents are requested to supply the following on the first school day of the year -

- 1 Art smock - full covering - sleeves with elastic cuffs (available from the uniform shop)
- 1 Library Bag - waterproof bags are available from the school when requisites are purchased. (The a library bag is itemised as part of their Booklist items)

Uniform and Belongings

UNIFORM

School Uniform is compulsory and is to be worn by students at all times. Uniforms, windcheaters and polo tops with the school emblem, as well as school bags and hats are available for purchase from RHSports at Unit 14/100 New Street Ringwood. Alternatively, orders may be placed via the order forms, which are available at the office or online.

School hats can be purchased from the office at any time.

Our uniform consists of:

GIRLS:

Summer Green and white check dress with sleeves, white cuffs and collar

Bottle green shorts/ and white/bottle green polo shirt

Winter

BOYS:

Summer

White/bottle green socks

Bottle green bomber jacket or windcheater

White/bottle green skivvy or long sleeve polo shirt

Bottle green tracksuit

White/bottle green socks or black tights

Tartan skirt or pinafore

Winter

Bottle green shorts and white/bottle green polo shirt

White/bottle green socks

Bottle green bomber jacket or windcheater

Bottle green tracksuit

White/bottle green skivvy or long sleeve polo shirt

White/bottle green socks

Black school shoes are to be worn by all students. School Council policy is that runners are not to be worn, except for sport and physical educational activities.

A bottle green Sun smart type hat is to be worn in Terms 1 and 4 as per Sun Smart Policy.

Ear studs, sleepers and watches are the only jewellery permitted. Makeup is not to be worn.

Sports Uniform

White/bottle green shorts

Bottle green Netball skirt

White/green polo shirt

Sports shoes should be worn, as appropriate.

A school bag, which matches the school uniform, is also available from the shop.

SUN SMART POLICY

At Mitcham Primary School, the aim is to ensure that all children will be protected from skin damage caused by ultra-violet rays of the sun. The Sun Smart Policy is implemented throughout the year with particular emphasis in Terms 1 and 4 when students are required to wear hats, which protect the face, neck and ears when they are outside.

No hat - No play.

BELONGINGS

Naming Articles

Children can mislay clothing, footwear, hats, bags and other belongings. **Make sure your child's belongings are all clearly named** including the lunch box and lid, drink bottle and cup (top).

Personal Possessions

Please discourage your children from bringing 'precious' things to school - they are not covered by Department of Education insurance. Toys brought must be suitable for school. Articles not permitted at school are: - skateboards, scooters, rollerblades, radios, fireworks, computerized games, hard balls (i.e. cricket and golf), knives/blades, water pistols, pea shooters, guns, swords or any other fighting implements.

Children should not wear any jewellery to school, particularly ear rings which hang from ears.

Students must ask permission from their teacher before bringing a pet.

Mobile phones and iPods are not permitted at school. Children bringing prohibited items to school will have them kept at the office where they can be collected at the end of the school day.

Chewing gum is not permitted.

LOST PROPERTY

Lost clothing is placed in sick bay. Unnamed articles remaining at the end of term are placed in a Clothing Bin for children who are obviously in greater need. Please ensure that all items of clothing are clearly marked with your child's name.



Health Matters

Good health is vital to optimum school progress. All parents can help by keeping their child at home as soon as an infectious disease occurs, including coughs, sore throats or heavy colds. Children should not return to school until fully recovered - this is in consideration of others whom they are likely to infect. Ensuring your child gets a sound night's sleep during the school week is vital for their full participation at school the next day.

Teachers attempt to care sympathetically for your child at all times, but our facilities are inadequate to cater for out-of-the-ordinary medical emergencies. If a child becomes ill at school, a parent or the designated emergency contact, will need to make themselves available to take the child home and/or to the doctor to provide proper care.

Home is the only place for sick children. Please do not send a child who is sick to school - even if he/she wants to come.

HEAD LICE

Head lice are a continuing problem in schools. They can be picked up by any child including those with very well-cared for hair. Small children tend to put their heads together and this encourages the spread of the problem. Please check your children's hair weekly. You are required to notify the school if he/she does become infected. Children may return to school after treatment has commenced.

EXCLUSION AFTER INFECTIOUS DISEASES

The Department of Education and Early Childhood Development's exclusion table defines certain compulsory absences in case of infectious illnesses, the most common of which are listed below. These exclusion periods are quite definite and must be adhered to without variation.

Measles: At least eight (8) days from the appearance of the rash.

German Measles: Until fully recovered and at least 4 days from the beginning of the rash.

Mumps: Until fully recovered.

Chicken Pox: Until fully recovered which is usually 3 days after the appearance of the last blister has appeared.

Viral Hepatitis: Until a Medical Certificate is furnished.

Pediculosis (Head Lice): Children may return only after undertaking appropriate treatment.

Slap-Face disease: Special conditions apply; please contact the Office.

With the exception of Measles, no pupils who are in contact with the above infected children are required to stay away from school.

In the case of other illnesses, please contact school for advice on the exclusion (if any) of children.

MEDICATION

Should your child need to take medicine for ongoing infections and illnesses during school hours, written instruction as to dosage and time required should be given to the class teacher along with the medication by the parent. Students should not keep medication in their school bags at anytime during the school day.

Please note, it is not a teacher's responsibility to administer medication but staff will assist when practicable.

SCHOOL IMMUNISATION CERTIFICATES

Department of Education and Early Childhood Development's regulations compel schools to deny enrolment to children whose parents have not provided a School Immunization Certificate, which is obtainable from the local Municipal Health Department. An original copy of this certificate must be provided at enrolment.

Student Management & Support

BEHAVIOUR MANAGEMENT PROGRAM

Our aim is to foster within the student a sense of self-discipline, self-motivation and responsibility. The program encourages positive relationships and co-operation between staff, students, parents and the community. Details are contained in our Behaviour Management Booklet. Our procedures are detailed in the School Charter, under the Student Code of Conduct. All children have the right to work and play at school in a happy positive atmosphere free from interference.

We are committed to the following strategies:

- Building self-esteem through acknowledging student achievements and giving positive reinforcement
- Requiring students to accept responsibility and consequences for their actions
- Ensuring awareness and observance of the school rules
- Developing co-operative and supportive relationships between girls and boys
- Encouraging all students to be courteous and friendly
- Fostering acceptance of differences in one another

CLASSROOM RULES

Each year teachers and students will negotiate a set of positive classroom rules consistent with the whole school approach.

PLAYGROUND RULES

When rules or rights are infringed, appropriate consequences will be applied as outlined in our Behaviour Management Booklet. Playground awards for appropriate playground behaviour are announced at whole school assemblies each week.

LATE COMERS

Punctuality is a very desirable habit to be encouraged in students.

STUDENT LEADERSHIP

Involving students in the process of co-operative decision-making not only introduces them to the notion that they are able to make a real contribution to their school; it also sends the message that they are important members of society whose contribution is valued. The school provides a number of leadership opportunities for children. Children are elected to School Captain and School Vice Captain, Student Council positions (Prep to Grade 6) and House Captain Positions.

We also have Environmental Captains, Performing Arts Captains, Art Captains, ICT Captains, Media Leaders and Library Monitors.

In Grade 6, students are trained in Peer Mediation so they can then assist other students to solve their own problems in the school grounds. The aim is to assist students in learning how to communicate effectively with each other in an atmosphere of trust and a comfortable social context.

SUPPORT SERVICES

A number of Department of Education and other Government services are available for the welfare of children with special needs at the school.

Among these are:

- Counselling and Guidance Services
- Speech Therapy
- School Nursing Services
- Visiting Teacher Services
- Social Worker

These supplement the school resources with additional help with some of the children's emotional, behavioural, physical and learning difficulties. Parent permission for referrals is necessary. Please speak to your child's teacher, the Assistant Principal or the Principal if you believe your child has special needs, which requires access to these services or would like more information of these **services**.

INDIVIDUAL NEEDS

Mitcham Primary School provides a comprehensive education aimed at the development of each child's full potential academically, socially and aesthetically within a caring and disciplined environment. We want our students to develop basic skills in Literacy and Numeracy but beyond these important attributes, to emerge confident, well-spoken, self-disciplined young people able to meet the challenges of life after school in study, the work place and as citizens in a global society. Education is for life and a well-balanced school experience is essential for each child. Our teachers differentiate the curriculum to respond

to the individual learning needs and styles of our students.

LEARNING DIFFICULTIES

Students who experience difficulties in learning are identified by class teachers and given special assistance through classroom and or literacy intervention programs. Our EAL staff provide special assistance to students who are experiencing difficulties with oral and written English. Intervention programs are available in the English and Mathematics areas, as well as MiniLit for students in Grades 1 and 2. MacqLit is available for students in Grade 3 to 6.

Extracurricular Activities

Mitcham Primary School aims to identify, recognise and support students who demonstrate that they are highly able and those with special talents, abilities and potential. Our vision for students who are gifted is that they feel valued in a learning environment which challenges and supports them to pursue excellence and develop a passion for lifelong learning. Our staff is committed to providing a differentiated challenging curriculum that enables the gifts and talents of students to emerge, be recognised and be developed. Our classroom environments encourage creative, divergent and higher order thinking and an open-ended approach to learning which fosters the emergence of gifts and talents. We provide a curriculum that is differentiated in terms of learning experiences, teaching methods and teacher expectations.

An example of the enrichment and extension programs offered include:

- Tournament of the Minds
- Robotics Team Challenges
- Choir - Junior and Senior
- Bonsai Club
- District Sporting Competitions
- After School Chess Club
- Junior School Council
- University of New South Wales Competitions

SCHOOL CAMPS AND EXCURSIONS

Students in Years 1 and 2 have the opportunity to have a late night at school. The Year 2 students can then sleep over at school after the Year 1 students go home. The Year 1 students are welcome back for breakfast in the morning. This is a great lead in to the camps in Year 3.

Students in Years 3, 4, 5 and 6 attend school camps. The camping program teaches children to explore new environments, improve socialisation skills with teachers and peers and apply skills already learnt at school.

Excursions are linked to classroom programs and activities. The excursion program takes students out of the school and into the community where appropriate, and also brings significant guests and performances into the school.

Excursions are planned to coincide with and enhance curriculum and classroom programs. Excursions motivate students to participate in and gain from a variety of learning experiences.

Parents should notify the Principal if there is a financial problem associated with participation in these activities. The matter will be treated confidentially.

SWIMMING

All children are encouraged to be able to swim

at least for survival by the time they complete their primary schooling. Currently our two-week intensive program is held at the Nunawading Aquatic Centre, using qualified swimming instructors for all sessions. Parents meet the cost of their child's involvement in the program. The Swimming Program operates in Term 4 for Prep to Year 2 students and in Term 3 for Year 3 - Year 6 students.

LUNCHTIME ACTIVITIES

There are a number of different lunchtime activities for the children to be involved in if they want to. These include library, book club, a junior music/dance group, Choir, Junior Athletics and Senior Athletics, a gardening club, art activities and lunchtime chess club. These activities allow children to come inside for more passive play. Lunchtime clubs are held for 30 minutes; children then are expected to go outside for the second part of lunchtime.

JUNIOR SCHOOL COUNCIL

Each grade from Prep - Year 6 has two Junior School Council representatives. The Student Council gives all students a voice in the school in areas such as student special activities, social service fund raising and an opportunity to be involved in leadership positions from their first year of school.

SCHOLASTIC BOOK CLUB

Scholastic book club, where students may purchase books cheaply, is currently run on a monthly basis. Families will receive a catalogue containing the various texts available. There is no obligation to purchase.

SOCIAL SERVICE

Children are encouraged to concern themselves with the needs of others. Contributions from special activities are collected for dispersal to suitable appeals. Children are encouraged to give from their own pocket money to support these appeals.

Special efforts and collections are undertaken for particular projects such as Poppy Day, State Schools' Relief and Cystic Fibrosis. This is discussed and organised through the Junior School Council.

SCHOOL BANKING

The Commonwealth Bank operates schoolchildren's accounts at the school. You will need to open an account at a Commonwealth Branch. Bank day is Wednesday. Details will be circulated to parents early in the year through the classroom teacher and the newsletter.

School Operations

MONEY

Where money is to be sent to school - e.g. for an excursion or fundraising event - please put it in a sealed envelope with the child's name, grade, amount and what the money is for written on the outside and send it by the morning of the stipulated day. We do have EFTPOS and Direct Deposit as an option for payment.

SCHOOL PHOTOGRAPHS

Class, family and individual school photographs are taken during the year. In 2019 the photos will be taken on Tuesday 21 May. Parents are able to purchase a variety of these photos if they wish, including family photos.

SAFETY

It is important for your child to know road and personal safety rules. Please discuss with your

child how to cross a road safely (using the crossings), the importance of walking (not running) near roads and cars and that they must never accept rides from strangers. It is important if your child walks home that they know to come directly home and not play on the way. Remember your good example is the best way to train your child in the correct road safety habits. Please park in the designated zones, use the school crossings and do not enter the car parks.

SCHOOL CROSSINGS - OPERATED BY CROSSING SUPERVISORS

The Tirana Street Crossing, The Mitcham Road Crossing and The Springfield Road Crossing all operate between:

8.00 a.m. to 8:45 a.m.
3.00 p.m. to 3:45 p.m.

CAR PARKS

School Car Parks are dangerous places. No child is permitted in school car parks at any time. Children must enter and leave the school through designated gates. School Council policy states that parents are not permitted to use school car parks at any time. Adequate parking is available behind the Bowling Club, Bowling Green Lane, and Tirana Street. Parents are requested to observe the restrictions operating near crossings. These restrictions are there to keep all our children safe. The Council By-Laws Officers regularly visit all schools and book parents who are parked illegally or endangering children.

STUDENT FREE / CURRICULUM DAYS

In 2019, there are 4 student-free days. The first of these will be held on the first day of the school year. The others will be on the 12 March, 11 June and 4h November. There will be no school for students on student-free days, which are also known as Curriculum Days. Providing there are enough students, the Out of School Hours Care Program will operate on these days.

LEAVING THE GROUNDS

School finishes each day at 3.15 p.m. Children are not given permission to leave the school during school hours without first referring the matter to the Principal or Assistant Principal.

A child is allowed to leave the grounds during school hours only after the receipt of a written request from the parent. All children must be picked up by an adult if they are to leave during school hours. Parents must sign the Early Leavers book at the Office on these occasions.

Parents' cars are NOT to be driven into the staff car park to pick up or drop off children, unless the principal has given permission.

Children, who have not been collected by 3.30 p.m., where there has been no prior notification, will be collected by the teacher on duty and taken to the office.

BIKE RIDERS

Children are not encouraged to ride bicycles to school because of the busy roads and level of

traffic. Children who ride bicycles to school must wear a helmet. Bikes are to be walked from the school gates to the racks. Only children in Grade 3 and above are permitted to bring bikes to school. The riding of bicycles is prohibited in the school grounds. Children riding their bicycles to school must lock their bicycles securely. Privately owned bicycles left in the school ground are not covered for theft or damage by Department of Education Insurance. Please note that the riding of scooters is not permitted in the school grounds between 8.30 and 3.30 on school days.

LUNCHES

Students eat their lunch inside between 1:15 p.m. and 1:25 p.m. Lunches should be simple and in manageable packages. A small snack for play lunch should be wrapped separately. Excess food should be taken home so that parents can become aware of their children's eating needs.

No child will be given permission to leave the school to get lunch. Generally children do not go home for lunch.

Lunch orders are available on Monday, Wednesday and Friday. This is an online service through Classroom Cuisine. The lunches are prepared in a registered kitchen, delivered to school and then distributed to grades.

OUT OF SCHOOL HOURS CARE PROGRAM

OSHClub is the company that runs the before and after school care program. The program is held in the Tirana Street building on the school. It is necessary to book in advance for your child's attendance, as the program needs to provide an appropriate number of carers. They also run a Holiday Care Program.

- Before School Care hours of Operation are 7.00 am. to 8.45 am.
- After School Care hours of Operation are 3.15 pm. to 6.30 pm.
- Holiday Program hours of operation are 7.30am to 6:00 pm.
- Early finishing Preps in Term 1 until Monday 2 March: 1:25 pm to 6:30 pm.

Parents are strongly urged to register their children's names with the program by contacting OSHClub on 0422 097 497 or their website: www.oshclub.com.au