



Richmond
West

Primary School

International Student Program

Handbook

2022

Table of Contents

About Australia	4
School Profile	5
Introduction	6
School information	6
Telephone numbers	6
Term Dates 2021	6
School building map	7
School Requirements	9
Visa Information	9
Melbourne Airport	9
Travel and Transport Systems	10
General Information	11
After School Care	11
Assemblies	11
Behaviour	11
Bell times	12
Bikes	12
Bilingual and LOTE programs	12
Breakfast Club	13
Car Parking	14
Cash Envelopes	14
Camp Program	14
Care and Safety	14
Child Safe Standards	14
Communication	15
Concerns and Complaints	15
Counselling Services	15
Curriculum	16
Digital Technology	17

Early Dismissal of Students	18
Extra-curricular Clubs	18
First Aid.....	18
Fundraising and Community Events	19
Healthy Habits.....	19
Homework	20
Individual Support.....	21
Kitchen Garden and Sustainability Program	22
Laptops	22
Lost Property.....	22
Lunch Orders	22
Parent Helpers.....	22
Play Areas.....	23
School Community.....	23
Science Night, Art Show and School Concert	24
School Council and Subcommittees.....	24
School Crossing.....	25
School-Wide Positive Behaviours	25
Smoking.....	27
Social and Emotional Learning.....	27
Sunsmart.....	28
Tours	28
Transition	28
Uniforms	29
Visitors.....	29
Wet/hot day timetable	29
Working Bees.....	29

About Australia

Geography

Australia is a large island continent and is split into six states and two mainland territories: Western Australia, Queensland, New South Wales, Victoria, South Australia, Tasmania, Northern Territory and Australian Capital Territory. Each state and territory has its own capital city, but the national capital of Australia is Canberra, which is located in the Australian Capital Territory.

Population

Australia has a population of just over 25.4 million people (*as of September 2019*). Over a quarter of Australia's population was born overseas, with most people immigrating from the United Kingdom, New Zealand and China. Australia prides itself on being a multicultural and diverse population.

Government

Australia is a democracy. This means that the people of Australia (*everyone over the age of 18*) vote to elect members of their community into parliament to make decisions and laws on their behalf. In Australia, there are three levels of government: local councils, state and territory, and federal.

Melbourne

Melbourne is one of the world's most liveable cities, and is the capital of Victoria, Australia. Melbourne enjoys a temperate climate with warm to hot summers, mild and sometimes balmy spring and autumn weather, with cool winters.

Melbourne's appeal is built around the city's distinctive physical characteristics:

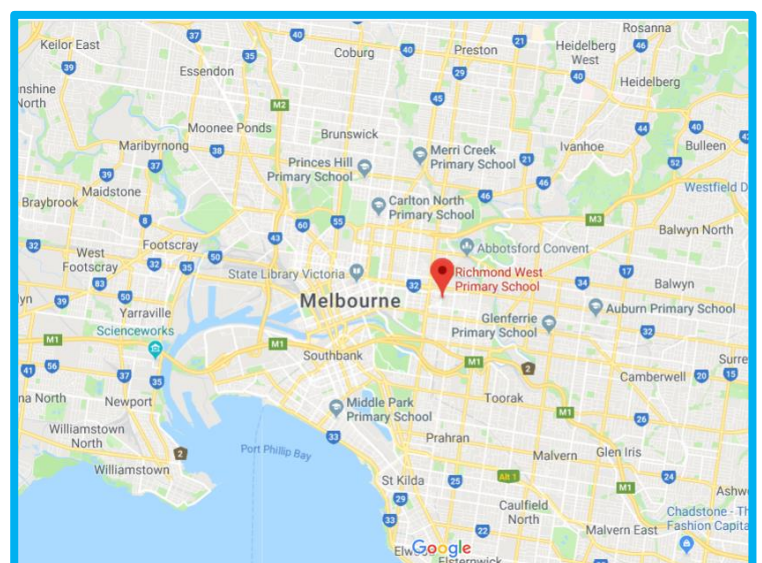
- An unusual street and laneway network
- The Yarra River
- Extensive parks and gardens
- Public transport infrastructure which includes an extensive train and tram network
- Beautiful heritage buildings and cutting-edge new structures

Melbourne has a population of over 4.8 million, it is home to people of many different cultures including: indigenous Australians, post war European migrants, and recent arrivals from India, Vietnam, China, Cambodia, Somalia, Malaysia, Thailand, Africa, and beyond.

Map of Australia



Melbourne Map



School Profile



Richmond West Primary School is located in the densely populated inner eastern suburb of Richmond on the fringe of the Melbourne Central Business District. We are proud of our well-established bilingual programs that support and encourage children in the development of Chinese, Vietnamese and English, as first and second languages. Our school is unique in that this most successful bilingual immersion program, conceived early in the school's establishment, is regarded as a rare model across the educational sector at state, national and international levels.

Our vision at Richmond West Primary School is to value language within a community of practice where students become life-long learners who are literate, numerate and curious. We strive to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential as global citizens.

The well-maintained, two-storey, open plan building provides ample spaces for students to work in different learning environments and is set in attractive grounds that provide a range of play spaces for students. A number of improvements and significant environmental sustainability projects have been completed recently, including: the installation of solar energy panels and sensor lights; composting units, and water tanks.

Richmond West Primary School retains close connections to its Vietnamese heritage and has strong ties with the Chinese community. The school has links to the Chinese Teacher Training Centre and Confucius Institute at The University of Melbourne as well as many local partnerships. The school has a strong sister school relationship with its partner school Changjiang Road Primary School of Jiangsu Province, Nanjing, China.

The school operates in multi-age groups across grade levels. The English/Chinese bilingual program operates in Years P-6 and the English/Vietnamese program operates in Years P-2 and 3-6. Over 60% of our students spend half their time in English and half their time in Chinese. The school also offers a Chinese LOTE program.

This philosophy is expressed through the school's commitment to:

- A curriculum that is child centred with a strong commitment to multiculturalism/global citizenship, including bilingual and community language programs as well as English as a second language;
- Teaching strategies based in inquiry learning, differentiated teaching, student directed learning, cooperative and shared learning;
- Differentiated, personalised learning through combinations of flexible, multi-age, multicultural, mixed ability classrooms;
- Use of ICT, specialist teachers, extra-curricular opportunities, excursions and camps to extend learning to beyond the school boundaries;
- Teaching and learning in programs that are responsive to individual needs and differences.

Three core values equip our students to meet the challenges of the future:

- Resilience
- Belonging
- Striving for Personal Success

Introduction

Welcome to Richmond West Primary School. We hope that you will enjoy the exciting and challenging opportunity of living and studying in Victoria. This information handbook is for prospective international students and their families to gain an understanding of the programs and administrative practices that relate to our international students. We hope you both enjoy and make the most of living and learning in Melbourne's vibrant heart.

School information

Street Address: 25 Lennox Street, Richmond 3121
Mailing Address: PO Box 404, Richmond 3121
Website: www.richmondwestps.vic.edu.au
School E-mail: richmond.west.ps@edumail.vic.gov.au
School Number: 5044
Network: Yarra/Darebin
Region: North-Western Victoria

Telephone numbers

School Numbers

School	+61 3 9429 2950	
Out of School Hours (OSH)	+61 412 418 194.	+61 9 427 8040

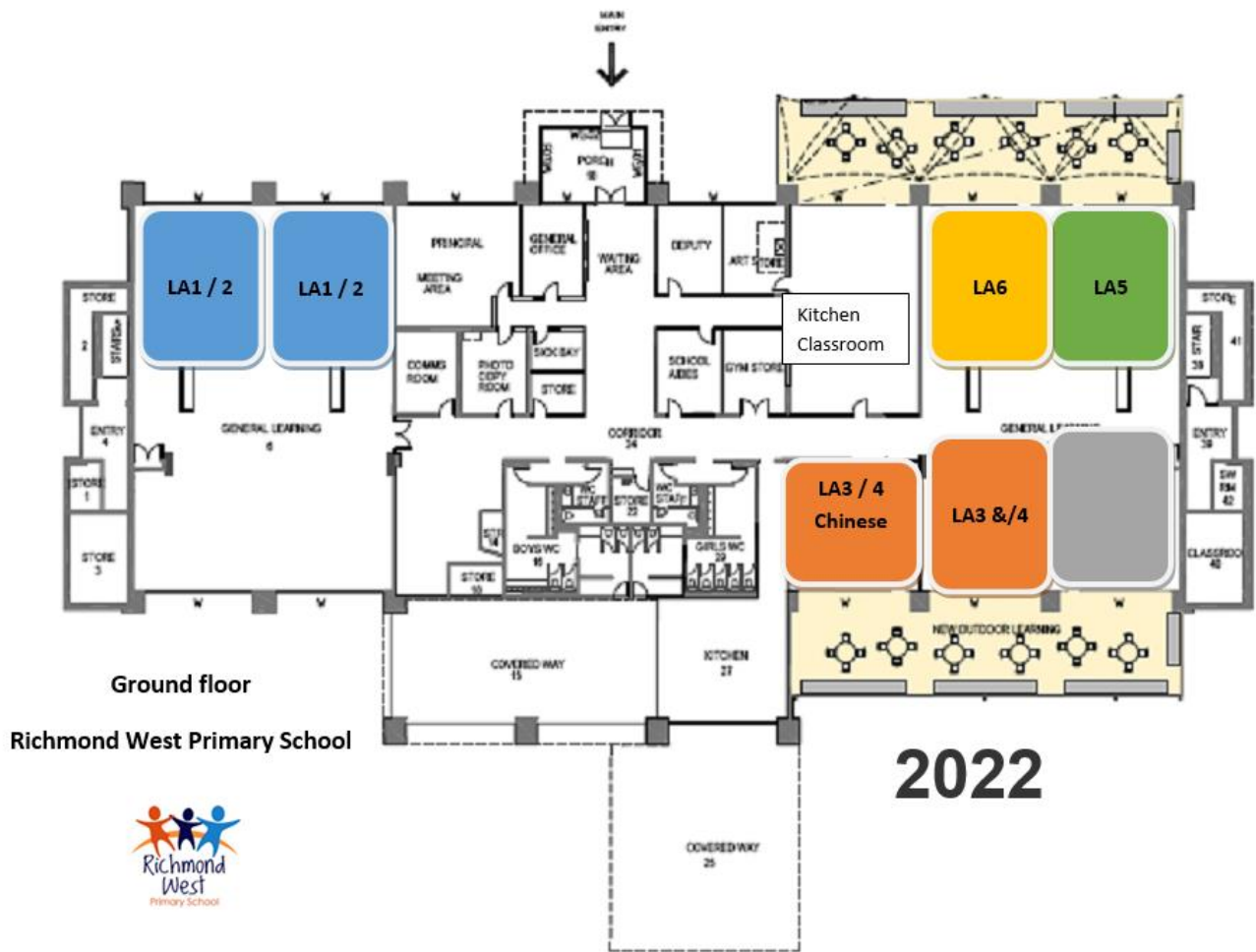
All other school extensions can be found on COMPASS

Term Dates 2022

TERM 1 - 28th January (teachers start) 31st January (students start) – 8th April
TERM 2 - 26th April – 24th June
TERM 3 - 11th July – 16st September
TERM 4 – 3rd October – 20th December

School building map

GROUND FLOOR



FIRST FLOOR



School Requirements

Attendance Requirement

International students are expected to attend at least 80% of scheduled classes. The school must be notified of any absences. The law in the State of Victoria is very clear about the requirement of children to attend school. Schools can be asked to furnish evidence in court on a child's attendance. The school's roll is therefore an important legal document. It is not OK to be away.

International Students are expected to maintain a high attendance rate in order to fulfil visa conditions. Attendance is marked twice daily and uploaded into e-cases. Attendance reports are printed and monitored each week. If a student is absent please call the school on +61 3 9429 2950

Late arrival

If a student is late to school for any reason he/she must get a late pass from the Front Office

Early leaver

If a student needs to be collected from school early a parent/guardian/carer must obtain a consent form from the school office.

Holiday Plans

To fulfil the 80% attendance requirements, an International student is expected to attend all or most scheduled classes. Holiday plans must be made as not to interfere with school days (where possible).

The International Student Coordinator must be notified, in writing, of all holiday plans that involve travelling interstate or overseas.

Visa Information

Personal details

Please ensure we always have your correct visa and travel details on file

Study program

Students are expected to be engaged in a full time study program and must maintain satisfactory grades

Changes to Visas

The School Administration must be notified of any changes to your visa.

For Further information see the International [Student Visa Information](#)

Melbourne Airport

Melbourne Airport (IATA: MEL), is known as **Tullamarine Airport**, and is the primary airport serving the city of Melbourne, and the second busiest airport in Australia. Melbourne Airport is the sole international airport of the four airports serving the Melbourne metropolitan area.

The airport comprises four terminals: one international terminal, two domestic terminals and one budget domestic terminal. It is 23 kilometres (14 miles) from the city centre, adjacent to the suburb of Tullamarine.

Address: Departure Dr, Melbourne Airport VIC 3045

Code: MEL

Phone: (03) 9297 1600

<https://www.melbourneairport.com.au>

Transport to and from the Airport

There are two main options when travelling to and from Melbourne Airport

1. SkyBus operates four services from Melbourne Airport providing passengers fast airport transfers to Melbourne City, Docklands and Southbank, St Kilda and Frankston and surrounding bayside suburbs. Further information can be found at: <https://www.skybus.com.au/melbourne-airport/>
2. Taxis are available at all international and domestic terminals

Travel and Transport Systems

A Myki card is a reusable travel card for trains, trams and buses in Melbourne and regional Victorian centres required by the Public Transport of Victoria (PTV). It is the only form of payment on all public transport and must have money on the card before your journey. It is a requirement to *touch on* and *touch off* with your myki card at a myki reader as you travel.

Where you can use myki:

- Melbourne's trains, trams and buses
- V/Line trains between metropolitan Melbourne and Eaglehawk/Epsom, Seymour, Traralgon, Waurn Ponds and Wendouree
- Buses in Ballarat, Bendigo, Geelong, Seymour, the Latrobe Valley and Warragul.

Fares:

Your ticket and fare will depend on where and how you're travelling. PTV define the metropolitan area as Melbourne and the rest of Victoria as regional. There are some exceptions which PTV explain on the metropolitan fares page.

There are many different types of tickets, detailed in Concession and Other passes. If you're unsure which ticket is best for you, call Public Transport Victoria (PTV) on [1800 800 007](tel:1800800007).

Metropolitan fares

Metropolitan fares cover zones 1 and 2, find out more at [Metropolitan fares](#).

Regional fares

Regional fares cover travel within regional Victoria, find out more at [Regional fares](#).

You can buy or top up a Myki card at Myki machines located at most train stations, 7 Eleven convenience stores and some pharmacies. The nearest train station to the school is Richmond West Railway Station. Further Information on routes, fares and concessions can be found at <https://www.ptv.vic.gov.au/>

General Information

After School Care

After school care is provided by the Yarra Council every day from 3:30 until 6pm. Families may enrol their child in advance. Students are sent directly to after school care at 3:30pm and young children are escorted to ensure a safe transition. Enrolment forms are located at the front office, and further details can be found at the [City of Yarra](#) website.

Assemblies

A weekly whole school assembly is conducted on Friday mornings at 9am. Assemblies are an opportunity to celebrate student achievements across the school and parents are encouraged to attend.

A roster will be published in the newsletter showing weeks that classes will showcase their work. Children will be presented with achievement awards that focus on school values and classroom learning. Birthdays are celebrated each week.

Behaviour

Richmond West PS uses the School Wide Positive Behaviours framework (SWPBS) for our whole school approach to behaviour and school culture. Our school values are core to all decisions and our value's matrix explicitly identifies what our school values look like as preferred behaviours.

- Care and Compassion
- Co-operation
- Doing Your Best
- Honesty and Trustworthiness
- Respect
- Responsibility

3 step telling

To help students deal with inappropriate behaviour with other students, we use the '3 step telling'.

- Step one - name the person and the behaviour whilst asking for it to stop
- Step two – name the person and the behaviour with a warning 'if you don't stop I will tell the teacher'
- Step three - 'You're not listening to me, I'm going to tell the teacher now'

Tick and dot chart

Students at Richmond West Primary School have their behaviour recorded using a Tick and dot chart. With an emphasis on positive reinforcement, the chart is designed to reward students for making good choices.

Six School Agreements

To encourage students to make good choices about their behaviour and learning, six school agreements offer a prompt that can be used by teachers and students. When students are modelling the agreements, it creates an opportunity to give them a tick on their behaviour chart.

- We keep our hands, feet and objects to ourselves.
- One person speaking at a time.
- Do what you're asked the first time.
- My space, your space.
- Right words, right place.
- Right place, right time.

For more detailed information, see the school's **Behaviour Management Policy** available on the school's website.

Bell times

Music plays before each bell to signal students to end their task and move towards their classroom. From 8:50am, students can enter the classrooms if they wish. All students must be inside their classrooms and ready for instruction by 9am. Students must enter and exit the building using their allocated external door.

8:50	Teachers are available in their classrooms. Children are to take their bags to the room and make preparations to start the school day.
9:00	Bell to signify beginning of session 1.
10:55	Bell to signal eating of snack.
11:05	Bell to signify the beginning of (recess) playing outside.
11:30	Bell to signify end of morning recess.
1:30	Bell to signify beginning of lunch eating time .
1:45	Bell to signify the beginning of playing outside (lunch).
2:00	Bell to signify changeover of yard duty teachers.
2:30	Bell to signify end of lunch playtime and beginning of session 5.
3:30	Dismissal bell.

Bikes

Students may ride bikes or scooters to school and must wear an approved safety helmet. Bikes are not to be ridden in the school grounds. Bikes are to be stored in the bike shed located opposite the Principal's office. Skateboards and roller blades can be stored safely in classrooms for collection at 3:30pm.

Bilingual and LOTE programs

Richmond West Primary School offers Australia's leading Chinese immersion bilingual program. Within a short space of time, students can understand and speak the language and participate in a range of classroom activities.

F-6 students in the Chinese bilingual program learn all subject areas in Chinese for half their classroom time. Chinese LOTE is for F-6 students in the English program and is for one hour a week. F-2 students enrolled in the Vietnamese program spend 5 hours in the immersion program, 3-6 students spend 2 hours in Vietnamese.

How does the bilingual program operate?

In Foundation year, students first develop their vocabulary and oral language skills through activities such as singing, using gestures, role plays and games involving asking and answering questions. This gradually extends to reading and writing in Chinese. The Victorian Curriculum includes literacy, numeracy, inquiry units and cultural studies which are all delivered in the target language.

Benefits of bilingual education

Evidence suggests that learning more than one language can enhance English literacy, help learners in other areas of curriculum, and help to develop skills in cross-cultural communication.

Learning a language:

- Develops an understanding of how languages work which leads to improved literacy skills, including English literacy;
- Helps students develop critical thinking, analysis and problem solving skills;
- Teaches students about other people, their ideas and ways of thinking;
- Inspires interest in and respect for other cultures;
- Enhances employment and career prospects;
- Contributes to social cohesiveness through better communication and understanding;
- Contributes to economic, diplomatic and strategic development.

Intercultural understanding

In the Languages curriculum area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the target language and their own existing language(s). It is a reciprocal and dynamic process which develops language use and intercultural awareness and understanding.

Breakfast Club

Venue: Assembly Area

Time: Monday – Friday 7:15 – 8:45 am

Cost: \$15 per student

Child Care Subsidy available

OUR PHILOSOPHY

Richmond West Primary School Breakfast Club provides an inclusive, child centred program that focuses on each child, by providing a nurturing, secure, healthy and safe environment that enhances self-esteem, self-confidence and emotional wellbeing.

We have a collaborative approach which is reflective of the harmonious and diverse Richmond West Primary School community.

The program content is based on:

- fostering independence
- building friendships through exposure to multi-age groups whilst
- providing healthy eating choices
- supporting a relaxed and physically active start to the school day

We know relationships built during Breakfast Club continue to strengthen during a child's school life.

Enrolment and Registration

Enrolment, registration and payment will be done via Qikkids, the same software used in the Afterschool Care program. Register via the school website

Car Parking

Car parking is for staff only. Please do not use the staff carpark for picking up and dropping off your child.

Cash Envelopes

Families are able to make payments directly at the office using a Richmond West Primary School payment envelope that can be directly deposited into the collection box at the office. Payments can also be made via Eftpos and directly through COMPASS.

Camp Program

A camp program is available to all students across the academic year:

- Foundation students: Bedtime stories;
- Grade 1/2: sleepover;
- Grade 3/4: three-day camp;
- Grade 5/6: three-day/five-day camp.

Dates for camps will be published on the school calendar on COMPASS and in the school newsletter.

Care and Safety

If a student has a concern at school regarding their own personal safety, they should talk to their classroom teacher or the school wellbeing coordinator (Assistant Principal). Students are also provided with a network of peers and staff to provide support.

Child Safe Standards

Victoria has introduced compulsory minimum standards that will apply to organisations that provide services for children to help protect children from all forms of abuse. The child safe standards form part of the Victorian Government's response to the Betrayal of Trust, Inquiry, resulting in Ministerial Order No. 870.

Richmond West Primary School is committed to promoting and protecting the interests and safety of children. We have zero tolerance for child abuse. Everyone working at Richmond West Primary School is responsible for the care and protection of children and reporting information about child abuse.

To create and maintain a child safe organisation, an entity to which the standards apply must have: Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements. Standard 2: A child safe policy or statement of commitment to child safety. Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children. Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel. Standard 5: Processes for responding to and reporting suspected child abuse. Standard 6: Strategies to identify and reduce or remove risks of child abuse. Standard 7: Strategies to promote the participation and empowerment of children.

Communication

Home/School Communication includes:

- School newsletter – Published every third Friday during the school term via the school’s website and Compass.
- Classroom newsfeed on COMPASS
- Parent / Teacher information evenings and programs
- Interview requests

Website

<http://www.richmondwestps.vic.edu.au>

This will be updated at regular intervals and includes general school information and school policies.

Concerns and Complaints

Schools in Victoria are required to develop a policy, and implement procedures, to effectively address parents’ concerns and complaints.

Richmond West Primary School’s approach to handling concerns and complaints is based on our values of:

- Providing a safe and supportive learning environment;
- Building relationships between students, parents and staff;
- Providing a safe working environment for staff.

If you have a concern or are dissatisfied with any aspect of your child’s schooling arrangements you are urged to contact the school to discuss these matters with your child’s teacher, or the principal team.

If a satisfactory resolution cannot be found, families should contact International Education directly. Contact details are: phone +61 3 9637 2990 or email international@edumail.vic.gov.au

Counselling Services

Richmond West Primary School offers a range of DET provided wellbeing services. These include access to social workers, psychologists, speech therapists, and general counselling. Referrals can be made through the school Wellbeing Co-ordinator. In the unlikely event of a significant overseas event (eg cyclone, flood, terrorist event, war etc) in your home country, that may impact your child at Richmond West Primary School, please contact the ISC for updates on the significant event, or if you require assistance in contacting family members urgently.

Each international student and family is provided an orientation which includes:

- information on the school,
- academic programs,
- requirements for course attendance and course progress,
- support services,
- special programs,
- student/parent handbook,
- Code of Conduct (for secondary schools),
- parent reporting and other contact procedures,
- cultural information (www.movingtoaustralia.com.au/australian-culture/),
- information about the local area (e.g. shops and services, transport between school and home) (www.ptv.vic.gov.au/), and
- information about relevant legal services (www.australia.gov.au/information-and-services/public-safety-and-law/legal-aid, <https://www.accc.gov.au/consumers/consumer-protection>)
- general health care and personal safety (www.vicroads.vic.gov.au/safety-and-road-rules/pedestrian-safety/children-and-pedestrian-safety www.healthcareaustralia.com.au/), and
- complaints and appeals procedures

All international students are provided with information on safety and awareness information relevant to life in Australia. (<https://www.studyinaustralia.gov.au/english/live-in-australia/health-and-safety>)

For further information, see the school's **wellbeing Policy** and **Critical Incident Policy** available on the school's website.

Curriculum

Victorian Curriculum

In accordance with Victorian Government requirements, Richmond West Primary School uses the Victorian Curriculum, beginning at Level F (Foundation) to Level 6. Teaching and learning programs are planned and implemented by staff to ensure that the core areas of English and Mathematics are taught each day.

Specialist areas of Visual Arts, Performing Arts, Science and Physical Education are conducted on a weekly basis by specialist teachers. Integrated Inquiry Units are developed by teaching teams each term, as per our school-wide integrated studies planner. This enables students to broaden their understandings in the remaining curriculum areas as well as linking with English and Mathematics where possible.

Content is developed within the following Victorian Curriculum Learning Areas:

The Arts, English, Health and P.E, the Humanities, Languages, Mathematics, Science and Technology.

The Capabilities

The Victorian Curriculum F–10 includes four capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, as opposed to being taught as separate learning areas themselves.

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

- Critical and Creative Thinking;
- Ethical Capability;
- Intercultural Capability;
- Personal and Social Capability [Compass](#)

Compass is a modular, web-based school management platform that provides anywhere, anytime access for easy access by parents for: to communications with staff, parent portal, payments and consent forms, parent-teacher conferences, and school events.

All parents are encouraged to use the Compass platform for communications with the school.

Compass access is at <https://richmondwestps.vic.jdf.com.au> and an app can be downloaded via the App Store.

Digital Technology

Technology & Digital Literacies

We live in a technological world where Information and Communication Technologies (ICT) are fundamental to most activities. Digital literacies are integral tools in the learning process, and have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning and facilitating change in learning, thinking and teaching.

At Richmond West Primary School, using digital literacies as tools for learning enables students to:

- Efficiently and effectively access digital information to assist with investigating issues, solving problems and decision making;
- Produce creative solutions to support learning and develop new understandings in areas of learning;
- Communicate, share and work collaboratively in local and global environments;
- Understand the legal, ethical and health and safety implications of using digital literacies and their responsibilities as users and developers;
- Develop new thinking and learning skills to support learning.

Richmond West Primary School provides access to a range of technologies to enhance teaching and learning opportunities and to enrich the learning environment.

- Students will be able to access internet sites that have been previously viewed by the classroom teacher and available through the DET's website or other sources approved by the school;
- Students will be adequately supervised when using digital technologies. Students will be advised by the teacher to always close websites and inform the teacher if they encounter any material that makes them uncomfortable at any time;
- Students will be made aware by their teachers that they should never disclose any personal information online, including their phone number, their last name, home address, photographs of themselves or any information regarding their personal whereabouts at any time;
- Students will be taught explicitly about cyber-bullying, their online behaviour and safety by their teachers;
- Parents and students sign an Agreement of Digital Technologies Acceptable Use agreeing to the above.

Early Dismissal of Students

Children leaving early must be signed out through Compass within the Attendance section, under Student Management. Please encourage parents to provide permission via the parent portal in Compass prior to collecting students.

Extra-curricular Clubs

Richmond West Primary School provides a broad range of extra-curricular clubs at the school for any child who wishes to participate. Before school sports clinics are provided. These are part of Breakfast Club or may be enjoyed by students if supervised by a parent / guardian. After school clubs will continue to be outsourced to external providers. After school clubs include Karate and Arabic language. Lunchtime clubs include choir, African Drumming, chess, garden and coding.

First Aid

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence;
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so;
- If first aid is administered for a minor injury or condition, Richmond West Primary School will notify parents/carers by phone or through the COMPASS portal;
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will contact parents/carers or emergency contacts as soon as reasonably practical.

NOTE:

- All **head injuries** are considered serious and parents will be notified;
- In accordance with guidance from the Department of Education and Training (DET), analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatment.
- **Medication:** All student medication must have clear written instructions as to the dosage and frequency of medicine on a school medication form and must be left at the school office. Medication is only administered by the First Aid Officer at the front office.
- **Asthma** - If your child suffers from Asthma, they are required to have an up to date Asthma Action Plan. Please advise the school if your child requires an action plan so staff can follow the first aid procedure immediately.
- **Anaphylaxis** - If your child has any anaphylactic concerns, they are required to have an up to date Anaphylaxis Management Plan which includes details and conditions of using their EpiPen® (if applicable). The Anaphylaxis Management Plan will also include an individual ASCIA Action Plan, which sets out the emergency procedures to be taken in the event of an allergic reaction. It is the responsibility of **parents/carers** to complete an ASCIA Action Plan, in consultation with their child's medical practitioner, and provide a copy to the school. The ASCIA Action Plan must be signed by the student's medical practitioner, and have an up to date photograph of the student. Please advise the school if your child has an Anaphylaxis Management Plan or if there are any changes to the plan, so staff can follow correct procedures immediately.

Fundraising and Community Events

Our aims

At Richmond West, fundraising involves the whole school community through events such as a walk-a-thon, raffles, the Art Show, the Trivia /Comedy Night and the School Concert. The school community comes together to celebrate student achievements, raise money for the school and enjoy socialising with members of our community.

Strategic fundraising

We fundraise to purchase items that have been identified by the school and which support the educational and social development of students. The fundraising wish list is prepared in consultation with the school, sub-committees of School Council and as needs arise within the building and the school's many programs.

The whole school community

Fundraising is an activity where we believe that everybody has something to contribute. All families are encouraged to be a part of their child's experience at school, and this contribution is welcomed in many forms. You can support our school by donating your time, expertise in a particular area or via a financial contribution.

Our school's values

Our fundraising approach reflects the values at the heart of our school activities. We uphold our school values through thoughtful planning of fundraising events, being inclusive and making links to the broader community.

Fundraising and Community events:

- Welcome BBQ
- Casual clothes days
- Movie night
- Art Show
- School concert
- Working bees
- Trivia/Comedy night

If you would like to be involved, please call the office on (03 9429 2950) or send an email to richmond.west.ps@edumail.vic.gov.au

Healthy Habits

Help your child to learn to attend to their own toilet needs before they come to school. Flushing the toilet and washing hands after using the toilet should become a habit. We would ask all parents to make every effort to ensure their child/children attend school every day. However, please keep your child home if they have a temperature, cold or cough or signs of contagious diseases. Inform your teacher of any unusual health condition.

Homework

Homework provides an opportunity for you to help and be involved in your child's learning. It reinforces what they learn at school and encourages them to maintain lifelong study habits. The degree of difficulty and length of homework will also be set according to age and ability.

1. It is expected that all students read at home. Students in the lower years require 1:1 listening and encouragement while reading. All students should have access to a wide range of reading materials and be encouraged to read regularly for pleasure.
2. All students will receive a list of comprehension strategies which parents are strongly encouraged to use with their children when discussing their reading.
3. All early year's students will receive a list of within text reading strategies used for decoding
4. Homework will exist at all levels of the school.
5. Take home reading journals (F-4) and homework diaries (5-6) will be checked and signed by teachers at least once per week.
6. Expectations about homework will be communicated clearly to students and parents at the beginning of each year.
7. Students are expected to be accountable for the completion of their homework. Homework will be monitored by all teachers each week and feedback given to students.
8. Students who complete homework will be acknowledged as striving for personal success and receive a tick for each time it is completed.
9. Homework will be consistently applied within each team.
10. Students who are in the bilingual program will receive a balance of Chinese and English homework.
11. Homework will not be given on weekends or holidays. However, homework may be given out during the week and be due the following week and therefore can be completed over the weekend if the student prefers.
12. Students on an ILP may have different homework expectations to other students. This will be discussed with individual students and parents.
13. Quizlet (Chinese) and Reading Eggs are optional programs for students requiring additional support with characters/letter sounds/early reading skills.
14. Additional work/homework will not be provided for those students whose families choose for their child not to attend school due to a family holiday.

- **EARLY YEARS**

- **Foundation: 10-30 minutes per week day**

- **English (for all students)**

- Take home English reader. Book read with parent and recorded in reading journal

- Spelling words

- Handwriting

- Reading Eggs and Mathletics-optional

- **Chinese (for students in the bilingual program)**

- Take home Chinese reader. Book read with parent and recorded in reading journal

- Language match and paste

- Handwriting

- Quizlet

- **Years 1 and 2: 10-30 minutes per week day**
 - **English (for all students)**
 - Take home English reader. Book read with parent and recorded in reading journal, 5 books to be taken home on a Monday and read over the week
 - Mathematics-assigned tasks
 - Spelling words
 - **Chinese (for students in the bilingual program)**
 - Take home Chinese reader. Book read with parent and recorded in reading journal
 - Vocabulary and sentence practise worksheet
-
- **MIDDLE YEARS**
 - **Years 3 and 4: 30-40 minutes per week day**
 - **English (for all students)**
 - Up to 30 minutes of assigned English reading to be recorded in reading journal
 - Spelling words and spelling grid
 - Mathematics-assigned tasks
 - **Chinese (for students in the bilingual program)**
 - Up to 30 minutes of assigned Chinese reading to be recorded in home reader
 - Vocabulary and sentence practise worksheet
-
- **SENIOR YEARS**
 - **Years 5 and 6: 40-50 minutes per week day**
 - **English (for all students)**
 - Up to 30 minutes of assigned English reading to be recorded in diary
 - Practise of spelling words and vocabulary from class-recorded in homework book
 - Mathematics –assigned tasks
 - Completion of unfinished classwork
 - **Chinese (for students in the bilingual program)**
 - Up to 30 minutes of assigned Chinese reading to be recorded in diary
 - Vocabulary and sentence practise worksheet

Individual Support

At Richmond West we recognise individual needs requiring intervention in Literacy and Numeracy, both in Chinese and English. Our teachers regularly assess students and make informed decisions about the best way to move forward with their learning. Our multifaceted approach brings students and teachers together to target individual needs through a broad range of highly successful strategies. These include developing Individual Learning Plans and regular goal setting, personalised learning options within the classroom, Literacy and Numeracy conferences, Program for Students with a Disability (PSD), remedial and extension support with specialist teachers.

The school provides additional intensive small-group reading instruction which supplements classroom literacy teaching- the Fountas and Pinnell Levelled Literacy Intervention.

In conjunction with the school DET Speech Pathologist, an individual support program is available for students who are having difficulty with expressive and receptive language acquisition. Students are selected for work in small group situations where their specific needs are targeted through activities such as: pragmatics, vocabulary development, conversation, questioning, listening activities, phonological awareness and memory games.

The school DET psychologist conducts assessments with students requiring additional support. Assessments inform the work of teachers to develop a personalised program that meets the needs of the individual within the classroom.

Kitchen Garden and Sustainability Program

All students have the opportunity to participate in the Kitchen Garden and Sustainability program which allows students to grow, harvest, prepare and share food, following the Stephanie Alexander model.

In the kitchen program students harvest fresh produce from our school garden and learn basic preparation and cooking skills, while exploring healthy food choices and the flavours of a range of cuisines around the world.

In the garden and sustainability program students work in the garden to prepare garden beds and propagate and care for plants, while learning about seasonal produce and sustainable practices they can adopt.

Laptops

Richmond West Primary School provides access to a range of technologies to enhance teaching and learning opportunities and to enrich the learning environment.

- Students will be able to access internet sites that have been previously viewed by the classroom teacher or quality assured and available through the DET's website or other sources approved by the school.
- Students will always be adequately supervised when using digital technologies. The students will be advised by the teacher to always close websites and inform the teacher if they encounter any material that makes them uncomfortable at any time.
- Students will be made aware by their teachers that they should never disclose any personal information online, including their phone number, their last name, home address, photograph of themselves or any information regarding their personal whereabouts at any time.
- Students will be taught explicitly about cyber-bullying, their online behaviour and safety by their teachers.
- Parents and students sign an Agreement of Digital Technologies Acceptable Use agreeing to the above.

Lost Property

Lost property is located near the Education support office and is managed by Lim Lim. Please ensure your child's name is on their belongings.

Lunch Orders

On line lunch orders are available from Beavers Tail and are delivered to the school daily. Order online before 9am at www.beaverstail.com.au

Parent Helpers

Under the guidance of individual staff, parent helpers are encouraged as they bring a wealth of experience and skills to the school. A range of non-teaching tasks may be requested. Parent helpers are not responsible for supervision or discipline. A Richmond West Primary School volunteer's induction manual is located in the office and may be provided to parents at the discretion of the teacher.

School Council require all parent helpers to present a valid **Working with Children Card** and be approved as a parent helper. All Parent helpers must sign in and out at the office as a visitor to the school.

For further information, see the school's **Working with Children Policy** available on the school's website.

Play Areas

The school has a number of play areas that facilitate students' engagement in a range of quiet or energetic activities. The North side is available to all students in grades F-6 and provides tables and chairs and raised garden beds. The East end provides a garden area, a sandpit and a playground that is suitable for students in grades F-2. A timetable for use of the playground areas is released to ensure safe play for all students within similar age groupings. This includes the climbing equipment, the basketball courts and the soccer pitch. The Lennox St car park and entrance areas are out of bounds for students during recess and lunchtimes.

School Community

At Richmond West Primary School, we acknowledge the role that the broader community plays in the education of our students. Learning is not limited to children and in fact is often inclusive of others in our community.

Our community includes:

- Students;
- Staff;
- Parents/ Families;
- Alumni;

Parent Helpers

At Richmond West Primary School we believe that parents are an integral part of our school community and contribute enormously to our students' success. We encourage parents to volunteer at school and spend time to support and encourage students to learn while acquiring knowledge and new skills themselves.

Under the guidance of individual staff, parent helpers may assist with a range of non-teaching tasks. Parent helpers are not responsible for supervision or discipline.

Volunteering can include working as a helper in class in English or Maths sessions, supporting the bilingual program in Mandarin or Vietnamese if you speak either language, working to enhance the school's science program, attending excursions or camps as a helper, working to enhance the school's sustainability programs and a host of other opportunities. Volunteering will not only enrich your life but it will also increase your appreciation of school life, how students learn and your connectedness to the school community.

If you would like to assist but don't know where to start, simply contact the school and they will be happy to support you.

School Council require all parent helpers to hold a valid **Working with Children Check**. All Parent helpers must sign in and out at the office as a visitor to the school.

Alumni

After students graduate from grade six, we hope they will keep their ties to RWPS, acknowledging the important role the school has played in their development. We are always keen to hear how our past students have progressed in future years. The benefits of our Chinese and Vietnamese bilingual programs is of particular interest.

Current students particularly enjoy hearing what past students have learned and what skills they find most useful. To hear of the range of paths past students have taken and their professional experiences, is always of immense interest to our staff and students. Many do visit and maintain their link as they have fond memories of their primary school years. They have the potential to contribute to the education of current students.

Science Night, Art Show and School Concert

The Science Night, Art Show and School Concert showcase student achievement across our specialist program.

Science Night - Term 2

Art Show – Term 3

School Concert – Term 4

Please refer to the school calendar for specific dates.

School Council and Subcommittees

The school council meets twice each term and consists of the School Council President, the Principal, the Assistant Principal, one teacher and five elected parent members from the school community. The school council sub-committees are: Education, Finance, Buildings and Grounds, Out of School Hours Care, Fundraising and Community Events (FACE). Teachers and other members of the school community comprise the sub-committees and work together to form recommendations for the School Council.

School council and sub-committees

Overview of School Council

Government school councils are established for the purposes of the Education and Training Reform Act 2006 (Act) and operate under the Act, their constituting Orders, the Education and Training Reform Regulations 2007 (Regulations) and Government policy. The objective of School Council is to:

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

The functions of School Council include:

- Establish the broad direction and vision of the school within the school's community
- Raise funds for school related purposes
- Regulate and facilitate the after-hours use of the school premises and grounds
- Ensure that all money coming into the hands of the council is expended for proper purposes relating to the school
- Inform itself and take into account any views of the school community for the purpose of making decisions in regard to the school and the students at the school
- Generally stimulate interest in the school in the wider community

Subcommittees

- Finance, Education, Fundraising and Community Engagement, Buildings and grounds, Out of School Hours Care (OSHC)
- If you are interested in joining a subcommittee please contact the school

School Crossing

Richmond West primary School has a supervised school crossing in Lennox St. We urge you to talk to your child about the purpose and rules of the school crossing. Please observe the Road Laws and exercise care about dropping and picking up your child adjacent to the school crossing.

*Crossing supervisors have the authority to report blatant law breakers



School-Wide Positive Behaviours

At Richmond West Primary School our positive school culture is predicated on continually improving as a learning community, with the implementation of positive behaviour support and engagement strategies that enable improved student learning outcomes.

Opportunities that contribute to the school and effectively engage students in their learning include:

- Pro-social behaviours which are promoted through our learning programs;
- Student leadership programs such as: Junior School Council as well as other roles of responsibility for students to influence change within the school community;
- Proactively engaging parent(s)/carer(s) to be involved in the school's programs such as classroom helpers;
- Intervening early to identify and respond to student needs for social, emotional and behavioural support;
- Encouraging students to be engaged and feel connected to the school community;
- Recognising and responding to the diverse needs of our students through the Program for Students with a Disability (PSD) program;
- Developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda;
- Attending professional learning to ensure strategies and approaches are adopted and implemented.

The expected behaviour matrix is implemented across the school community to promote pro-social behaviour. It is visible in each classroom.

The key focus is on rewarding *effort*, with teacher talk to develop student understanding. Effort and sanctions are recorded on the Developmental Management Chart (commonly known as the TICK and DOT chart) in all classrooms. The visual chart enables students to manage their behaviour and make appropriate choices with the help of their class teacher. The class tracking chart is also used in specialist programs.

Expected Behaviours


In all learning areas these are linked to personal and communal responsibility within and outside the classroom. Our six main school agreements are underpinned by effort to learning and behaviour being noticed and rewarded by staff:

1. Hands, feet and objects to yourself;
2. Do what you are asked the first time;
3. One person speaking at a time;
4. My space, your space;
5. Right words, right place;
6. Right place, right time.

'Three step telling'

Students are actively encouraged to use this strategy to manage themselves in difficult situations. By making the situation better, students are empowered to make good choices.

1. Stop it and I don't like it (*Name the person and the behaviour*) – *Hands signed and move away*;
2. Stop it or I'll tell an adult or teacher;
3. I'm telling the adult or teacher now



	Whole School	Learning Time	During Breaks
We value belonging	<ul style="list-style-type: none"> • Be kind, be fair, be friendly • Do what you are asked the first time • Understand that everyone is different • Take pride in our school and community • Right Place, Right Time • Right Words, Right Place • My Space, Your Space • MYOB • Be respectful • Hands, feet and objects to your self 	<ul style="list-style-type: none"> • One person speaking at a time • Celebrate success • My learning is different to my peers • Actively participate 	<ul style="list-style-type: none"> • Include others • be kind, be fair, be friendly • hands, feet, objects to yourself
We value striving for personal success	<ul style="list-style-type: none"> • Work towards your goals • Be open-minded • Actively participate 	<ul style="list-style-type: none"> • Whole body listening • Challenge ideas and thoughts • Take risks in your learning 	<ul style="list-style-type: none"> • Be kind to the environment • Set and follow rules before you play
We value resilience	<ul style="list-style-type: none"> • Use your calm down strategy • Use '3 Step Telling' • Be a problem solver • Use your words to express yourself 	<ul style="list-style-type: none"> • Keep trying, don't give up • Mistakes are part of learning • Once a problem is dealt with move on • I am proud of my learning 	<ul style="list-style-type: none"> • Be a good sport • Use the 3 step telling • Everyone's best is different

Smoking

From 13 April 2015, smoking is banned within four metres of an entrance to all primary and secondary schools in Victoria, and within the school grounds, under an amendment to the *Tobacco Act 1987*.

The smoking ban applies to:

- anyone present on school premises during and after school hours including students, teachers, contractors, parents/guardians or the wider community, such as sporting groups.
- all activities that take place on school premises including pre-schools, kindergartens, outside school hours care, cultural, sporting or recreational activities and school events.

Social and Emotional Learning

At Richmond West Primary School, Social and Emotional Learning (SEL) relates to the school's initiatives around promoting alternative thinking strategies, respectful relationships and school wide positive behaviours.

Richmond West Primary School provides students with the opportunity to gain greater social and emotional awareness and to practice interpersonal skills as they learn and grow. Social and Emotional Learning (SEL) helps students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build their capacity to recognise and manage their own emotions and make responsible decisions.

Social and emotional learning supports students to develop their:

Self-awareness: identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence.

Self-management: regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately.

Social awareness: being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences.

Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed.

Responsible decision-making: making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection.

By building a positive self-image, developing self-confidence and an understanding that each of us is responsible for our own behaviour, personal growth can be achieved. We endeavour at all times to provide a flexible, relevant and challenging curriculum that encourages children to make responsible choices and decisions. The school provides a supportive environment, whereby students can learn to use appropriate forms of behaviour in a variety of social situations.

Sunsmart

The school SunSmart policy requires all students to wear an approved school hat during Terms 1 and 4 while in the playground during recess/lunchtimes, outdoor PE lessons, excursions or any other outside activities. Sunscreen is available before each break.

Tours

School tours for prospective families are held on Wednesdays at 9:30am, or with prior arrangement with the principal. Please call the school for details of upcoming tours.

Transition

Prep Transition

Kindergarten to Prep transition is an important part of preparing students for school. Students and their families are supported during their transition to Richmond West Primary School with three Prep transition sessions in term four, a 1:1 interview with students and parents in term one and a Parent information evening.

Year 6 Transition

The school follows the DET transition timeline for year 6-7 students going to secondary school. Information regarding transition dates and timelines will be distributed by the Principal to the Transition coordinator.

Students participate in a number of transition days at local secondary schools to provide them with a range of options within the local area.

Intra-school transition

At the end of the year, students participate in two transition sessions with their new teacher(s). Activities revolve around “getting to know you” and provide a safe environment for students to adapt to change. For students with high needs, additional opportunities to meet their new teacher must be provided.

For further information, see the school’s *Transition Policies* available on the school’s website.

Uniforms

School uniform is compulsory. Only approved school uniform purchased from the school supplier is to be worn at school. Students attending excursions or any out of school activities are to wear the correct and appropriate uniform. Uniform is available from Bob Stewart in Kew. Details for ordering are available on the school website.

Visitors

All visitors to the school during school hours must report to the office and sign the visitor register, wear a visitors badge and are required to sign out on departure (including parent helpers, trades people, visiting specialists, etc). Through such a register the school is able to account for all people in the event of an emergency situation.

Wet/hot day timetable

In the event of extreme weather conditions students are kept inside during recess and/or lunchtime. Teachers supervise their students in classrooms and direct them towards positive play.

Working Bees

A working bee is held once per term by Buildings and Grounds subcommittee of School Council. Various projects within the school grounds are undertaken by families. Morning tea and lunch are shared. Dates are communicated through the newsletter and Compass.