



Richmond
West

Primary School

Parent Handbook

2022

Table of Contents

- School Profile 4
- Introduction..... 5
- School information..... 5
- Telephone numbers..... 5
- Term Dates 2022..... 5
- School building map..... 6
- General Information 8
- After School Care 8
- Assemblies..... 8
- Attendance 8
- Begining School..... 9
- Bell times 11
- Bikes..... 11
- Bilingual and LOTE programs 11
- Breakfast Club 12
- Care and Safety..... 13
- Car Parking..... 13
- Cash Envelopes..... 13
- Camp Program 13
- Child Safe Standards..... 14
- COMPASS..... 14
- Communication..... 14
- Concerns and Complaints 15
- Counselling Services 15
- Curriculum 15
- Digital Technology 16
- Extra-Curricular Clubs..... 16
- First Aid..... 16

Fundraising and Community Events	17
Healthy Habits	18
Homework	18
Individual Support	20
Kitchen Garden and Sustainability Program	20
Lost Property	20
Lunch Orders	20
Science Night, Art Show and School Concert	21
Play Areas	21
School Community	21
School Council and Sub-committees	22
School Crossing	23
School-Wide Positive Behaviours	23
Smoking	25
Social and Emotional Learning	25
SunSmart	26
Tours	26
Transition	26
Uniforms	26
Visitors	26
Wet/Hot day timetable	26
Working Bees	27

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. This information handbook is for new students and their families to gain an understanding of the programs and administrative practices that relate to our students. We hope you both enjoy, and make the most of, being a part of the Richmond West Primary School community.

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

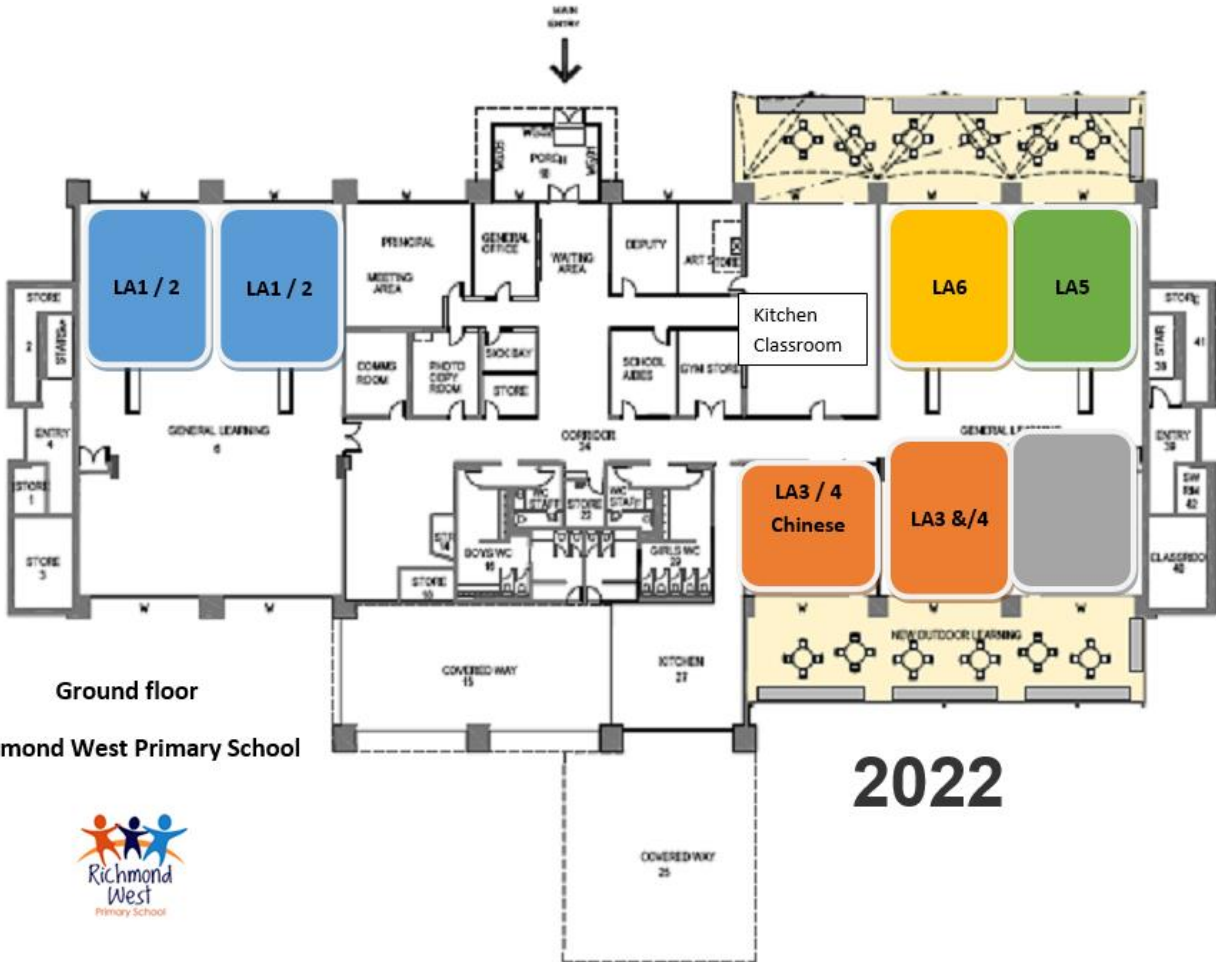
All other school extensions can be found on COMPASS

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 – 16th September
TERM 4 – 3rd October – 20th December

School building map

GROUND FLOOR

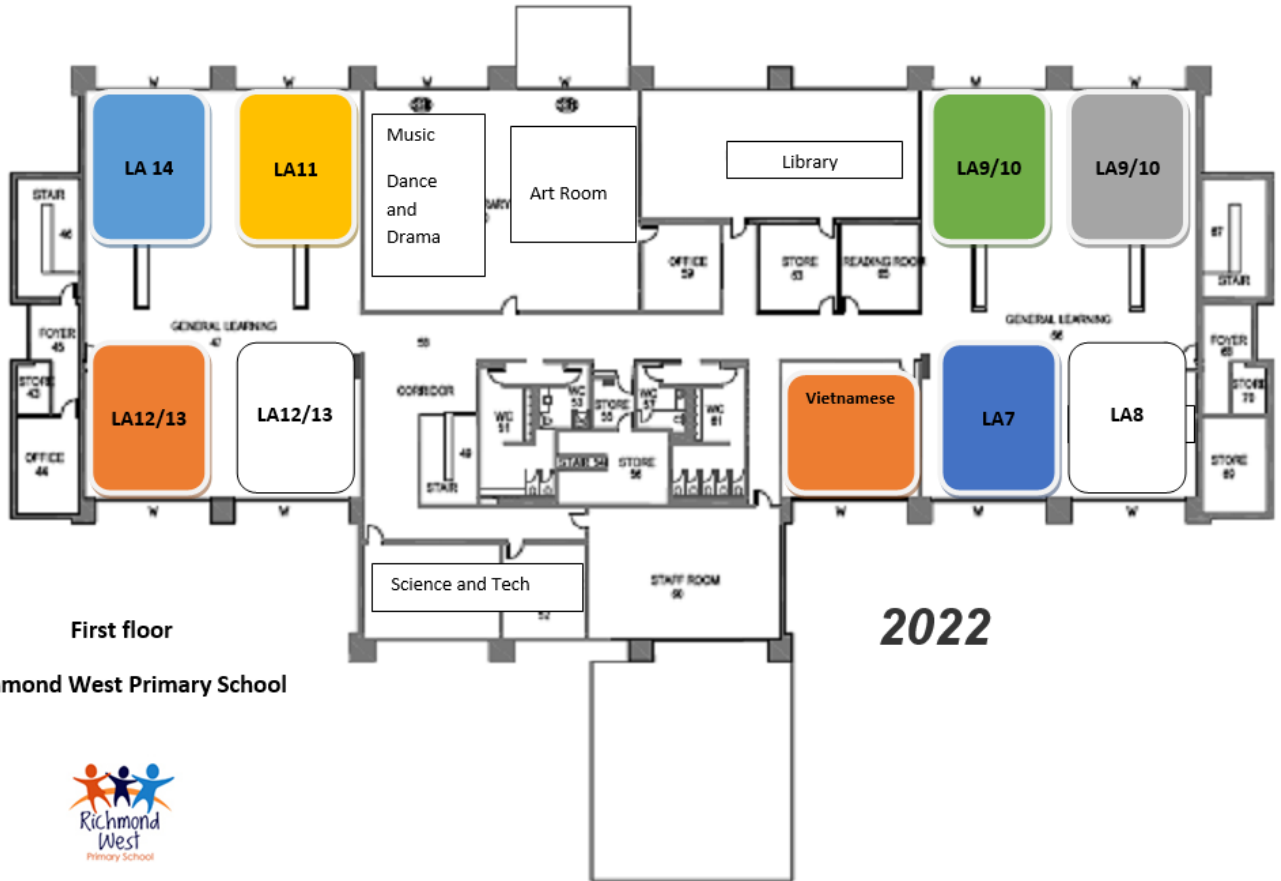


Ground floor

Richmond West Primary School



FIRST FLOOR



First floor

Richmond West Primary School



2022

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.

Attendance

Attendance Requirement

Schooling is compulsory for children and young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted.

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes across their lives. It is important that children develop habits of regular attendance at an early age.

If your child is absent, the school must be notified. The law in the State of Victoria is very clear about the requirement of children to attend school, and 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.

Attendance is marked twice daily and uploaded into DET administration. Attendance is monitored and followed up by classroom teachers. If a student is absent please call the school on +61 3 9429 2950 or enter an approved absence on Compass.

If a student is marked absent at 10am with no notification from parents, parents will be notified with an SMS.

Late arrival

If a student is late to school for any reason he/she must sign in at the Front Office.

Early leaver

If a student needs to be collected from school early, a parent/guardian/carer should enter the details on Compass and let the office staff know when the child is picked up.

Holiday Plans

If you plan to take extended holidays try, where possible, to ensure that holiday plans do not interfere with school days. Please ensure the school is notified in writing of the dates.

Beginning School

To enrol in the Foundation year at Richmond West PS, your child needs to turn five years old by 30 April. Your child must be at school in the year they turn six, which is the compulsory school-starting age.

What you can do to help your child prepare for school:

- Establish a morning routine: waking up, getting dressed, making breakfast, packing bag to arrive on time;
- Have regular conversations with your child about school and what an exciting adventure it will be;
- Encourage children to express their thoughts and feelings;
- Try your best to answer all your child's questions about what they will do, where they will go to the toilet, where and when they will eat lunch and so on;
- Practise using the six school agreements at home and the 'three step telling'; (refer p24)
- Encourage independence and responsibility: putting shoes on, looking after jumper/hat, packing up toys and being respectful to others;
- Maintain your nightly routine: dinner time, bath/bed time, story before sleep;
- Encourage independent toileting;
- Practise road safety.

As your child prepares to start school, take some time to think about how your family will adjust to the new routine. If you are a working parent, you may need to consider arrangements for before and after school care, or how you will organise school pick-up with your partner or other family members. You may need to allow more time in the mornings as you drop off one child at Kindergarten and the other at school. If your primary role has been mainly at home looking after your child, there might be a period of adjustment as your child is away from you for longer hours.

The first day

- Be confident about the first day with your child;
- Let your child dress themselves as much as possible and check that all items are clearly named;
- Pack a spare pair of underpants, socks and a change of clothes in a plastic bag. Let your child know these are in their backpack in case they have a toilet accident at school;
- Pack a big snack, lunch and a water bottle;
- Help your child to pack their school bag;
- Tie back or plait long hair;
- Apply sunscreen and provide school hat;

- Take photos!
- Stay and calm your child and make a quick exit by saying goodbye and 'see you in the afternoon';
- Be on time to pick up your child from outside the external classroom door;
- Let your classroom teacher know that you have collected your child.

Supporting your child's literacy development

- Read with your child every day and encourage independent reading;
- Look at the title, author and illustrator;
- Identify stories as having a beginning, middle and end;
- Make connections between the book and your child's experience or interest;
- Say letter names and matching sounds;
- Practise writing your child's name;
- Trace or copy shapes, letters and words;
- Encourage drawing and art and craft activities;
- Cutting skills enhance fine motor skills and help develop small muscles for writing.

Supporting your child's numeracy development

Numeracy is the **ability to apply maths concepts in all areas of life**. Numeracy skills involve understanding numbers, counting, solving number problems, measuring, sorting, noticing patterns, adding and subtracting numbers and so on. Your child's everyday experiences are full of learning opportunities that lay the foundations for numeracy.

Getting your child started

You can help your child start learning numeracy skills through everyday play and activities:

- Count fingers, toes and toys;
- Recognise numbers on objects like clocks or remote controls;
- Cut fruit into halves and quarters;
- Help set the table;
- Look at the measurements on the side of cups, bottles and jugs;
- Determine various ways to fit belongings in a bag;
- Divide food into equal shares;
- Compare things of different sizes: 'big', 'small', 'medium';
- Use words to describe where things are, such as 'over', 'under' and 'next to';
- Help with the shopping and use money to buy things.

Using numeracy and maths language

Language skills and numeracy skills go hand in hand. Talking with your child about maths concepts in your everyday activities will help them understand how and why maths is useful. For example, you can point out:

- Big and small (size);
- High and low (height);
- Heavy and light (weight);
- Fast and slow (speed);

- Close and far (distance);
- Many and few (amount);
- First, second and last (order);
- Morning, afternoon and night (time).

Bell times

Music plays before each bell to signal students to end their play 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. Skateboards 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

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.

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: alternate 3 day / 5 day camps.

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

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.

COMPASS

COMPASS is a modular, web-based school management platform that provides easy access by parents for 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 communication with the school.

COMPASS access is at <https://richmondwestps.vic.jdlf.com.au> The COMPASS App is available for download on a smart phone.

Communication

Home/School Communication includes:

- School newsletter: Published every second Friday during the school term (in English, Chinese and Vietnamese) via the school's website and COMPASS. Back copies are also available on the school website;
- Classroom newsletters via 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.

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.

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

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.

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, 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.

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
- Mathletics-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
- Mathletics-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
- Mathletics –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- he 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.

Lost Property

Lost property is located near the Uniform shop and is managed by Lim Lim. Please ensure your child's name is on his/ her belongings.

Lunch Orders

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

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.

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.

School Council and Sub-committees

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.



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

Richmond West Primary School

	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 was 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 Mondays at 9:30am, or with prior arrangement with the principal. Please call the school for details of upcoming tours.

Transition

Foundation Transition

Kindergarten to Foundation 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 orientation 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.

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 in via the Passtab kiosk, wear a visitor’s badge and are required to sign out on departure (including parent helpers, trades people, visiting specialists). 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 under taken by families. Morning tea and lunch are shared. Dates are communicated through the newsletter and Compass.