



# **LAUNCHING PLACE PRIMARY SCHOOL**



**2023 FOUNDATION  
INFORMATION BOOKLET**

# **Welcome to Launching Place Primary School**

It is with great pleasure that we welcome you to the first year of primary school. This is an exciting time to start your child at our school and these first steps are essentially important to you and your family. We trust that your family's association with the school will be both enjoyable and rewarding for all involved.

As a parent, you have been your child's first teacher and you have already helped your child learn many things. At school, children progress uniquely – some children will learn things quicker whilst other children may need some more time. In the classroom, we foster a safe and happy environment where your child will be valued and encouraged to take risks and 'have a go!'

At Launching Place Primary School, we foster a strong partnership between home and school. Parent involvement is highly valued in all levels of school. You may assist in classroom programs or by being part of a team or member of a committee. We look forward to developing a strong school community learning relationship.

This booklet explains some of the day to day workings of the school, the programs that we offer your child and ways that you can help your child at home and at school.

- The Launching Place Primary School Team

## **STATEMENT OF PURPOSE**

At Launching Place Primary School, we are committed to providing a stimulating and positive environment that prepares students to be curious and responsible lifelong learners. Our whole school community engage in relationships that are respectful and empathetic, conducting ourselves in accordance with our agreed practices.

## **SCHOOL VALUES**

**C**uriosity – We ask questions to learn

**A**chievement – We persist and try our best

**R**espect – We show care and compassion for ourselves, others and the environment

**E**mpathy – We treat others with care and compassion

**R**esponsibility – We are in control of our learning and our actions.



## **SCHOOL INFORMATION**

**Address:** 20a Carter Street, Launching Place, VIC 3139

**Telephone Number:** (03) 5964 7783

**Email:** [launching.place.ps@education.vic.gov.au](mailto:launching.place.ps@education.vic.gov.au)

**Website:** <http://www.launchps.vic.edu.au/>

**Extend Number:** 1300 366 437

**Extend Website:** [www.extend.com.au/school/launching-place-primary-school/](http://www.extend.com.au/school/launching-place-primary-school/)

**Extend Email:** [launchingplace@extend.com.au](mailto:launchingplace@extend.com.au)

## **TERM DATES**

**Term 1**                      Friday 27<sup>th</sup> January – Thursday 6<sup>th</sup> April

Note: Friday 27<sup>th</sup> January – teachers return; student free day.

Monday 30<sup>th</sup> January – students start school (Grade 1 – 6).

Thursday 2 <sup>nd</sup> February – Prep students 1 <sup>st</sup> day of school.
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**Term 2**                      Monday 24<sup>th</sup> April – Friday 23<sup>rd</sup> June

**Term 3**                      Monday 10<sup>th</sup> July – Friday 15<sup>th</sup> September

**Term 4**                      Monday 2<sup>nd</sup> October – Wednesday 20<sup>th</sup> December

\* On the last day of Term 1, 2 and 3, we have a 2:30pm finish.

\* In Term 4 (the last day of school), we have a 1:30pm finish.

## **SCHOOL HOURS**

In 2023, all Prep children will start school on Thursday 2<sup>nd</sup> February 9:00am and will be dismissed at 2:30pm for the first week. We will be using the first three days as our assessment days.

Starting week 2, Monday 6<sup>th</sup> February – Friday 10<sup>th</sup> February, Prep children will attend school all day except Wednesday 8<sup>th</sup> February as this is our 'Rest Day'. Students do not attend school unless they have an assessment time booked in with their teacher for that day.

From Tuesday 13<sup>th</sup> February 2023, Prep students will begin attending school 5 days a week, 9:00am to 3:30pm.



## **PREP ENTRY ASSESSMENT**

Individual appointments will be made with each child on the first three days of school, Monday 30<sup>th</sup>, Tuesday 31<sup>st</sup> January and Wednesday 1<sup>st</sup> February as well as Wednesday 8<sup>th</sup> February. This will allow the Prep teacher to complete the Prep Entry Assessment. This will involve completing the English Online Interview, the Maths Online Interview and an Auditory Processing assessment. The Preps are expected to be at school every day except for these three assessment days.

## **BELL TIMES**

8:50am	Classroom opened for students to get ready for the day
9:00am	Learning time begins
10:00am	Snack Attack break (fruit/vegetables)
11:00am	Recess break
11:30am	Learning time continues
1:30pm	Lunch break
2:30pm	Learning time continues
3:30pm	School finishes



It is strongly recommended that the Preps arrive at school on time. The classroom will be opened at this time and the children will be encouraged to learn responsibilities by completing the 'Morning Routine' such as putting down the chairs, unpacking their bag, handing in notes, etc.

Parents are welcome to use this time to teach their child to take responsibility for the morning process, to celebrate their child's work and build a relationship with the classroom teacher.

In the afternoon, the children can be picked up from outside the classroom unless otherwise arranged.



## **PREP CLASSROOM**

The Prep classroom allows for whole group activities, class activities and small group work. In the room the children will have access to a television, laptops and iPads for group activities and other various teaching and learning resources. Each grade will have their own time for specialist subjects.

## **CURRICULUM**

Launching Place Primary School provides a comprehensive curriculum in all areas of the Victorian Curriculum including English, Numeracy, ICT, etc. Specialist teachers provide learning in the areas of The Arts, LOTE (Japanese), P.E. and Science.

Our core subjects are Literacy and Numeracy. Literacy includes Reading & Viewing, Writing and Speaking & Listening. Numeracy consists of Number & Algebra, Measurement & Geometry and Statistics & Probability.

In our subjects, we ensure we always have a learning intention and success criteria so the children know what they are learning and how they can be successful in each lesson. We also teach through the Gradual Release Model: I Do (teacher models), We Do (teacher and class together), You Do (students work independently).



## READING

We follow the Reading Workshop model for one hour every day. This includes:

- Mini lesson – teacher explicitly teaches reading strategies from the CAFÉ Reading Menu.
- Independent reading - students choose 'good fit books' and books of interest from the classroom library to keep in their book box to read (approximately 20 minutes). Teacher completes one-on-one-reading conferences and sets reading goals with each individual student.
- Independent literacy work – students practise a range of skills across the Reading Curriculum and at their point of need. They are grouped in different ways depending on the purpose (e.g. like needs, strategy groups, reading levels).
- Reflection – talk about what the students have achieved and learnt. We will also go over the learning intention and success criteria to see if students were successful in the lesson.

We use the CAFÉ Reading Menu during the reading mini lessons to explicitly teach reading strategies. This stands for:

**C**omprehension      **A**ccuracy      **F**luency      **E**xpand Vocabulary

In Prep, we also have a strong focus on the alphabet, learning the letter names and the common sounds. We use take-home reading books and levelled books during independent reading. Each child will also have their own Magic Word Folder that contain the lists from the Magic 100, 200 and 300 word lists which are the high frequency and common words that we see reading.



We have a Writing Workshop model for one hour every day. This includes:

- Mini lesson – teacher explicitly teaches writing strategies and skills.
- Independent writing – students practise writing skills from the mini lesson and they work on their own writing pieces. The teacher completes writing conferences and sets writing goals for each individual student.
- Reflection – talk about what they have achieved, learnt and to go over the learning intention and success criteria to see if students were successful in the lesson.

During the Writing Workshop, the teacher explicitly teaches the students about VCOP (Vocabulary, Connectives, Openers and Punctuation). We also look at the 6+1 Traits of Writing. This includes: Ideas, Organisation, Word Choice, Voice, Conventions, Sentence Fluency and the + 1 is the Presentation. Students will have a Writer's Notebook where they can write about the things that they love. Throughout the year, students will be also be immersed in learning about different genres of writing such as narratives, recounts, poetry, letter writing and information reports.

In writing sessions, children will learn how to write by recording the sounds that they can hear in the beginning, middle and end of a word. They will learn that a sentence has a capital letter at the start, finger spaces between the words, and will end in some sort of ending punctuation. Students can locate the Magic Words on the charts and copy them and then also learn how to spell them automatically. They will also learn the correct formation of each letter of the alphabet, learning how to write those letters on the lines and then towards the end of the year, learning how to place them on dotted third lines. In Prep, there will also be a focus on developing fine motor skills.



## MATHEMATICS

At Launching Place Primary School, we love learning about Maths in different ways. In the classroom, we have a maths lesson each day for about 60 minutes and during that time we cover the three areas of the curriculum: Number & Algebra, Measurement & Geometry and Statistics & Probability.

We follow our instructional model. This includes:

- Warm up: Play maths-based games to activate and stimulate students maths brain so they are ready for learning.
- Explicit teaching: Teacher models maths concepts and skills from the Victorian Curriculum.
- Work time: Students have guided practise at the skill taught during the mini lesson while the teacher will work with different groups at different levels.
- Check in: Check, share and reset to make sure all students are on the right track, that the learning is happening and to share any 'uh-huh' moments.
- Work time continues: Students continue their work and teachers continue to scaffold and assist students who need help and to assess where students are at in their learning.

In Prep, we teach Maths through real life experiences and with a hands-on approach. We ensure our tasks are open ended and cater for all abilities. We incorporate the use of technology through the use iPads to complete different maths games. Students enjoy regular number talks where we get to build on our number knowledge, completing BlitzMaster sheets and also working together to problem solve. We use Essential Assessment and our regular check ins to set maths goals with each child.



## **SPECIALIST SUBJECTS**

In addition to the core learning areas, students in Prep will also undertake the following specialist classes:

### **THE ARTS**

All students visit The Arts room once a week for 2 hours. In that time, we mix all the different types of art for example, we mix the Performing Arts with the Visual Arts. Performing Arts involves singing, dancing and drama. Visual Arts includes craft, construction, painting, drawing and designing. Media Art is where we use the iPads or technology to add to the performing arts/visual arts.



### **JAPANESE**

Every student visits our Japanese room once a week for 45 minutes to learn the language and culture of Japan. During this time, students are involved in a variety of learning such as singing songs, language games, role playing, learning the Hiranaga alphabet (Japanese alphabet), origami folding and much more.



### **PHYSICAL EDUCATION (P.E.)**

Every grade has a session of Physical Education once a week for 45 minutes. During P.E., students will have a range of opportunities to participate in different sports and to develop lifelong skills which can be used to participate in group sports and community events.



## Science

Our school is well resourced with Science equipment. Each class will participate in a science program that is focussed on exploration and discovery. Next year we are fortunate enough to have a Science Specialist to provide hands on experiences that invites children to challenge their knowledge base and extend their understanding of the world around them. The best way to learn is when children are having fun and discovering new things that are part of our every day lives.

## PMP

Prep to Grade 2 students also participate in the Perceptual Motor Program (PMP). This is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.



## ICT

We are proudly an E-Smart school receiving our accreditation through the Alannah and Madeline Foundation. We are committed to the use of ICT as a tool in your child's education. We have classroom sets of laptops and several iPads that can be used in our Literacy and Numeracy programs, as well as ICT lessons where there is a focus on learning how to use different programs including the internet. Students are required to sign the Internet User's Agreement each year, in conjunction with their parents/guardians which outlines the responsibilities and obligations of students when accessing the internet.

## **BUDDY PROGRAM**

Each Prep child has a Grade 5 student as their buddy. Our Buddy Program is linked to the Alannah and Madeline program 'Better Buddies'. Throughout the year, we will work together on cooperative programs and complete a range of learning tasks. The Grade 5 Buddy is a special friend and will be available to the Preps at recess and lunchtime if needed. They are able to spend time in the playground to assist the Preps becoming more familiar and confident within their new school environment.



## **CARER GROUPS**

CARER Groups are scheduled regularly throughout the year to engage in fun activities that help build their understanding of each other as individual members of the one school community. These groups are formed of multi-age children, ES staff and a teacher, including our Principal. The aim is to enable children to form a connection with other children across the school who are not in their class. There will be a strong focus of our 5 values – Curiosity, Achievement, Respect, Empathy and Responsibility (CARER) as well as our whole school behaviour expectations, which can be found on our Behaviour Expectations Matrix.

## **CHAPLAINCY**

We believe that wellbeing and connection are important for everyone in our school community. Chezelle plays an integral role in helping to meet the needs of our community. The Chaplaincy program exists to provide pastoral care across the whole school community, in an inclusive, secular manner. Chezelle is available to support students, families, and staff, to help with issues such as friendship, family conflict, anger, anxiety and self-esteem. The Chaplaincy program is well-appreciated by our school community.



## **SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT**

The goal of School Wide Positive Behaviours Support (SWPBS) at Launching Place Primary School is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

More information about our SWPBS can be found in our School Wide Positive Behaviours Support booklet.

## **SCHOOL EXPECTATIONS**

A clear set of behaviour expectations have been developed around our key school expectations:

Be A Learner

Be Respectful

Be Safe



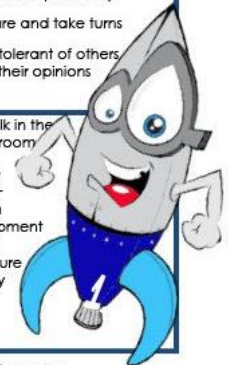
## **BEHAVIOUR EXPECTATION MATRIX**

The Behaviour Expectation Matrix translates Launching Place Primary Schools three key expectations into expected behaviours - Be A Learner, Be Respectful and Be Safe. The matrix clarifies what our behaviours should look, sound and feel like. Our expected behaviours are explicitly taught in every classroom and consistently reinforced throughout the school. Our matrices are displayed and positioned in many locations around the school and are referred to and discussed regularly with all students.





	Everywhere	Classroom	The Arts	Phys Ed	Japanese
Be a Learner	<ul style="list-style-type: none"> <li>✓Follow instructions</li> <li>✓Show pride in all you do</li> <li>✓Be an active participant</li> <li>✓Be a team player</li> </ul>	<ul style="list-style-type: none"> <li>✓Be on time for class</li> <li>✓Come prepared</li> <li>✓Be responsible for your learning</li> <li>✓Learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>✓Be an active participant</li> <li>✓Be responsible for your learning</li> </ul>	<ul style="list-style-type: none"> <li>✓Know and follow the PE rules</li> <li>✓Be an active participant</li> <li>✓Be a good sport</li> <li>✓Be responsible for your learning</li> </ul>	<ul style="list-style-type: none"> <li>✓Know and follow the Japanese rules</li> <li>✓Be an active participant</li> <li>✓Be responsible for your learning</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>✓Follow instructions the first time</li> <li>✓Listen attentively</li> <li>✓Speak politely to everyone</li> <li>✓Be honest</li> <li>✓Care for the school environment</li> <li>✓Move quietly around the buildings during class time</li> <li>✓Be tolerant of others and their opinions</li> <li>✓Hats off inside</li> <li>✓Be respectful of all cultures and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓Respect the right of others to learn</li> <li>✓Respect the right of teachers to teach</li> <li>✓Share and take turns</li> <li>✓Be considerate of others</li> <li>✓Care for your classroom environment and others belongings</li> </ul>	<ul style="list-style-type: none"> <li>✓Respect the right of others to learn</li> <li>✓Respect the right of teachers to teach</li> <li>✓Use equipment with care</li> <li>✓Share equipment</li> <li>✓Help each other</li> <li>✓Work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>✓Respect the right of others to learn</li> <li>✓Respect the right of teachers to teach</li> <li>✓Play fair</li> <li>✓Follow all instructions</li> <li>✓Help each other</li> <li>✓Work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>✓Respect the right of others to learn</li> <li>✓Respect the right of teachers to teach</li> <li>✓Show respect for the Japanese culture</li> <li>✓Help each other</li> <li>✓Work cooperatively</li> <li>✓Share and take turns</li> <li>✓Be tolerant of others and their opinions</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>✓Follow the school rules</li> <li>✓Follow instructions the first time</li> <li>✓Be in the right place at the right time</li> <li>✓Keep your hands and feet to yourself</li> <li>✓Move sensibly and safely</li> <li>✓Use the "STOP" strategy first if there is a problem</li> <li>✓Report unsolved problems to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓Walk in the classroom</li> <li>✓Use classroom equipment and furniture safely</li> </ul>	<ul style="list-style-type: none"> <li>✓Use equipment safely</li> <li>✓Create sensibly and safely</li> <li>✓Walk calmly and quietly in the room</li> </ul>	<ul style="list-style-type: none"> <li>✓Play by the game rules</li> <li>✓Play sensibly and safely</li> </ul>	<ul style="list-style-type: none"> <li>✓Walk in the classroom</li> <li>✓Use classroom equipment and furniture safely</li> </ul>



We would like to acknowledge the traditional owners of our land, the Wurundjeri people of the Kulin Nation. We pay our respects to their Elders past, present and emerging.



	Yard	Yard Games	Toilets	Assembly	Office
Be a Learner	<ul style="list-style-type: none"> <li>✓Be the boss of your own behaviour</li> <li>✓Learn to share and take turns</li> <li>✓Care for others</li> </ul>	<ul style="list-style-type: none"> <li>✓Learn and follow the rules</li> <li>✓Be the boss of your own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>✓Know how to use the bathroom appropriately</li> <li>✓Go to the toilet during recess and lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>✓Participate with pride</li> <li>✓Listen, watch and learn</li> </ul>	<ul style="list-style-type: none"> <li>✓Say messages clearly and accurately</li> <li>✓Ask to speak to a particular person</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>✓Only eat in the courtyard</li> <li>✓Keep the yard free of rubbish</li> <li>✓Care for Wurundjeri Country by taking your rubbish home with you.</li> <li>✓Play fair</li> <li>✓Be inclusive – everyone can join in</li> <li>✓Use the paths</li> </ul>	<ul style="list-style-type: none"> <li>✓Follow the teacher's instructions the first time</li> <li>✓Play fair</li> <li>✓Be a good winner and a good loser</li> <li>✓Have clear rules</li> <li>✓Be kind and inclusive</li> <li>✓Be inclusive – everyone can join in</li> <li>✓Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>✓Keep the bathroom clean</li> <li>✓Flush the toilet</li> <li>✓Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>✓Look at and listen to each presenter</li> <li>✓Celebrate the efforts of others appropriately</li> <li>✓Be attentive</li> <li>✓Listen to the Acknowledgement of Country with respect</li> <li>✓Be respectful during the National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>✓Enter quietly</li> <li>✓Go to the office window</li> <li>✓Wait your turn</li> <li>✓Use your manners and be polite</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>✓Follow the teacher's instructions the first time</li> <li>✓If there is a problem, use the "STOP" strategy first</li> <li>✓Report unsolved problems to the teachers</li> <li>✓Walk under covered areas</li> <li>✓Walk your bikes, scooters, skateboards etc. through the yard</li> </ul>	<ul style="list-style-type: none"> <li>✓Follow the teacher's instructions the first time</li> <li>✓Play by the game rules</li> <li>✓Play sensibly and safely</li> <li>✓Use the "STOP" strategy first if there is a problem</li> <li>✓Use equipment for its purpose</li> <li>✓Wear a hat (when required)</li> <li>✓Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>✓Wash your hands</li> <li>✓During class time, go to the toilets with a partner</li> <li>✓Use toilets safely and for their intended purpose</li> <li>✓Report any issues/concerns</li> </ul>	<ul style="list-style-type: none"> <li>✓Enter and leave assembly area quietly and safely</li> <li>✓Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>✓Use the quickest and safest way to the office</li> <li>✓Walk in the office building</li> </ul>



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## **BULLYING PREVENTION**

What is bullying?

It's more than just a fight or disliking someone. It's being mean to someone over and over again. Bullying is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological harm. Bullying behaviours can be verbal, physical or social.

Launching Place Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

## **STOP STRATEGY**

We use the Stop Strategy to solve the little problems or incidents at school as it encourages students to be assertive and to have a voice in a situation that they feel uncomfortable. We teach the children to:

Put up your hand, palm out and say, " Stop, I don't like that!"

If the person does not stop, then tell a teacher.



**Use the  
'STOP STRATEGY'  
But - If that  
doesn't work...  
*Tell a Teacher***



We encourage and rely on children telling someone about an issue or incident as soon as possible but often they don't and may tell someone at home instead. If your child does, ask them:

- What did you do to make it better?
- Congratulate them if they have used the Stop Strategy and/or getting support from a teacher to improve the situation.
- If they have not tried to make things better, bring them up to school so they can tell their story to their teacher.
- It is important to support them but not talk for them. We want them to find their voice.
- Remind them to be assertive because they are the boss of themselves. If they don't like what is happening, support them to tell the person who is causing the problem to "stop".

## **PLAYGROUND**

There is a playground area designated for the Prep – 2 children and only these children are allowed to play in this playground at recess and lunchtimes. During first term, our Grade 5 Buddies are allowed to accompany their Prep Buddy.

At recess and lunchtime, this area is supervised by a teacher who is on yard duty. Two teachers are on yard duty at all times; one in Area 1 and one in Area 2, and are available to the children when needed. These teachers are easily visible as they are wearing hi-vis vests and actively supervise at all times. Any incidents that may occur are recorded and sent to all staff every day.



## **RECESS AND LUNCH BREAKS**

All grades have 'Snack Attack' at 10:00am where children are encouraged to eat fresh fruit and vegetables. They will eat their recess snack in the classroom at 10:50am before going out to play at recess between 11:00am-11:30am. Lunch eating time will be supervised outside at 1:30pm, followed by play time until 2:30pm.

## **NUDE FOOD**

We also encourage all students to reduce the amount of wrapping brought to school. This assists with curtailing the litter problem and helps our general environment. We encourage all students to bring any items for recess and/or lunch in a reusable, plastic container. No rubbish will be taken outside and rubbish will be brought home in their lunch box. Any food scrap items will be placed in the compost bin for our chickens and worm farm.

Please also provide a drink bottle filled only with water.

## **LUNCH ORDERS**

Students have the opportunity to purchase lunch from our canteen on Thursdays. Our canteen is operated through Upper Yarra Secondary School. Orders are to be placed by 9am Thursday morning into the classroom lunch order basket. The purchased lunches are delivered to school at 1:30pm and distributed to the classrooms.

You can place an order by writing your child's name, grade, followed by the lunch order on a brown paper bag and enclose the money inside. On these days, children will still need to bring snack attack and recess food. Please consider the amount of food being ordered through the lunch order as children will receive all this food at one time.



## **UNIFORM**

All students must be in full school uniform each day. On the day that your child has Physical Education (P.E.), they are encouraged to wear runners. Please clearly label all of your child's uniform with their name. Our uniform shop is operated by the school as a service to parents. For uniform orders or enquiries please see the school office.

As part of our Sun Smart policy, school hats (wide brimmed or legionnaire) are compulsory from September until the end of April.



## **COMMUNICATION**

Open communication between home and school is extremely important. Remember to check the communication folder each night for notices. The communication folder is a blue folder where children keep their Take Home Reading Book, Reading Log Book, Magic Word folder and any notices that are sent home. Any documentation that you need to return to school should be placed in your child's communication folder.

## **NEWSLETTER**

We have a fortnightly newsletter which is full of information regarding school activities and community news.



## **SCHOOL WEBSITE**

We have a Launching Place Primary School website <http://www.launchps.vic.edu.au/> where you can find lots of information about the school.



# COMPASS



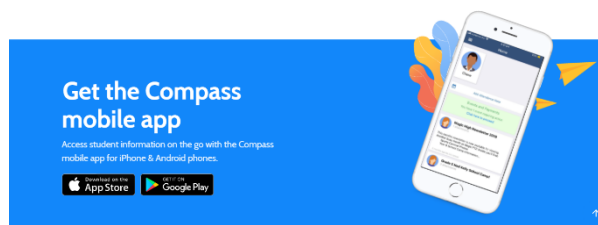
We have a number of methods of communication to facilitate the partnership between school and home. These include: email, phone calls, messages on the school Facebook and website as well as written messages from school administration and teachers. In addition to these methods of communication, we use the **Compass School Manager** as our **parent portal**.

**Compass** is a web-based system that is accessible on any modern web browser (Internet Explorer, Firefox, Chrome, Safari) or by using the Compass iOS or Android apps. Search for 'Compass School Manager' in the App Store or on Google Play. Every parent will receive a separate login to Compass which will be provided to you by our school.

Using Compass allows you to access up-to-date and meaningful information about our school and your child's progress. Compass includes many different features including the ability to:

- Monitor your child's attendance, and enter an explanation for absence or lateness
- Communicate with your child's teachers, and update your family contact details
- Download and view your child's semester reports
- Book parent-teacher interviews
- Pay and provide consent for events and school fees
- Communicate with the school administration team – Principal, Office and Business Manager

Another part of our Compass implementation is the Compass Kiosk in the front office. The touch screen device is used by all visitors to sign in and out, as well as parents to register late arrivals or early departures of students.



## **PARENT HELPERS**

Involvement by parents and carers helps children to achieve the best possible learning outcomes. You can participate in school life, both formally and informally, through school council, parent clubs, in the classroom and on sports days, etc. All parent helpers must obtain a 'Working with Children Check'. Application forms are available online and checks are free of charge for volunteers.

## **EXCURSIONS AND INCURSIONS**

School provides opportunities for your child to participate in excursions and incursions. No child is taken on an excursion unless parental consent has been acquired. Permission needs to be given and payment (if applicable) for the excursion needs to be made before your child will be allowed to participate.



This is yet another ideal way that parental assistance can be given. If at any time you have problem paying for an excursion, please discuss this with the office and alternate arrangements may be made.

## **ASSEMBLY**

Every second Friday morning, a Whole School Assembly will be held at 9:00am. Each assembly will commence with our National Anthem and will be followed by announcements, awards and special performances. Parents are encouraged to attend and make this a regular visit to the school.



## **OUT OF HOURS SCHOOL CARE PROGRAM**

The Extend Before and After School Care Program runs at the school from 7:00am to 8:45am and from 3:30pm to 6:00pm Monday to Friday. A detailed handbook is available outlining this program upon the request from Extend. For enrolments and enquiries contact the School Office or Extend on 1300 366 437.



## **STUDENT ABSENCE**

School attendance allows for consistency in learning and social relationships. Parents send their child to school unless they are unwell. If your child is ill, even if symptoms are mild, they should stay home. Students can return once they have recovered. Please contact the school if you have any concerns.

The Victorian Department of Education and Early Childhood Development states that:

- Children are not permitted to be absent from school without a reasonable excuse.
- Parents are required to notify the school office if their child is absent or record the absence on Compass.
- When your child is absent from school a note is required explaining the absence.
- A record of the absence and the note are required to be kept.
- Contact with home should be made if there is an absence of three days and the school has not been notified.



**Attendance  
Matters**

Every student. Every day.

## **ASTHMA**

If your child has asthma and is on special medication, please make sure you send a spare inhaler, labelled with your child's name, to be kept by the class teacher to be used as required. If your child suffers asthma to any degree and needs regular treatment, let the school office know. Please make sure you put this vital information on the student information form and an Asthma Management Plan will need to be filled in and returned to school.

## **ANAPHYLAXIS/ALLERGIES**

If your child is allergic to anything, it is vital that we are aware of it. If your child can have an anaphylactic reaction to something, you need to get your doctor to complete an 'anaphylaxis management plan' and return it to school with an Epi Pen clearly marked with your child's name. These will be kept in the main office.

## **MEDICATION**

If your child is unwell, it is best to keep them at home. However, situations do arise where a child requires medication at school. These medications need to be administered through the school office. Children are not to give themselves medication. For medications to be administered at school, we require a signed note from the parent or guardian, and the medication must be in its original packaging. The note must include the date, name of the child, name of medication, dosage to be given, and times to be administered. This assists us with ensuring the best care for your child.



## **SUPPORTING INDEPENDENCE**

Your child should be encouraged to master these tasks without your assistance. It is the beginning of their independence.

- Recognise and write their name.
- Putting on and doing up their socks and shoes.
- Eating and drinking without help e.g. opening lunchboxes, wrapping/unwrapping lunches and using a drink bottle.
- Playing with others e.g. taking turns, sharing, cooperating and using equipment safely.
- Caring for and putting away play things.
- Using a handkerchief or tissue properly.
- Going to the toilet independently, rearranging clothing and washing hands after use.
- Packing their own bag.
- Carrying their own bag.
- Caring for and identifying their own belongings.
- Having a special drawer that is for your child's school clothes to assist them to get ready in the morning.
- Listen carefully and speak politely.
- Have good eating habits.
- Follow simple directions and act on given instructions promptly.
- Use tools independently e.g. pencils, crayons, scissors, glue.

## **EARLY LITERACY AND NUMERACY SKILLS**

- Pre-reading and numeracy skills can be developed through talking to and playing with your child.
- Simple daily activities such as looking at shapes and counting while setting the table are invaluable.
- Remember to regularly read and share story times with your child, together with singing nursery rhymes and action songs. Enjoy this special time with your child in the knowledge that you are not just sharing quality time with them, but together you are setting them up for the best start you can with regard to early literacy skill acquisition.



## **IMPORTANT POINTS TO REMEMBER**

- Check school bags and communication folders daily for notes.
- Please label all clothing, lunch boxes and drink bottles. Perhaps have a distinguishing label or hanging toy on your child's school bag.
- Prep children share their grey lead pencils, textas and coloured pencils, scissors and glue so please do not label these items.
- Every child will need a library bag and an art smock.
- Starting school is usually a tiring experience, even for the most energetic child. We would suggest not arranging too many extra-curricular activities for your child especially in the first term of school.
- Talking to your child about using the 'Stop Strategy' (please refer to the section on the 'Stop Strategy' on page 15).
- Encourage your child to understand that teachers are at school to help!



## **SOME POINTS TO PONDER**

1. If we work together for the good of the children and model positive behaviour, we can influence our children and they can learn to work with and respect others.
2. For some parents and children, going to school can be a little distressing. After all, this is the longest period of time both child and adult have been apart. This can be a negative or positive experience. Talking with the teacher can help. A big step into a wider world is taken when your child says they no longer need you to linger at the door or asks you not to walk with them from the gate. A useful technique is to say goodbye and always say that you will be seeing them later on or tell them who is picking them up. Be positive, smile and give them a hug.
3. Regular attendance at school helps in developing good habits such as learning about punctuality for the future. We would encourage you to bring your child to school unless you are certain they are ill. If your child is anxious or is worried about something, please speak to the teacher and see if the problem can be sorted out. If the teacher does not know about a concern/ problem, it cannot be dealt with quickly. A brief note to explain an absence is a legal requirement, as teachers have to record absences in the daily attendance roll.
4. If you have concerns about any aspect of your child's journey through the Prep year, please make a time to speak to the teacher. If it is a concern that appears not to be improving, please come and speak to the Principal.
5. Make the most of your affiliation with Launching Place Primary School and enjoy your time here. Become involved whenever possible and your child/children will reap the rewards.

- The Launching Place Primary School Team



**CURIOSITY**  
**ACHIEVEMENT**  
**RESPECT**  
**EMPATHY**  
**RESPONSIBILITY**

