

A photograph of a woman with long blonde hair, wearing glasses and a grey scarf, reading a book to a young girl with blonde hair wearing a red hoodie. The woman is pointing at the book. The background is a plain, light-colored wall.

Information Handbook

St Kilda Primary School

2023

**SCHOOL CONTACT
INFORMATION**

Ph: 9534 3993

website: www.stkildaps.vic.edu.au

email: st.kilda.ps@education.vic.gov.au

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WELCOME FROM THE PRINCIPAL AND SCHOOL COUNCIL PRESIDENT

The SKPS community would like to acknowledge the traditional custodians of the land our school is on, the Yalukit-Willam Clan of the Koorie Nation, where we meet, learn and play. We pay our respects to their elders past and present. This land always was and always will be Aboriginal Land.

We warmly welcome you to St Kilda Primary School. We truly believe that St Kilda Primary is a magnificent school full of wonderful, enthusiastic, caring people. At our school every child is valued as a special person with extraordinary abilities. St Kilda Primary School embraces diversity and reflects the multi-cultural, artistic and varying socio economic nature of its local community.

Students are provided with a safe, supportive and nurturing environment enabling them to reach their full potential in becoming life-long learners. Teaching and learning programs reflect the holistic needs of students, recognising and catering for different learning styles and celebrating student achievement.

Staff at St Kilda Primary School are committed to developing strong relationships with our students and play an active role in assisting them to be responsible and active members of their community. We believe that this is best achieved through strong partnerships between home, school and links with the wider community.

St Kilda Primary School reflects the cultural diversity of our local and, indeed, our Australian community. Through classroom programs, children learn to develop an appreciation of different cultures and deepen their understanding of, and respect for, differences through their friendships with other children.

We teach our children about our environment, Australia and its past, inclusive of our First Nations people. Children learn about the importance of behaviours that demonstrate acceptance, respect and understanding of all people who inhabit our land and our planet.

Our school's values: Creativity, Love of Learning, Friendliness, Resilience, Teamwork and Respect, underpin the behaviours that are positively promoted and explicitly taught at St Kilda Primary School. These values are even more relevant today as we prepare our children for their future. Empathy, problem solving, grit and open mindsets are all supported by the work we do at school every day. We hope that these values are shared in the children's family lives too.

We hope that you will take an active role in the school. You will find that involvement is rewarding to you personally, as well as of great benefit to your child and the whole school. Welcome to our wonderful school!

*Sue Higgins
Principal*

*Peta Wetzels
School Council President*

SCHOOL CONTACTS



PEOPLE

Principal:	Sue Higgins
Acting Assistant Principal:	Chris Borcek
Business Manager:	Anabel Herr
Office Manager:	Al Davine
Office Administrator:	Billie Cusak
School Nurse:	Kate Rees

CONTACT INFORMATION

ADDRESS

2B Brighton Road
St Kilda
3182

PHONE

9534 3993

EMAIL ADDRESS

st.kilda.ps@education.vic.gov.au

SCHOOL WEBSITE

www.stkildaps.vic.edu.au



PHONE

0438 994 674

To register your child

<https://theircare.com.au>

**PLEASE NOTE
THAT THE YARD IS
ONLY
SUPERVISED 8.45
- 3.45 EACH DAY**

SCHOOL HOURS

Music plays for line up:	8.55am
Classes begin:	9.00am
Morning snack/recess:	10.40 - 11.10am
Lunch eating time	12.50 - 1.00pm
Lunch playtime	1.00 - 1.50pm
School finishes:	3.30pm

2023 DATES

Curriculum Days (student free)	Fri 27th Jan, Mon 30th Jan
Term begins for students:	Tues 31st Jan
Curriculum day:	Mon 27th Feb
Preps start fulltime:	Week beginning Mon 6th Mar
Labour Day Holiday:	Mon 13th Mar
Term ends:	Thurs 6th Apr 2.30pm

TERM 1

TERM 2

Professional Practice Day	Mon 24th Apr
ANZAC Day:	Tues 25th Apr
Term begins:	Wed 26th Apr
King's birthday:	Mon 12th June
Term ends:	Fri 23rd June, 2.30pm

Term begins:	Mon 10th July
Term ends:	Fri 15th Sep 2.30pm

TERM 3

TERM 4

Term begins:	Mon 2nd Oct
Professional Practice Day:	Mon 6th Nov
Melbourne Cup Holiday:	Tues 7th Nov
Curriculum Day (student free)	Wed 8th Nov
Term ends:	Wed 20th Dec 2.30pm

SCHOOL MAP



WHAT IS IMPORTANT TO US



Our vision for learning at SKPS

Our school vision is encapsulated in the words 'Live for today, learn for tomorrow, be the future.' Our goal is to create capable, empathetic global citizens who can feel empowered to take action and make a difference to their world. The character of a person is central to this vision and we not only focus on this at the beginning of each year within our Quality Beginning Program but we also ensure that it is embedded into our daily lives here at school.

Our learning and teaching programs reflect the holistic needs of students, recognising and catering for their individual needs and celebrating success.

We believe that our children need to be engaged in the learning at all levels, emotional, cognitive and behavioural, so that they can feel a strong sense of connectedness to their school, their peers and their learning.

Please take the time to familiarise yourself with all the information on our school website which tells you more about our Educational Philosophy and much more.

Our values

Our school's values are:

Respect
Friendliness
Creativity
Teamwork
Resilience
Love of Learning

We believe these values will support and guide our community.

Respect for each other is a core value here at St Kilda Primary School and we ensure that all our community know that we each have a role to play.

Our goal is to live and breathe both our values and our vision so that our school can be a safe, inclusive and nurturing environment for every member of our community.

Our school has a Code of Conduct and Statement of Commitment to Child Safety that guides all our interactions with children and adults as part of our Child Safe Strategy.

In our Student Wellbeing and Engagement Policy, there are clear expectations articulated in the Rights and Responsibilities section based on our school values.



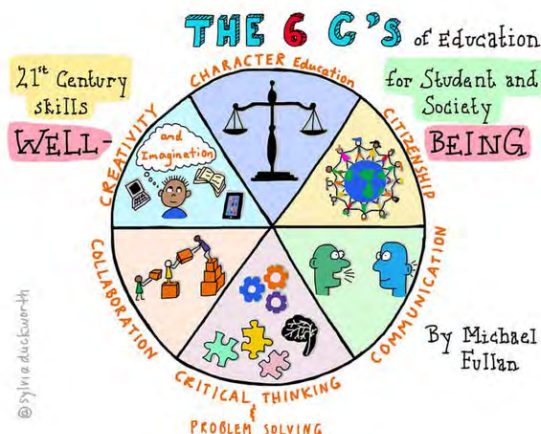
WHAT IS IMPORTANT TO US

➔ Child Safe Standards

Our school is committed to the safety and wellbeing of all children and young people.

In response to the Victorian Government's legislation the School Wellbeing Team, Leadership Team, Staff and School Council have completed the annual review of all strategies to ensure we create an effective Child Safe environment.

For more information please go to the school's website.



➔ Democratic Principles

St Kilda Primary School supports and promotes the principles and practice of Australian Democracy:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

➔ What drives our work

Three core principles drive our work at SKPS:

- A positive climate for learning
- Excellence in teaching and learning
- Community engagement in learning

All our staff have high expectations of our children, both academic and behavioural. We work to build strong relationships and promote inclusion and collaboration.

We place the children at the centre of the learning and consider how we can promote their voice and agency when planning the learning. We focus on creating learning that is driven by their curiosity and encourage them to be critical thinkers, problem designers and solvers.

Our goal is to support our children to develop the skills to be active global citizens and understand how they can enact change in their world.

We foster the dispositions of:

- Character
- Citizenship
- Communication
- Critical thinking and problem solving
- Collaboration
- Creativity



WHAT IS IMPORTANT TO US

→ Why these dispositions?

These 6 dispositions, as mentioned on the previous page, are key to supporting our children to become the empowered citizens of the future. At SKPS we aim to provide the conditions for student voice and agency to flourish.

When children feel they have a voice they are 3 times more likely to experience self-worth (feel good about myself), 5 times more likely to be engaged (you know me) and 7 times more likely to have a sense of purpose (I know my place in the world). (Ref: Prof Russ Quaglia)

Student voice and agency has 3 components:

1. Sharing thoughts, ideas and opinions that are genuine in an environment underpinned by trust and respect. (It does not mean they always get their own way! They have to be ready to be challenged as well!)
2. Providing realistic suggestions to perceived problems and challenges and having expectations that the solution will be for the good of the whole.
3. Accepting responsibility for not only what they say but what needs to be done. This can be described as part of student agency.

The 6 dispositions support each of these components in the following ways:

→ Character

Armed with the essential character traits of grit, tenacity, perseverance and resilience along with a growth mindset towards learning, our children have the skills to be able to explore the world. This disposition allows our children to be able to take on feedback and reflect on their thinking as well as to understand that even though they may think they have the answer to a problem, it may not work out quite as they planned!



→ Citizenship

For our children to understand their world and to suggest realistic solutions to problems and challenges, they need to have a global perspective. For our children, it begins at school and home: what can they see that they would like to change or make better for their community?

As they move through the school they begin to be more aware of their community and issues such as homelessness and the local environment.

Once they reach Year 5 and 6 they begin to think like global citizens, considering global issues. This is based on a deepening understanding of diverse values and world views, with a genuine interest and ability to solve these ambiguous and complex real-world problems that impact human and environmental sustainability.

→ Communication

In a world dominated by media and constant opportunities to engage in the world through the internet, our children need to be able to communicate effectively and respectfully in multiple ways. Speaking, drawing and writing are the most basic skills we need to teach our children so that they can share their thoughts, ideas and opinions with a range of different audiences.

In this ever changing world, they also need to be able to use technology and the platforms for communication that are available. This is why we work with you, to focus on teaching our children how to use technology and supporting our children to understand how to communicate thoughtfully and respectfully and the impact of their words and images on others.

→ Critical thinking and problem solving

In the future, our children must be able to evaluate the constant stream of information that they see and hear around them to form valid opinions about the world they live in.

We aim to teach them how to evaluate information, make connections and identify patterns and then construct meaningful knowledge. It is vital that they do this in a respectful and trusting environment where they can challenge and be challenged.

WHAT IS IMPORTANT TO US



→ Collaboration

It is important for our children to understand the power of working in a team.

Our children know to express their own viewpoints courageously, clearly and respectfully; how to listen; value others' ideas; challenge respectfully and be able to take action in response to what needs to be done!

Our children have the opportunity to do this every day in their classroom during SMILe (Self Motivated Independent Learning), Reading, Writing, Maths, Sport, Performing Arts, Japanese and as they work on Inquiry Projects.

Our Student Representative Council and the Seito Kai (Year 6 Student Leadership Team) also provide more formal ways for our children to work collaboratively on their perceived problems and challenges.

→ Creativity

Rather than seeing creativity only in the artistic sense, we see creativity as the ability to identify opportunities to create economic and social value.

Projects that impact the whole school include our School Fete (held every 2 years) which is a real life opportunity for all the children to see how they can create something that will have an economic impact on our school. The Kindness Project in Year 4, highlights the importance of empathy and understanding for others.

Our children are passionate about making a difference to their world. We work with them and our whole community to learn how to take action, ensuring all voices are valued and respected.

→ Learning partnerships

It is well known that children learn best when there is a close link between school and home.

There are many opportunities to be involved in the life of SKPS, such as volunteering in the classroom, on excursions and camps, being part of a committee, coming to working bees and so much more!

We also know that our families want to be able to support their child at home with their learning and over the past few years we have explored ways we can help.

We run a number of face to face information sessions and workshops for our parents and carers which include:

- Readiness for School Information Session
- Prep Parent Transition Program
- Prep Curriculum Information Night
- Parents as Classroom Helpers
- Parents as Tutors (focusing on Literacy and Numeracy with sessions aimed at Prep -2 and Year 3-6)
- Bring Your Own Device Program (for parents of children in Year 4)
- Cybersafety Parent Sessions

Our parents have told us that they want to know what is happening in the classroom and how they can support their child with the specific learning that is happening each day.

In response, we have created digital portfolios for each child on the Seesaw platform. Within this portfolio you will be able to see what the general learning goals are for the year level in Reading, Writing, Maths and all the Specialist Subjects (Visual Art, Performing Arts, PE and LOTE/Japanese).

In addition, your child's teacher will add posts which will highlight the individual learning journey for your child in these areas. These will be an opportunity for you to talk to your child about what they are currently learning, how they are learning, what skills and knowledge they are focusing on and help them achieve their learning goals.

Please call in and see your child's teacher at any time to have a chat about a post and what you can do to support your child along their learning journey.

SCHOOL PROCESSES

➔ Enrolling at SKPS

We recommend that you begin with booking into a School Tour with our Principal, Sue Higgins, and some of our Seito Kai (our Year 6 Leadership Team) via our website. This will give you a chance to find out more about our lovely school and ask those burning questions.

If SKPS is the school for you, and you live in our school zone, please download the Enrolment and Consent Form Packs from our website. Whilst you may return these documents by email, the hard copy of the signed documents must be received by our Office in order to finalise enrolment.

In addition, it is also necessary to attend our Office with the original birth certificate as the original must be sighted before being copied.

Please also provide: Immunisation Certificate, Proof of address, e.g. Current Lease, Rates Notice or Utility Bill and Current Visa (If applicable)

If you are currently overseas, please email the school and we will be happy to help.

Our wonderful Office Team, Al and Billie, will be most happy to assist you with the above and any queries you have.

➔ Financial contributions

In Victorian State Schools, educational instruction is free. To support the continued running of our programs and the resourcing of the school, we do ask parents to consider making voluntary financial contributions. Please see the school website for more details.

Details of Year Level Book Packs, which may be purchased, can be found on the school website.

Our Library and Building Funds (which are tax deductible) are used to ensure we create the best learning environment that will meet the future needs of our children.

By contributing to our Masterplan Fund, you will support us in creating a beautiful, engaging and exciting place for our children to play and learn. Go to Pg 21 of this booklet to see our vision!

The Welfare and Inclusion Fund donations support our families and ensure no children miss out on any educational opportunity and have the food and clothing they need to engage at school.



➔ Compass

Compass is the app for our Parent Portal which you can download from the App Store and Google Play. This is our main form of communication. We send out all important information relating to school life through this platform.

Whilst you can do most things on your phone app, it is important that you log in via a browser on a larger device from time to time as you will see any Unexplained Absences clearly highlighted here. You will also need to login via a browser to book and attend Meet the Teacher and Parent Teacher/Student Led Conferences.

You will be given your log in details when you enrol. We ask that you sign up as quickly as possible.

➔ Excursions and camps

Throughout the year your child may attend excursions, incursions or camps.

Our Year 4-6 Camp Program is currently under review. Our camp experiences have included camps with an indigenous focus and a more adventure activities focus. Our goal is to provide children with a wide range of experiences and learning opportunities.

There are excursions and incursions planned by our teachers throughout the year. Permission forms are generally issued well in advance of the event via Compass to provide adequate time for parents to pay or set up payment plans for camps, etc. There is a closing date for payments to be made and permission forms to be signed, after which time your child will not be able to attend the event. These are final so please note the date so that your child does not miss out.

Families holding a valid means-tested concession card, or who are temporary foster parents, are eligible to apply for the Camps, Sports and Excursion Fund (CSEF). If you think you might be eligible, please see our Business Manager for details.

SCHOOL PROCESSES

→ Attendance

The music starts to play over the loud speaker at 8.55am and the children need to line up at their class dot as learning starts at 9.00am.

If your child arrives in the school yard after this time they must be accompanied by an adult to the Office where they can sign in with our Office Staff.

If your child is to leave early the parent/guardian must sign them out at the Office. The Office will call your child's classroom and ask them to come over. If you need to collect your child during recess or lunchtime, it can be challenging to locate students in the playground and access school bags from locked classrooms. Please call our office staff ahead of time so Al and Billie can try to make your departure quicker. Please be aware that notes in Compass do not flag to Office staff and so do not communicate early pick-ups ahead of time.

If your child is going to be absent please log onto the Compass Parent Portal and submit a reason for their absence before 10.00am on the day of absence.

As part of DE&T requirements, if we are not informed about the whereabouts of your child by 9.30am, you will receive a text message letting you know that your child is not at school. To avoid the text message please ensure your child is at school on time and if they are absent that you have entered a reason in the Parent Portal.

→ Before and After School Childcare (BASC)



Children must be registered directly with Theircare before using the program. To be eligible for childcare assistance, parents need to contact Centrelink prior to registration at Theircare. The fee structure is income linked to ensure that all parents can take advantage of the excellent care provided.

The BASC program operates each school day:
7.00 - 8.45am (Breakfast provided)
3.30 - 6.00pm (Afternoon snack provided)

Theircare also operate a fantastic Holiday Program during the term breaks, including the Christmas holiday period.

→ Contact details

As mentioned previously, your child's safety at school is very important.

If there is an incident at school it is essential that we can contact you, or someone you nominate as your emergency contact, as soon as possible.

If you change any of your contact details, please inform Al or Billie at the Office, in writing, as soon as possible.

→ Yard supervision

The school yard is supervised at the following times:

Before school: 8.45 - 9.00am
Recess: 10.50 - 11.10am
Lunch: 1.00 - 1.50pm
After school: 3.30 - 3.45pm

If the weather is unsuitable for children to be outside, they will be supervised inside for the above times.

Remember, it is unsafe for your child to be at school outside the supervised times (8.45am - 3.45pm).

Any child who is in the school yard before 8.45am or after 3.45pm will be asked to go to Before or After School Care. Please see the relevant policy on our school website for more details.

The Department of Education and Training and St Kilda Primary School do not have insurance for accidental injuries. However, in some circumstances, medical or other expenses will be paid by the Department where it is assessed that it is likely, in all the circumstances, that the Department is liable for negligent acts or omissions of its staff or volunteers.

For more information please go to the school website.

→ School crossing

There are school crossings on Chapel St and Brighton Rd which are supervised from 8.15 - 9.00am and 3.15 - 4.00pm each day.

SCHOOL PROCESSES

→ Uniform

Uniforms (including the SKPS broad brimmed hat) are able to be purchased online at www.aplusschoolwear.com.au.

You can nominate to have the uniform delivered to school and collect items from the Office. Orders may take a week or so to arrive, so please be patient.

We ask that the SKPS school uniform is worn at all times and not sporting club jumpers or jackets.

The SKPS broad brimmed hat is required to be worn from mid August (we will let you know the date each year) to 30th April.

Please label ALL clothing items clearly with your child's FULL name.

Our SKPS Swap Shop is open each week where you can buy pre-loved clothes for a gold coin donation. Please see the Office for the days and times.

→ Dogs

Dogs are not allowed on the school grounds between 7.30am and 6pm. We know that dogs are an important part of many families but even the calmest, kindest dog can be overwhelmed by the number of people in the school grounds.

Please do not bring your dog to school.

→ Food

Children are not allowed to share food at school. We have a number of children with life threatening anaphylactic conditions so we ask that you check with your child's teacher so that you are aware of the foods that need to be avoided in the classroom.

When it is your child's birthday, it is perfectly acceptable to bring small cupcakes for them to share with their friends and teacher. We ask that you do not bring in party bags, lollies or large cakes.

Please always list the ingredients of any food brought to school, eg for cake sales, class parties, etc.

We do have a SKPS Nutrition Policy available on the school website if you would like more information.



→ Personal belongings

Occasionally children bring expensive or treasured items to school. These can be easily damaged or lost. We advise children NOT to bring these items to school. Private property brought to school by students is not insured and neither the DE&T nor the school accepts responsibility for any loss.

We encourage our families to walk, ride or scoot to school. We strongly advise that bikes and scooters are clearly marked with your child's full name (in a discreet place).

It is wise to lock your bike or scooter to one of the many racks around the school, even during the school day. Scooters and bikes often look similar and it is easy for someone to accidentally take the wrong one home.

Please do not leave them at school overnight as our school grounds are open to the wider community outside school hours and we have had incidences of scooters and bikes being stolen.



HEALTH

➔ Illness

We are very fortunate to have a School Nurse at school five days a week. Nurse Kate (see photo) supports all our children if they have a medical condition or health issue at school.

We ask that you consider if your child is well enough to manage a full day of learning and playing and consider the risk of transmitting the illness to other children before sending your child to school.

Nurse Kate is amazing and cares for all our children so we ask that you do not send your child to school, and consult your own doctor, if they have any of these symptoms:

- Above normal temperature
- Stomach pains, vomiting or diarrhoea
- Difficulty breathing
- Severe headache or earache
- Head injury
- Severe asthma attack
- Severe allergic reaction
- Headlice
- Discharge from eyes or ears

➔ Medical plans

Your child's safety at school is very important.

If your child has any medical conditions, including asthma, allergies or anaphylaxis, it is essential that you contact Nurse Kate upon enrolment. Nurse Kate will talk you through the paper work and expectations regarding medication and management of your child's condition while at school.

➔ Child Safety Actions

SKPS is dedicated to providing a safe environment for all our children. All adults who enter our school as visitors, volunteers or contractors, must follow the Child Safe policies and procedures that can be found on our school website.

Every adult who is performing child related work, or is a contractor working onsite, is required to familiarise themselves with our Child Safety Code of Conduct and have a current Working With Children Clearance. This must be shown before the person engages in an activity at the school.

If you have any concerns regarding a child's safety or wellbeing at the school, please follow the PROTECT Four Critical Actions which can be found at the end of this booklet.



➔ Medication

Children are not allowed to self-medicate without adult supervision.

Before sending medication to school please consider if your child is well enough to return to school or whether it is possible to administer the medication outside school hours.

To protect student privacy, confidentiality and safety at all times, all medication must be handed in to Nurse Kate in a clearly labeled container or bag. It must not be stored in your child's bag for any reason.

The medication is stored in a secure cupboard or the fridge in the Sick Bay. Parents must complete the SKPS Medication Authority Form as to the timing and dosage for the student. The forms will be stored in the Sick Bay in a clearly labeled folder in close proximity to the medication. The administration of all drugs will be recorded in the Medication Administration Log.

Asthma, anaphylaxis and other medication that is required regularly will be stored in clearly named containers in Sick Bay.

In the case of diabetes, a school diabetes resource kit must be provided by the parents. The authority to administer any medication (except in the case of an asthma or anaphylaxis emergency) lies with the School Nurse and the Administration Staff, ie office staff, Principal or Assistant Principal. Classroom teachers cannot administer medication in the classroom.

In the case of a medical emergency regarding students with asthma (either diagnosed or not), anaphylaxis (either diagnosed or not) or diabetes, all staff have been trained and will provide the necessary medication to ensure the well being of any student.

FOOD

➔ Anaphylaxis

SKPS aims to be a nut free school!

We have a number of children who will have an anaphylactic reaction to a range of food, eg peanuts, tree nuts, kiwi fruit and eggs to name a few.

To ensure these children are safe, we ask that you do not bring any food that may contain nuts to school and to check with your child's teacher to see if there are any other foods that specifically need to be avoided.

➔ Rubbish free

We are a 5 star ResourceSmart school and we ask that no pre-packaged food is sent to school. This means we can continue being proactive in reducing the amount of waste we generate at school.

If any packaging does come to school, we request that it goes home again in your child's lunchbox or bag.

➔ Drinks

It is very important that all children bring an unbreakable (plastic or stainless steel), clearly labelled bottle containing water that can easily be refilled throughout the day.

Drinks of any kind in cans or glass containers are not permitted at school.



➔ Brain food

Children can bring 'brain food' each day to eat during the morning before recess. It is a small piece of fruit or vegetable that can be eaten easily while working or sitting on the floor. Food such as yoghurts, do not make great brain food.

➔ Snack

Snack is the name given to the food eaten at Recess time. This is another healthy snack such as fruit, vegetable or cheese that can be eaten before the children go outside or can be held in their hand and eaten in the yard.

➔ Lunches

We have two lunch order providers: Beavers Tail and Renatta. They have an excellent and healthy menu to choose from. You can order online and the lunches will be delivered to school by 1pm. Please go to the school website for the links.

As the morning order cut-off is quite early, to avoid disappointment, orders are best placed the night before. Please make sure you obtain a receipt number to confirm that the order has been placed successfully.

Please do not place a lunch order on a day when your child is on an excursion, eg Gala Day, as we cannot deliver the food to the venue.

Lunch is eaten under the supervision of an adult. Please keep your child's lunch simple. We do not have heating facilities or cutlery for children at school.

COMMUNICATION

➔ Face to face

We truly value our relationships with our parent community. By building positive relationships we can ensure that our children have the strongest community supporting them.

Here are the people who can help you at school:

Your child's teacher - any concerns or questions you might have about the day to day life of your child in the classroom, including academic, social and emotional aspects.

Office Staff - general enquires about whole school events and processes or to buy a school hat.

Finance Team - our Business Manager will be able to answer all your questions regarding any financial matters.

School Nurse - any medical concerns

Leadership Team - is available to support your family through a range of challenges be it social, emotional or academic. Just call into the Main Office to make an appointment or someone might be free to see you straight away.

➔ Emailing

All staff can be contacted via the school email address only (please see the front cover for the address).

They will endeavour to respond to you between the hours of 8.30 am and 4pm. Please do not expect an immediate response. If you have an urgent matter, please contact the school directly.

Teachers cannot take calls during teaching time, ie 9.00am - 3.30pm.



➔ Messaging children

Some of our senior children bring mobile phones or wear smart watches to school. Children in Year 5 and 6 can bring iPads to school as part of the Bring Your Own Device Program (BYOD).

We comply with the Department of Education's policy regarding the use of mobile phones during school hours. For more details on this and other policies please go to our school website.

We ask parents and carers not to contact their children via any of these devices during school time. If you wish to contact your child, please call the Main Office on 9534 3993 and a message will be passed on to them.

If you have any end of day instruction changes, please call the office as soon as you know to allow maximum time for Office staff to reach students before the bell.

➔ Reporting about learning

Digital portfolios - we use the Seesaw app to share your child's learning journey with you throughout the year. Through this app you will know what the key learning will be for the term, across all areas of the curriculum (including Specialist Programs). There will be a number of posts throughout the term, tracking your child's learning journey.

We hope that these digital portfolios will help you understand what your child is learning at anytime. The teacher feedback given through Seesaw should also guide you in supporting your child's learning throughout the year.

Semester reports - these reports are available via Compass at the end of Terms 2 and 4. These identify your child's progress against the Victorian Curriculum and give a short description of your child as a learner.

Parent-Teacher Interviews or Student-Led Conferences - these are held at the beginning of Term 3 and are a chance to talk to the teacher about your child's learning journey in more detail. You are, however, free to make an appointment to talk to your child's teacher at anytime and do not have to wait until the meeting to have a discussion about any concerns.

Students in Prep to Year 2 have Parent-Teacher Interviews while children in Year 3 and above, lead their meetings with support from their teacher. They share their learning and the challenges and celebrations.

COMMUNITY

In the classroom

There are many ways to contribute to the learning in the classroom.

SMiLe in Prep and Year 1 is a great way to ease your way into classroom life. Whether you just want to come in and be part of the fun or you have a special skill or talent that you would like to share, please feel free to talk to your child's teacher.

We run workshops at school that will provide you with the skills and knowledge to effectively support children in the classroom. We ask that before you help in your child's classroom that you attend these courses that are usually held early in Term 2. If you are starting at SKPS during the year, please wait until your child has had time to settle in and develop relationships with other children and their teacher before you volunteer to help in the classroom. Your child's teacher will be able to guide you when it is a good time.

Throughout the school, there are many opportunities to engage with what is happening in the classroom. We know that children learn best when they have learning experiences connected to their world and so it is vital that we draw on the skills and knowledge of our wider community.

Please talk to your child's teacher or come in to chat with Chris Borcek if you would like to find out how you can contribute to the learning in the classroom.

Library

There are many ways to volunteer at school outside of the classroom setting,

Our beautiful new library in the Hato Building, will open in 2023. We hope this will become a Community Hub where people can come together to share and learn. We will be looking for lots of help to create an amazing space that is welcoming and exciting for all our community.

Excursions

Throughout the year our children have the opportunity to go on many different excursions. To ensure that our children are safe, we need to have a number of extra adults with us when we leave the school grounds.

In the Senior School we have a number of sporting days called Gala Days each year and we are always looking for people to supervise a team or, if you feel confident, acting as an umpire, referee or scoring. They are brilliant days where the children play against a number of schools and lots of fun is had by all.

Our most significant excursions are our camps. As mentioned earlier, these are overnight camps lasting anything from 2 to 4 nights depending on the year level. We understand that it is a significant commitment and we truly appreciate the time our parents take to support us and their children. In order to volunteer in the classroom or attend excursions and camps, Parents/Carers must have a current Working with Children Check "WWCC". In anticipation, apply early so that you are ready when an opportunity to participate comes up.

Please email a copy of your WWCC card to the Office prior to volunteering.

We are always looking to maintain and improve our school buildings and grounds to create the best learning environment for our children.

As mentioned earlier, many of our learning experiences focus on connecting the children with their world and the school grounds are very close to our children's hearts!

Over the years children have been involved in nurturing the Productive Garden, the orchard, building and planting out planter boxes and rain gardens. The most recent projects have been the creation of a Harmony Hub, completely driven by a Year 5 Leadership Group and a Peace Garden designed and created by the Seito Kai Grounds Group. Each of these projects required the support of our parents to ensure their successful implementation.

Working bees are one of the easiest ways to support this. These are held every term and we often have special projects that need to be completed on the day or general grounds work that needs to be done.

You can also join our Buildings, Grounds and Sustainability Subcommittee of School Council. This group advises on larger projects, such as the SKPS Masterplan.

The input of our parents is invaluable as we are lucky to have a school community that has incredible skills that supports our work in this area.

COMMUNITY

➔ Fund raising

Fund raising is a fun way to engage with our school community.

The team plan and organise a range of events for our children and their families. The annual events for the children are the Mother's and Special Friends Stall, Father's and Special Friends Stall and the Steve Botond Cup. The Steve Botond Cup is a great event where the children and adults play off against each other in the annual footy game in honour of our much loved crossing guard who passed away in 2020.

The team also plan Parent Social Nights where everyone can get together to dance, have fun and let their hair down.

Our main school community event is the SKPS Twilight Fete, which is usually held in November. Our last fete was held in 2022.

Our children create items to sell and our parents work together to create a fun filled atmosphere and raise money for our school. We share the evening with our local community and have stalls from a range of community organisations that we work with throughout the year. There is food, music, games and rides as well!

➔ Host family

We have a strong Sister School relationship with Ishigase Elementary School in Japan. Every other year a group of teachers, parents and children visit our school for a few days in August.

You can offer to provide a homestay experience for a child and their parent. The success of this program is highlighted by the long term friendships that are formed during this time.



➔ School concerts and Art Shows

A major performance for children in Year 3-6 is held biennially.

Our concert for our Junior children in Prep to Year 2 will be held in 2023. If you have any theatrical skills our Performing Arts Specialist would love to hear from you!

We have yet to determine when our next Student Art Show will be. This is where our Art Specialist showcases the creativity of all our children. There is a piece of work from every child and like true artists, their work is up for sale. Our Art Specialist always appreciates support in curating all the art pieces for the show.

➔ School Council

The St Kilda Primary School Council consists of elected parent and community members, staff members and the Principal, and manages the school within the Education Act and Regulations set by Department of Education and Training (DE&T). The School Council, as the official management body of the school, is charged with the responsibility of reviewing educational policies, maintaining the facilities and grounds, overseeing financial operations and ensuring a quality education for all our students.

School Council elections are held every year, when approximately one half of School Council members retire. Members are voted on to Council for two year terms. Our School Council consists of 12 representatives. School Council meets about eight times a year, with meetings usually held in the third week of the month.

There are a number of subcommittees that you can join (you don't have to be a member of School Council). They focus on Community Engagement, Fund Raising, Buildings, Grounds and Sustainability and Finance.

SUPPORTING FAMILIES

*It takes a village to raise a child
(African Proverb)*

At SKPS we regard ourselves as one large family. This means that we are all there to look after each other and to treat each other with respect and kindness.

The SKPS family is diverse and eclectic, and we embrace each member of our community and endeavour to ensure there is equity in their opportunity to engage in all aspects of life here at school.

We have a range of support mechanisms that ensure our families feel socially, emotionally and intellectually engaged in our school and its wider community.

Our Student Wellbeing Team plays a significant role in developing and implementing strategies to help identify children in need of support. The Student Support Program operates across the whole school. The team calls upon the expertise of a range of experts including occupational therapists, speech therapists, physiotherapists, social workers, dentists and optometrists as well as agencies such as PCYC, SouthPort Uniting Care, CHAMPS, SKIPS and Alfred CYMHS.

Social and emotional engagement

Our school values of respect and friendliness allow us to 'be' a warm and welcoming community. We launch the school year with our Quality Beginning Program which focuses on positive relationships and our responsibility to contribute to our community. In 2023, we will also be focusing on Respectful Relationships, as we continue to build a strong and empowered community.

The Student Wellbeing Team works with children and their peers, their families, their teachers and experts (if required) to support them in developing confidence, resilience and interpersonal skills so that they can develop positive relationships with those around them.

The team integrates a range of strategies, for example, counselling services and referrals to specialist services. The team also organises professional learning for staff so that there is shared knowledge and consistent expectations.

We have a House System within the school: the names of the houses are Brighton, Dickens, Carlisle and Chapel. The children are randomly allocated to a house upon enrolment (siblings are placed in the same houses where possible).

Our SMILE Program provides play-based learning in Prep and Year 1. It was specifically created to support children with their transition to school and to support confidence and independence in these early years of schooling.

Our Welfare and Inclusion Fund ensures all our children can engage in all aspects of school life. This ranges from attending camps, excursions and swimming programs, providing ride bands at our school fete to having food and uniform that allow them to feel part of the group. We thank you in advance for any donation you feel you can make towards this fund.

We aim to connect as much as possible with our local community and have worked on numerous occasions with Space2Be (a social enterprise network), the City of Port Phillip, the EcoCentre and the Victorian Police. By working with these groups our children can learn how they can play an active part of a highly supportive community.

Intellectual engagement

We are a highly inclusive school and SKPS works hard to provide an equitable learning environment for all children.

Children who are funded under the Disability Inclusion Program have regular Student Support Group Meetings where all professionals and the child's family meet to plan future goals and actions.

Support and intervention for learning happens across the school. All teachers are highly skilled in scaffolding children's learning in the key areas of Literacy and Numeracy and are focused on creating engaging learning environments. They also listen carefully to the needs and passions of the children and plan learning opportunities that will encourage the highest level of engagement.

When children are identified as having challenges or are seen to need extension, teachers create Individual Learning Plans which they share with parents to ensure the best outcome for the children.

In 2023 we will continue to have a highly skilled teacher running our Literacy Intervention Program for children and a Tutoring Program for children in Year 3-6. We will also be developing an Enrichment Program for our children to develop their skills and knowledge across the curriculum.

SUSTAINABILITY

Only if we understand will we care. Only if we care, will we help. Only if we help shall all be saved. Every individual matters. Every individual has a role to play. Every individual makes a difference. (Jane Goodall)

Wise words from Jane Goodall and they certainly sum up our philosophy at SKPS. Our story began with small ambitions and the need to reduce the amount of rubbish in the yard, to huge actions such as our Waste Free Fetes. We knew that to succeed we needed to make sure that sustainability was not just a program, a torch that one person held, but that it had to be something we lived and breathed.

Respect is one of our values and it is at the core of what we do and why. By harnessing this value we were able to encourage our community to care for each other, our environment and the world.

We started small with a Recycling Inspection being carried out by a child (who was in Prep at the time). The whole school was on alert as he moved through the classrooms and offices meticulously checking each bin and awarding points. He left our school as an amazing young man in Year 6 and his role has been taken over by other young environmentalists of the future.

We have also replaced all the lights at school with LEDs and have reduced our CO2 impact by 162 tonnes! Other actions have included installing more efficient heating and cooling systems, solar panels, fixing faulty windows and leaking taps, buying recycled paper and looking at how we can enrich our environment through planting trees and bushes. We hope that these actions show our community that we are determined to make a difference.

We know that our children have incredible power to make changes in our community and we also understand that for learning to happen we need to provide authentic learning experiences.

Over the years we have had Sustainable Housing projects, an Upcycled Orchestra and a T-shirt bag Project (aimed at reducing plastic and helping our local fairy penguin population.) These are just a few examples of the projects our children are involved in each year. Each one of them is suggested and driven by the children themselves.

In 2018 we were proud to become the 50th 5 star ResourceSmart school in Victoria and continue to keep making a difference each and every day.

➔ What can we do?

It is important that we work together as a community to make a difference to our world. So what can you do to help us?

- Reducing the environmental impact of our travel by choosing to walk, ride, scoot or skate to school. A number of our staff cycle or use public transport to get to school each day!
- Check out our Recycling Station in the Main (Hato) Building. You can recycle printer cartridges, mobile phones, bag tags, toothbrushes, toothpaste tubes and other dental products. In 2023 we recycled 8 kgs of dental products and over 16kg of printer cartridges!
- Ensure your children bring Nude Food (unpackaged food) to school and consider packaging when you buy any food.
- Give any uniforms (that are still in good condition) to the Swap Shop.
- Give your old bicycle to Dr Cranky. He is at school on Monday mornings and afternoons. Dr Cranky and his team will take your old bike and either refurbish it and give it to someone in our community or they will use the parts to fix up another bike.
- Join our Buildings, Grounds and Sustainability Sub Committee of School Council, where we discuss and plan for the other ways we can reduce our impact on our world.
- Share your ideas with us and if you think you might have some skills or knowledge that will support the children to become active global citizens, then please give us a call!





St Kilda Primary School

Landscape Masterplan

20th April 2021

Note: This drawing is NOT FOR CONSTRUCTION.
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zm
environments

Ecological Design
Landscape Architecture

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FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**

- If a child is at immediate risk of harm you **must** ensure their safety by:
- separating alleged victims and others involved
 - administering first aid
 - calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
 - identifying a contact person at the school for future liaison with Police
- Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report internally to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**

All allegations of reportable conduct **must** be reported as soon as possible to:

GOVERNMENT SCHOOLS

- Employee Conduct Branch

CATHOLIC SCHOOLS

- Diocesan education office

INDEPENDENT SCHOOLS

- Commission for Children and Young People on **1300 782 978**.

OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

For suspected student sexual assault, please follow the **Four Critical Actions: Student Sexual Offending**.

YOU MUST TAKE ACTION

- You **must** act by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief* that a child has, or is at risk of being abused.

*A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (eg, if the victim or another person tells you about the abuse).
- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact** the parents/carer (eg, in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident; disclosure or suspicion)
- how to communicate** with all relevant parties with consideration for their safety.

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA

- North Division **1300 664 977**
- South Division **1300 655 795**
- East Division **1300 360 391**
- West Division (Rural) **1800 075 599**
- West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**

CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams>

ORANGE DOOR

<https://www.vic.gov.au/family-violence/the-orange-door.html>

VICTORIA POLICE

000 or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE

1800 126 126

INCIDENT MANAGEMENT AND SUPPORT UNIT

1800 126 126

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne **(03) 9267 0228**

Ballarat **(03) 5337 7135**

Sale **(03) 5622 6600**

Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS

VICTORIA

(03) 9825 7200

THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**

PROTECT

THE EDUCATION STATE

VICTORIA Education and Training

cecv COMMUNITY EDUCATION AND TRAINING CENTRE FOR VICTORIANS



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