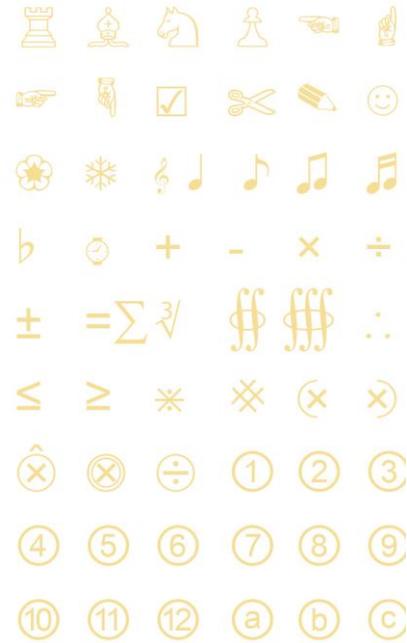




Monash
School



MONASH SCHOOL

Family Information Handbook

- “Touch the earth, reach the sky, challenge the future” —

Monash School is ALLERGY FRIENDLY
(2016)

MONASH PRIMARY SCHOOL

INFORMATION BOOKLET

(revised 2016)

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MONASH SCHOOL

General Information

SCHOOL ADDRESS: Corlette Crescent, Monash ACT 2904

TELEPHONE NO: 6205 7555

FACSIMILE NO: 6205 7548

EMAIL: info@monashps.act.edu.au

SCHOOL HOURS:

School begins at 9.00 am and concludes at 3.00 pm

Supervised lunch eating 11.00 am - 11.15 am

Lunch break 11.15 am - 12.00 pm

Recess break 1.30 pm - 2.00 pm

School Term Dates 2016

Term 1 Monday 1 February to Friday 8 April

Term 2 Tuesday 26 April to Friday 1 July

Term 3 Monday 18 July to Friday 23 September

Term 4 Monday 10 October to Friday 16 December

School Term Dates 2017

Term 1 Monday 30 January to Friday 8 April

Term 2 Wednesday 26 April to Friday 30 June

Term 3 Monday 17 July to Friday 22 September

Term 4 Monday 9 October to Friday 15 December

Further information can be obtained online at

http://www.det.act.gov.au/school_education/term_dates_and_public_holidays

Starting dates here are a guide only – please check with the school.

SCHOOL AND COMMUNITY

School Board

Primary School Boards consist of three elected parent representatives (one of these being the Board Chairperson), the School Principal and two elected teacher representatives, as well as one Department of Education nominee and co-opted members if necessary.

The parent and teacher representatives on the Board are elected for a two-year term of office. Any parent of a child attending the school or citizen of Monash's priority enrolment area may nominate and all parents are urged to vote.

Functions of the School Board:

- To determine the educational policies to be implemented at the school (copies are available from the school)
- To assess, from time to time, the needs of the school in relation to the provision of buildings and facilities, equipment, funds and teachers and other staff and make recommendations to the meeting of those needs
- To determine the purposes for which funds made available for the school are to be expended
- To make recommendations to the Education Department Directorate in respect of the use of the buildings, facilities and equipment of the school for purposes other than school purposes.
- To develop relationships between the school and the community and between the school and community organisations
- To make recommendations to the Education Department Directorate on matters relating to the school and such other functions as the Department confers upon the Board.

All members of the Board are eager to hear your views and welcome discussions on any matter which comes within their jurisdiction. Their main concern is the best educational opportunities for every child at Monash School.

Voluntary Contributions

Section 27 of the *Education Act 2005* states that while the school board of a government school may ask parents of a child enrolled at the school to make a financial contribution to the school:

- Each contribution is to be voluntary
- A child at the school is not to be refused benefits or services because the child's parents/carers do not make a contribution
- A child is not approached or harassed for contributions
- Any records of contributions are confidential

At Monash School all students who attend have the right and the opportunity to make curriculum choices irrespective of whether their parents choose to make a voluntary contribution.

It is government policy that all schools are to establish funds to provide financial support for students to participate in school activities and services.

“Voluntary financial contributions from parents, carers and other citizens further benefit and support the wide range of educational programs and activities and the purchase of educational materials.

The Board has suggested that a voluntary financial contribution will directly support the educational programs and activities provided by Monash School.

Voluntary contributions may be made in full, or by instalments, or in part.

To assist you further we have prepared a list of priorities for you to peruse and from this you can make an informed decision about the way you would like to see your contribution used.

Monash School Parents & Citizens Association Inc

What is the P&C?

The Monash School Parents and Citizens Association (P&C) is open to parents or guardians of all pupils attending Monash School and all citizens resident within the school area. No special steps are required to join.

The objectives of the P&C include:

- To promote the interest of Monash School
- To assist, advise and co-operate with the School Board
- To encourage close co-operation of teaching staff, parents and pupils
- To assist in providing educational, recreational and sporting equipment
- To raise money
- To stimulate interest in education and to promote community interest involving the school or its children.

What does the P&C do?

- Provide each year funding for books and equipment for our children to use at the school as well as financing selected major projects
- Runs various educational, social and fund-raising functions for parents and children, eg general parent meetings, parent/teacher nights, games and barbecues, dances, special speakers, art shows, etc
- Provides opportunities for parents to meet and work with teachers for the benefit of our children.

Where does the P&C meet?

The P&C must hold a general meeting at least twice a year. The Monash School P&C meets twice a term, normally at 7.00 pm in the School Staffroom or Library. Meetings are well advertised in the newsletter. At these meetings, there may be a guest speaker on a subject of educational interest and there is a report from the Principal on developments at the school.

Parent Involvement in School

Parents are encouraged to become involved in school activities and so play an integral part in their child's education. While parents are always welcome to come to the school to watch classes at work. The school hopes many will be prepared to give some time to help the children and their teachers. Children's attitudes to school and learning are greatly influenced by their parent's interest in their progress and involvement in school activities.

Why does the school invite parents to help?

Regular co-operation between parents and school staff bridges the gap between home and school and helps the child feel more secure in the larger school community. Where extra helpers are available, children receive more personalised attention and the teacher can devote more time to areas of greatest need.

Parents find being a helper has many rewards. They are better able to discuss the school day with their child if they know what is happening in the school. Contact with teachers makes it easier to approach the school to discuss their child's needs. And, of course, there are opportunities to meet other parents.

How can parents help?

Parents are invited to assist in many different activities – in the classroom with music or hobbies, reading or mathematics, in the library, in the canteen or with sport. These are however, only some of the areas where help would be welcomed. If you do not have spare time during school hours, many teachers would be grateful for any help you could give, e.g. making teaching aids or processing and displaying written work.

How often are helpers expected to come?

Your own timetable will determine when you can be available to help. Let the teacher know when you will be able to come to the school. Any time you can give is valuable and teachers will be happy to suggest activities which would best suit your schedule.

The School Canteen

The school canteen operates from 9.00 am – 2.00 pm and is run by a full-time manager. The canteen provides a variety of healthy food and drinks during lunch and recess time with the help of volunteer parents.

Lunch orders must be placed in the Canteen box, located on the wall outside the canteen, by 9.00 am.

The Canteen Committee is a sub-committee of the P&C Association with at least five members and hold regular meetings to discuss roster organisation, fund raising, menu selection, purchases and finances.

Help in the Canteen or on the Committee is always welcome and any enquiries can be made by telephoning 6291 6357.

Before and After School Care

Programs are conducted by Tuggeranong Community Service. Before School Care operates at the School from 7.30 am to 8.55 am and After School Care operates from 3.00 pm to 6.00 pm, Monday to Friday each week. For bookings and enquires telephone 6293 6500.

ORGANISATION FOR LEARNING

School Staff

The number of staff allocated to the school is determined by a formula administered by the ACT Department of Education and Training and is based primarily on the number of children enrolled.

A staff list is published in the School Newsletter early in the school year.

Responsibilities of Students, Parents and Staff

The major goal of our responsibilities guidelines is that Monash students, parents and school staff co-operate in providing a school environment and climate which assures the attainment of all other goals and objectives of an effective school, including the learning of basic skills in the academic realm plus the social skills appropriate to successive stages of emotional development. To accomplish this, individuals are asked to live by two basic guidelines: `

1. The rights and privileges and all persons are to be respected and honoured
2. Both school and personal property are to be respected and cared for properly at all times

In order to realise these guidelines, the following responsibilities are presented and should be implemented at all levels.

Students accept responsibility for learning by:

Attending school every day and on time

Remaining at school unless written parent permission is on file to leave during the day

Making a real effort to do lessons

Completing homework when it is assigned.

Following school rules

Showing respect to both adults and other children at all times

Settling problems without violence, talking when necessary with the teacher on duty, classroom teacher or Principal

Taking proper care of school buildings, furniture, books and other school equipment

Walking in and around the school except during games on the playground or in the hall during physical education sessions

Playing only at proper times and places – not in toilets or work areas

Sharing equipment

Wearing appropriate clothing both indoors and out

Leaving personal items and toys at home except by special arrangement.

All students have the following rights:

To be able to come to school and return home without being pushed, hit or bothered.

To use the classroom, the library resource centre and other areas of the school and playground without being disturbed by others.

To be able to come to school without fear of having their necessary personal belongings, lunches or money misused by others.

To be treated with respect.

Parents are responsible for:

Assisting the school in building a positive attitude and self concept for each child

Assisting the school to ensure your children's regular, punctual attendance and participation in school life

Becoming acquainted with the policies of Monash School

Insisting that your children conduct themselves in an orderly manner both to and from school and while in and around the school

Communicating with the teacher or other school personnel regarding your concerns or goals for your children

Encouraging your children to strive and to achieve in school

Responding promptly and co-operatively when informed by school staff of any problem concerning your children

Making sure children have enough rest to function effectively at school

Participating in school functions as often as possible

School staff are responsible for:

Providing curricula and programs according to the needs of children

Providing an educational environment that is conducive to learning

Providing appropriate special services and programs for children with special, individual needs

Keeping parents adequately informed of the performance of their children

Respecting the personal worth, needs and dignity of each student

Devising and distributing to parents and to students, reasonable rules governing student behaviour and attendance, and

Promoting the reputation and work of the school in the community.

Enrolment Policy

Our school follows the ACT Education Directorate enrolment policy. Children must be five years of age on or before 30 April the year they enter Kindergarten.

Preschool/Primary/High School Transitions

Preschool to Kindergarten Transition

We encourage families and children to visit our school before the children are enrolled. By doing this we can explain our organisation and programs to you and help you to know how to best prepare your child for school. An Information night is held in Term 2 and during these nights aspects of the kindergarten program are explained.

Enrolment interviews for families are conducted with the Principal and an executive Teacher during Term 4.

The preschool children are involved in transition visits to Kindergarten during Term 4. Through the Year 4 Buddy program, regular visits, excursions and assemblies the children become familiar with the larger school environment.

Transition to High School

In late Term 2 and early Term 3 Wanniasa School conducts information nights for parents and children. These provide the opportunity to get an understanding of the programs and routines and if necessary have queries answered. Contact between Monash and Wanniasa is increased and usually involves teacher exchanges and discussion and visits by students for specific purposes.

During Term 4, Year 6 have familiarisation visits to Wanniasa School. During these visits the students are shown around the school and receive further explanations of programs and routines. They are encouraged to ask questions of the Principal, Year 7 staff and high school students.

All necessary forms for Wanniasa School enrolment are distributed to Monash children and can be returned to class teachers. Parents wishing to send their children to other high schools should approach the Principal of the chosen school to complete their enrolment procedures.

Student Record Folder System

The ACT Education Directorate operates a Pupil Record Folder System which is obligatory for all public schools. Under this system a cumulative record is maintained from the time a pupil enrolls in kindergarten until the completion of his/her ACT public schools career. This record may also contain some extracts from a short factual report compiled while the child is enrolled at an ACT preschool.

Reporting Procedures

- Families are provided with a copy of their children's Program Overview at the beginning of each Term.
- Parent/teacher interviews are held in Terms One and Two.
- Families and friends are invited to Classroom expos each term for Years 3 to 6 and a "Come Visit My Classroom" open day in Term Two for Kindergarten to Year 2.
- Student Progress Reports are issued in Terms Two and Four.
- Staff meet with families on request to discuss student progress.

Placement of Students in Classes

Wherever possible, students are placed in classes for the following year near the end of the previous year. This placement is carried out by teachers working as a team.

There will be both single and multi-aged classes as the schools are staffed on the overall number of children and not the number of children at each year level.

The placement of all students is at the discretion of the Principal within the parameters of the school's philosophy.

Family preferences and requests are taken into consideration and met where possible.

Homework

Purpose

The transference of learning to a child's activities outside of the school setting is an important part of learning.

At Monash School a high value is placed on the relationships built between teachers, parents and students in order to produce the best outcomes for each student. As well as work set by teachers the activities and experiences provided by the family are recognised as valued "purposeful out-of-class learning." This includes activities such as sports participation, family excursions (e.g. to the National Gallery of Australia, Questacon or Floriade) walking (family strolls and bushwalking) cooking, supervised computer interactions and television watching, learning musical instruments, singing, art lessons, family discussions and travel.

At Monash School we believe that homework is important to facilitate:

- The development of good study habits, time management and organisational skills.
- Parental awareness of the development of skills and abilities.
- The development of active learners.
- Practice and refine skills taught in the classroom.
- Build confidence.
- Practice goal setting and develop responsibility.
- Share the school learning experience with parents.
- Continue to learn at home.
- Develop communication between students, parents and teachers.
- Pursue extra and special activities.

Teacher Responsibilities

- To clearly communicate homework expectations to students.
- To assign, monitor and acknowledge student homework.
- To provide interesting, challenging homework with a balance of open ended, practical and creative work.
- To take into account the out-of-school lives of individual students and to be flexible and sensitive in setting timelines.

Student Responsibilities

- To understand the purpose and scope of the homework assignment.
- To ask for help teachers and parents if needed.
- To attempt activities with maximum effort.
- To return the homework to the school at the agreed time.

Parent Responsibilities

- To understand that homework is any purposeful out-of-class learning activity that seeks to enhance the extent to which the child benefits from the schools education program.
- To provide encouragement and support for homework efforts.
- To provide a comfortable, quiet, well lit homework area away from distractions.
- To provide materials such as writing, pencils/pens, coloured pencils, eraser and ruler.
- To confer with teachers regarding concerns.

Acceptable Time Spent on Set Homework

The table below sets out the times to be believed to be acceptable to spend on formal homework activities per week. It is recognised that it is important for parents and children to talk, read, play games and enjoy quality time together. It is acknowledged that children engage in many acceptable 'homework activities' that are beyond the homework set by teachers.

Year levels	Time per week
Kindergarten	Some reading each day.
Years 1 and 2	30 minutes
Years 3 and 4	1 hour
Years 5 and 6	1 ½ hours

Note: Daily reading is a necessary part of homework, for K-6 students, in order to practise and develop reading skills and to read for pleasure.

What Constitutes Acceptable Homework Activities

Informal Homework

- Observing and talking such as retelling family events, giving opinions and accepting those of others, discussing holiday plans, telling jokes and reciting rhymes.
- Writing to family members – letters, cards or email.
- Reading alone, to and with people, things such as novels, comics, picture books, newspapers and information texts.
- Playing.
- Painting, drawing.
- Singing.
- Playing a musical instrument.
- Sport participation.
- Cooking
- Plant care
- Looking after pets.

- Sorting the washing
- Family shopping
- Marking the calendar e.g. with school events such as an athletics carnival.
- Computer related activities such as educational games and using the Internet
- Construction

Formal Homework

These are activities to practise independently, already introduced skills from any area of the curriculum. Such activities could include:

- Practice and consolidation of skills and knowledge.
- Reading for enjoyment and communal tasks, such as book review.
- Writing tasks, such as stories, poems, songs and expositions.
- Spelling activities e.g. Look, Say , Cover, Write, Check.
- Purposeful viewing and listening, e.g. watching of selected television programs.
- Speaking to gain information such as interviewing an adult for a specific purpose.
- Mathematics/ numeracy skills.
- Problem solving.
- Collecting items.
- Research topics.
- Designing and making items.
- Artwork.
- Sports skills.
- Environmental activities.

Completion of Homework

Teachers and parents wish to facilitate a love of learning. Teachers understand that many children are very busy with out of school activities and teachers do not want set homework to become a cause of friction or distress in families. Set homework should not intrude on family time for which the parents have ultimate responsibility.

Teachers will remind students about set homework and encourage them to hand it in. If homework is not handed in on a regular basis, students will be asked to explain why and parents will be informed. Children will not be kept from break times (recess and lunch) or precluded from class activities, such as sport or art, to complete unfinished homework unless prior arrangements are made with parents.

Library Resource Centre

The Library Resource Centre (LRC) operates from Monday to Friday. It is open regularly before school and at lunchtimes. Opening times are displayed on the window near the door. Children may borrow books and engage in quiet activities and games during these times.

All classes participate in regular weekly sessions in the LRC in order to establish understandings and skills in information literacy, including the use of information and communication technology. Library lessons also encourage the children to read widely for enjoyment and information.

Access to Resources

Students are actively encouraged to read widely and to access a range of information sources.

Resource loan limits are as follows:

Kindergarten and Year 1	one book
Year 2	two books
Years 3 to 6	three books

For the majority of items, the loan period is two weeks. Loans of reference and other materials are by negotiation with the teacher-librarian.

Students are encouraged to borrow according to need. Students usually have an opportunity to borrow during their scheduled weekly Library lessons. They may also exchange books before school and at lunchtimes. Every student is strongly encouraged to use a serviceable library bag (solid fabric or tough plastic) labelled clearly with his or her name.

Role of the School Counsellor

A school counsellor works three days per week at Monash School. School counsellors are experienced teachers with skills and knowledge in psychology, assessment, counselling and guidance. They work jointly with teachers, administrators, parents and others from the wider community to promote the optimum development of every student.

The counsellor could be involved in the following:

- Individual counselling – assisting students on a one to one basis in educational, behavioural, emotional and/or social problem solving
- Parent consultation – making direct contact with parents regarding the specific needs of the child
- Individual testing – providing assessment of students on a one to one basis
- Special Needs Program – identifying and assisting with the placement of students with special needs
- Group counselling – assisting students in educational, behavioural, emotional and/or social problem solving in a small group setting
- Staff consultation – consulting with staff members regarding student educational, behavioural, special and/or emotional progress
- Consultation with other agencies – with parental agreement, referring students to other agencies and coordinating delivery of services

If you wish to contact the school counsellor, contact the school which will be able to tell you when she/he is available.

Students from Culturally and Linguistically Diverse Backgrounds (CALD)

We have many students at Monash who speak a language other than English in their homes. Children receive CALD support with language based tasks within their own classes or in small group settings when they need it. Assistance is provided on a needs basis.

Special Needs

Monash School regards the individual needs of each student as being of paramount importance.

The school recognises that there will always be students who require extra resources because of behavioural, emotional, social and cultural differences.

The school is particularly aware of the needs of the academically gifted student and attempts to provide programs within the constraints of available resources.

Broad Guidelines for Special Needs Team

- 1 The Special Needs Team comprises
 - The Principal
 - Deputy Principal
 - School Counsellor
 - Literacy Co-ordinator
 - Numeracy Co-ordinator
- 2 The Special Needs Team meets weekly.
- 3 Classroom teachers are encouraged to attend these meetings particularly when one of their students is being discussed.
- 4 The Special Needs Team is an integrated unit in which members work closely together.

Monash School has two Learning Support Settings:

LEARNING SUPPORT CENTRE (LSC)

Students who have been assessed by the counsellor and qualify for literacy and numeracy support. These students receive additional teacher support within their mainstream classes.

LEARNING SUPPORT UNIT (LSU)

The LSU is a special class that caters for children with high level needs. This class usually comprises eight students with a full-time teacher and Learning Support Assistant (LSA). There are two LSU's at Monash School.

AREAS OF LEARNING

Aims for Monash School

Monash School aims to help students develop the following:

- inquiring minds, a love of learning, and willingness to apply effort to worthwhile tasks
- the ability to think rationally
- use of imagination
- creative self expression
- logical judgment
- physical health
- mental health
- emotional intelligence
- self confidence and a sense of worth
- respect and consideration for others
- a coherent set of personal and social values and a commitment to them
- decision making and problem solving skills
- an understanding of themselves and their world.

These aims are pursued in many ways, particularly through the formal curriculum of the school. There are also informal influences, planned and unplanned, which affect the degree to which the school's aims are realised. These include teachers' attitudes and personal example, the quality of the school environment, family relationships with the school and organisational features of the school.

Curriculum

Australian Curriculum

Development of the Australian Curriculum was guided by the 2008 *Melbourne Declaration on Educational Goals for Young Australians*.

The Melbourne Declaration commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens", and to promoting equity and excellence in education. The Australian Curriculum will "equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century." The Australian Curriculum will be accessible to all young Australians, regardless of their social or economic background or the school they attend.

The implications of having a national curriculum:

For students the implications are that:

- they will have access to a world-class curriculum regardless of individual circumstances and location
- there will be educational continuity between states and territories
- resources to support curriculum and learning will be equally available and accessible across Australia to any student.

For teachers the implications are that:

- they will have explicit knowledge about what all Australian children should be taught, what those students need to know, understand, value and be able to do
- there will be consistency of judgement with regard to student achievement.

For educational jurisdictions and systems the implications are that:

- opportunities will occur to work together, across geographical and school-sector boundaries, to provide a world-class education for all young Australians
- states and territories will be able to focus on how students' learning can be improved to achieve the national goals, regardless of individual circumstances or school location
- greater attention can be devoted to equipping young Australians with those skills, knowledge and capabilities necessary to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich workplace in the future
- there will be greater consistency for the country's increasingly mobile student and teacher population
- there are potential economies of scale and a substantial reduction in the duplication of time, effort and resources.

For Australia and its citizens the implications are that:

- we have a 21st century curriculum that will enable our students to thrive as citizens, not just of Australia, but of the world
- a national curriculum contributes to the nation's goal of being a democratic, equitable and just society

General capabilities

While the Australian Curriculum is packaged into learning areas it has recognised that we live in a world where knowledge is constantly growing and evolving. Students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across subject-based content and equip them to be life-long learners able to operate with confidence in a complex, information-rich, globalised world.

The general capabilities are:

1. Literacy
2. Numeracy
3. Information and Communication Technology (ICT) competence
4. Critical and creative thinking
5. Ethical behaviour
6. Personal and social competence
7. Intercultural understanding

Cross curriculum priorities

The rationale for the cross-curriculum priorities is that the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues with which they are dealing. With this in mind, the curriculum gives special attention to three priorities: one national priority, one regional priority and one global priority. These will immerse students in learning beyond their local context.

The three cross-curriculum priorities are:

1. Aboriginal and Torres Strait Islander histories and cultures - to ensure that all young Australians are given the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had and continue to have on our world. This is a national focus.

2. Asia and Australia's engagement with Asia - to reflect the importance of young people knowing about Asia and Australia's engagement with Asia. As young people learn about and develop a better understanding of the countries and cultures of the region, they appreciate the economic, political and cultural interconnections that Australia has with the Asia region. This is a regional focus.

3. Sustainability - to develop in young people an appreciation of the need for more sustainable patterns of living, and to build capacities for thinking, valuing and acting necessary to create a more sustainable future. This is a global focus.

Developmental Curriculum

Monash School uses the Australian Developmental Curriculum (ADC) approach throughout the school program. The ADC provides a balance of learning through projects and investigations and explicit teaching of literacy and numeracy skills.

The child is placed at the centre of the curriculum and children are engaged in learning at their developmental level. In-depth planning and rigorous observations ensure that the curriculum is authentic and based on children's interests. Teachers scaffold, direct, intervene and extend as appropriate the experiences and projects that the children are involved in.

The children engage in a wide variety of activities that cater for their interests while focusing on skills in literacy, numeracy, science, arts, fine motor and oral language.

Research has shown that the ADC extends and strengthens children's oral language and writing skills, providing a platform for increased literacy results. Specifically, results in Australian schools are reflecting the following:

- Higher levels of engagement and motivation
- Higher oral language skills
- Increased writing
- Increased pro social skills
- Decreased behavioural problems.

Curriculum Areas

English

Monash School emphasises the development of the basic skills of literacy.

Through English students learn to be literate people who are able to:

- Be enthusiastic and discriminating users of language
- Be independent, responsible, active learners of language
- Speak, listen, read, view and write with purpose and effect in a wide range of context, purpose, audience and content
- Understand linguistic structures and features and effectively use them when speaking, listening, reading, viewing and writing for different purposes
- Understand the way in which language varies according to context, purpose, audience and the ability to apply this knowledge
- Use a variety of appropriate strategies to compose and comprehend texts, experience texts and creatively and imaginatively respond to a wide range of texts
- Discuss and analyse texts and language critically and with appreciation
- Understand that textual interpretation may vary.

Mathematics

Monash School emphasises the development of the basic skills of numeracy.

Through Mathematics students learn to be numerate people who are able to demonstrate skills, knowledge and understanding in:

- Working mathematically
- Space
- Number
- Measurement
- Chance and Data
- Algebra.

The Arts (numeracy, literacy, dance, drama, media, music, visual arts)

Broad outcomes in the Arts are that students demonstrate an ability to:

- Engage in a range of processes, skills and techniques to create, make and present work from many starting points to extend their understanding of the potential of the arts to express, challenge, stimulate and shape meaning
- Become critics of the arts through analysis, research, interpretation and questioning of the arts in past and present contexts
- Derive enjoyment as a participant and or spectator of the arts.

Health and Physical Education

Broad outcomes in Health and Physical Education are that students demonstrate knowledge and understanding of:

- How individuals grow, develop, function and behave in different environments
- Human relations including interpersonal skills, individual values and attitudes
- What it means to be healthy and what people can do to promote health
- Demonstrate knowledge, understanding and application of:
- Safety in relation to health and physical activity
- Physical activity (motor skills, and coordinated movement patterns) through play, games, dance and sporting activities

- The concept of fitness and its relationship to performance and health including regular, active participation in a range of physical pursuits

Languages Other Than English (LOTE)

For students from all backgrounds, learning a language other than English offers the potential to:

- Communicate in the target language
- Enhance their intellectual and social development
- Enhance their understanding of English and the culture of the English
- Speaking world
- Expand their knowledge and approach tasks with insights gained from another language and culture
- Participate in the life of another culture and gain an understanding of both specific of other language and cultures and the commonality of human existence
- Develop their sense of social justice, and enhance their vocational prospects.

Science

Broad outcomes for Science are that students demonstrate

- Ability and skills to work scientifically: to investigate, process data, make informed decisions and be aware of some scientific issues
- Knowledge of Earth and Beyond, Life and Living and Natural and Processed Material
- Understanding and appreciation of Energy and Change

Studies of Society and Environment

Broad outcomes of Studies of Society and Environment are that students demonstrate:

- Skills in information literacy
- An ability to listen, share, discuss, debate, reflect and to communicate ideas effectively
- A knowledge and understanding of the past in Australia, sequences of change and why change occurs and an understanding of: what is distinctive about places, how people and places interrelate, and how actions of people affect places
- Personal, group and cultural identity, cultural cohesion and diversity (especially Aboriginal and Torres Strait Islander culture)
- Knowledge of the nature and use of resources, the relationship between people and work
- Knowledge of natural and social systems

Technology

The broad outcomes for Technology are that students demonstrate an ability to

- Engage in the effective use of a designing, making and evaluation process
- Develop the knowledge and skills needed to manipulate materials and equipment and produce products using resources safely and efficiently
- Assess, evaluate and analyse designs, products and processes with relationship to social values and attitudes, cultures and environmental criteria.

POLICIES AND ADMINISTRATION

Student Management Policy

The staff and students at Monash Primary School are proud of our school. We aim to develop a spirit of cooperation and progress at school and we wish to share this with you. One basic component of this cooperation is the Student Management Policy.

We know that students DO want to learn. They do not like to be disrupted or hassled. We also realise parents want the best education for their children without the staff having to spend a lot of time on "Behaviour Management". In order to achieve this goal, we have taken steps to create a Student Management Policy.

The Monash School Policy has been created for the health and safety of each student. The list of inappropriate behaviours are: swearing; verbal abuse-to teachers; verbal bullying; throwing sticks and other hard objects; harassment towards others; hitting others; running on hard surfaces and school walkways; play fighting; repeated inappropriate behaviour; being out of bounds; entry into classrooms during play times; possession of sharp objects; littering; inappropriate use of playground equipment; not wearing hats in the playground; uncooperative behaviour during games; physical interference with other players; ignoring instructions given by adult. We believe the misbehaviours and consequences listed on these pages, however, will be sufficient at this time and will be modified to meet the needs of the children and staff, when and if it is necessary.

The intent of the Policy is not to punish children unfairly. Instead we perceive the Policy as a statement of what children can expect as consequences, if they disrupt classes and/or threaten the safety of other students. It is important that parents review this Policy with their children.

Purpose

The purpose of the Monash Student Management Policy is to promote consistency by the school community in their responses to unacceptable behaviours. This consistency will help protect the rights of all children at our school.

The sequence of consequences means that if the first consequence is not effective in eliminating an unacceptable behaviour, the next consequence will go into effect. For example, a student using bad language will be denied certain privileges. If the language continues, the next consequence will be a referral to a senior teacher or the principal, which will result in further strategies intended to eliminate this unacceptable behaviour.

All staff at Monash follow this Management Policy and all children are regularly briefed on what behaviours are acceptable and what behaviours are not acceptable.

The rules governing behaviours in the individual units and classes will be negotiated by each class and displayed in the classroom.

A warning will often be issued on minor offences before the sequence of consequences goes into effect. Every effort will be made to provide fairness when consequences are established for individual students. The sequence is, three warnings, then move to the unit time out area. Should inappropriate behaviour continue, an Executive member of staff will be notified and the student will be removed from the unit for the duration of that session

(first, middle or afternoon). They will return to class for the next session after an agreement with the class teacher that they will use appropriate behaviour.

The entire staff at Monash will utilise every possible resource available to assist all students. One of our educational goals is to provide and promote an environment which fosters student self-esteem and self-worth. To help achieve this the You Can Do It program is taught weekly throughout the school. We will accentuate the positive aspects of a student's life at Monash. Positive behaviours will be highlighted through recognising students in a variety of ways, such as announcements, phone calls and letters to parents and special awards.

Our Student Management Policy is intended to assist children in being more responsible for their own behaviour. We believe if students clearly understand the consequences of their behaviours, they can choose their behaviours in a more intelligent and responsible way that ensures the rights of all children to enjoy their educational/social experience at Monash. If you have any questions or concerns about this policy, please contact us. We want your ideas as well as your assistance.

Consequences

When students choose not to behave appropriately they will spend between 5 – 40 minutes in the ReThink room. Class teachers will be notified that a student is to attend the ReThink room.

- 1st warning: Student stands on the 'pink hot spot' to re think their actions. Time on the 'pink hot spot' is determined by the teacher on duty.
- 2nd warning: Student sent to Executive Staff at recess or lunchtime.
- 3rd warning: Student misses up to 40 minutes of lunchtime and goes to the ReThink Room.

Serious misbehaviour at any time: Immediately go to the Principal or Deputy Principal.

If there are continual incidences of inappropriate behaviour parents will be notified and there may be a meeting with Executive Staff and a behaviour plan negotiated.

Each term consequences will start over.

Reward Play

All children, other than those who have had 3 rethinks during the term or have been suspended will participate in the activities on one day at the end of term

Children, who on their own initiative, are seen to be doing something special such as helping other children will be awarded a "values" certificate and attend morning tea with the Principal.

Bullying

Monash School teaches an Friendly Schools Plus program across Kinder to Year 6.

The ten Monash School values are Care & Compassion, Confidence, Getting Along, Honesty, Inclusion, Organisation, Persistence, Resilience, Respect and Responsibility. Through this program strategies are proactively taught on how to work, play and cope with bullying.

What will happen to bullies at Monash School?

1. Incidents of bullying will be recorded on the RISC (Register of Individual Student Contracts) data base.
2. Appropriate consequences may include time off playground, Rethink Room, Playground Passport, placement in an alternate learning space or suspension from school. The functions of these consequences are for the bully to recognise & accept their inappropriate behaviour so that in the future they can reshape their behaviour & become a responsible student.
3. Departmental records may be kept.
4. Students will be interviewed by the Deputy Principal and/or Principal.
5. Communication will be made with parents.
6. Case conference with parents, the students involved and school executive staff.
7. Opportunity for conflict resolution if appropriate.

School Grounds Supervision

Teachers provide supervision in the school grounds (and sometimes, the Library) during lunch and at recess. In the mornings, children stay on sealed areas outside units. Use of bats/balls or kicking games on sealed areas is not permitted at any time. There is supervision of children available in the LRC from 8.30 am to 8.55 am.

Children are NOT to play on equipment before school since appropriate supervision cannot be provided.

A number of staff are in classrooms each morning from 8.30 am to deal with any emergencies. Children should not enter the units before 8.30 am except by prior arrangement (such as band members, sporting teams, excursion groups).

You are encouraged not to send your child to school before 8.30 am for their own safety. An arrival after 8.50 am and 8.58 am would be much appreciated. Arrival before 9.00 am is essential for a settled, informed start to the day.

There is no supervision of play equipment before or after school. These areas are out of bounds before and after school. There is no supervision in the school grounds after 3.00 pm and students should proceed home.

If children miss their bus, or parents are late, or if children have problems immediately after school, they should go to the front office so that they may receive assistance.

SunSmart policy

It is the responsibility of the Monash School Community to protect students to the greatest extent practicable from the dangers of exposure to the sun.

- Students are required to wear appropriate sun protective clothing whenever they are outdoors.
- School uniform includes; hats that protect the face, neck and ears that have an 8-10cm wide brim or legionnaire style. Shirts with collars, elbow length sleeves and longer skirts or shorts.
- A rule of 'No school approved hat, stay in the shade' is enforced.
- Students are encouraged to apply a SPF 15+ (or higher) broad-spectrum water-resistant sunscreen before school and prior to the lunch break. The sunscreen should be applied to all areas of skin exposed to the sun, eg face, neck, ears, hands, arms and legs.
- Staff members are expected to model SunSmart behaviours, e.g wearing hats / umbrella.
- Parents and other community members attending / assisting outdoor activities are encouraged to model SunSmart behaviour.

Excursions

'Day' Excursions and Performances

During the year teachers may organise half day or day long excursions for particular age groups. These excursions form an integral part of the learning program.

On occasions, again to complement our teaching program, we will arrange for visiting speakers or groups to perform at the school.

Details of times etc and a permission note will be sent home to parents for all excursions beyond the school grounds.

Payment Procedures for Excursions and Performances

All money for excursions, and performances etc. should be placed securely in an envelope and clearly labelled and placed in the child's unit box in the front foyer. Individual receipts will be issued for amounts more than \$10.

School Newsletter

The Monash Newsletter is distributed via e-mail every last school day of the week.

Personal Belongings

Please mark clearly your child's name on all personal belongings, including clothing.

Lost Property

Unclaimed belongings are kept in a container near the Canteen and may be checked at any time. Items remaining at the end of the school term are donated to charity. Small, valuable items such as money, watches and bus passes are handed in to the front office and can be collected from there.

School Uniform

Girls: Summer Uniform

'A' line dress, front zip, collar, red tab

Navy culottes

Polo shirt: red poly/cotton knit fabric, tab front, 2 buttons, collar with logo

Sloppy Joe Jumper: red – logo

Ankle socks: white or navy

Joggers: (white/navy/black) or black shoes

Sun hat: bucket hat (navy blue)

Boys: Summer Uniform

Shorts: cargo or lock-knit

Polo shirt: red poly/cotton knit fabric, front tab, 2 buttons, collar with logo

Sloppy Joe Jumper: red – logo

Ankle socks: white or navy

Joggers: (white/navy/black) or black shoes

Sun hat: bucket hat (navy blue)

Girls: Winter Uniform

Winter dress – navy blue with white skivvy

Track pants: navy fleecy fabric, side pockets, cuffs, with reinforced knees

Navy bootleg pants

Polo shirt (long sleeve): red poly/cotton knit fabric, front tab, 2 buttons, collar with logo

Sloppy Joe Jumper: red – logo

Polar Fleece Jumper: red, ½ zipper, 2 pockets - logo

Ankle socks: white or navy

Joggers: (white/navy/black) or black shoes

Sun Hat: bucket hat / beanie

Boys: Winter Uniform

Track pants: navy fleecy fabric, side pockets, cuffs, with reinforced knees

Navy cargo pants

Polo shirt (long sleeve): red poly/cotton knit fabric, front tab, 2 buttons, collar with logo

Polar Fleece Jumper: red, ½ zipper, 2 pockets, logo

Ankle socks: white or navy

Joggers: (white/navy/black) or black shoes

Sun Hat: bucket hat / beanie

Uniform supply

Supplied by Savvy School Wear, Homeworld, Soward Street, Tuggeranong, 6293 4342.

Second Hand Uniforms

Second hand uniforms are available at Monash School. Call the school reception for further information.

Hats

In accordance with the ACT Cancer Society policy, a navy broad brimmed or bucket hat is compulsory.

Ear-rings

For safety reasons only stud or sleeper type ear-rings are permitted.

Volunteering in ACT Government Schools

There is a traditional and positive relationship between volunteers and schools which is reflected across the preschool to secondary college sectors in a range of classroom, enrichment and support activities.

Detailed procedures for the Working with Children and Young People - Volunteering policy are contained in the Working with Children and Young People – Volunteering – Procedures. The management of volunteers in schools and educational programs is the responsibility of the Principal and volunteers must sign in and out of the school.

Medical Matters

Medical Condition

You are asked to indicate on the Medical Record form if your child suffers from any known medical conditions. For students who are known sufferers of asthma, anaphylaxis, diabetes, or epilepsy, Emergency Treatment Plans must be completed, signed by both

parents/carers and the students doctor and provided to the school. In the absence of a written and signed Emergency Treatment Plan, only standard first aid can be given in an emergency.

Sickness and Accidents

Sick children should be kept at home. If a child becomes sick at school the limited school first-aid facilities will be used until parents are contacted and asked to take the child home. If a child suffers a serious accident at school parents will be notified immediately. Should emergency treatment be required the child will be transported by ambulance to a hospital. In such cases, ambulance services and treatment are free.

Medication

Should a child require medication during school hours the following procedures should be followed for the safety of children and staff:

Parents write a letter to the Principal requesting assistance with medication, giving details. (There is a medication form to be completed from the front office. Medication is to be forwarded with the request).

Medication is held in a secure place in the front office.

Children are individually responsible for going to the Front office to take medication at the correct time.

Attendance/Absences

Absences from school can be a considerable detriment to a child's progress. However, home is the best place for a really sick child. We do not have the facilities or staff to look after a sick child. In the event of a child becoming ill at school, or where a child is unfortunate enough to have an accident, you or your emergency contact will be informed. It is important that you complete the medical form and that all listed telephone numbers are current.

All children are required to bring a note explaining their absences on the day they return to school.

If a child is going to be absent for a period of time, a telephone call to the school would be appreciated. A note should still be sent on the child's return to school.

Where exceptional circumstances exist parents should contact the Principal. Children suffering from chronic illness such as asthma, diabetes or epilepsy will be closely monitored by the school.

Should your child catch chicken pox, mumps, measles or any other infectious disease, please contact the school for information about quarantine periods and to enable the school to warn other parents that their children may have been exposed.

Infectious Diseases – Exclusion Period

The ACT Health Department has supplied the following information regarding the exclusion periods for the more common communicable childhood diseases.

Head Lice	until hair has been treated and all lice and eggs have been removed
Measles	at least 7 days from the appearance of the spots
German Measles	until fully recovered – or at least five days after the onset of rash
Mumps	until fully recovered – 10 days after the swelling occurs
Chicken Pox	until fully recovered – for at least 7 days after the first spots appear
Ringworm	until appropriate treatment has commenced
Conjunctivitis	until all discharge from the eyes has cleared
Impetigo	until sores have completely healed – or once treatment has begun and all sores are covered
Scabies	until appropriate treatment has commenced, supported when requested by a medical certificate.