



MOORABBIN PRIMARY SCHOOL

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www.moorabin.vic.edu.au

A photograph of the Moorabbin Primary School building, a two-story brick structure with a red tiled roof and arched windows. The building is set against a blue sky with white clouds. In the foreground, there is a paved parking lot with yellow and white markings. The image is framed by a white circular border.

MOORABBIN PRIMARY SCHOOL

2024 PARENT **HANDBOOK**

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Principal's Message

On behalf of the staff and school council, I would like to extend a warm welcome to all children and parents of the school, and also to those beginning at Moorabbin Primary School. I am extremely proud and honored to be this wonderful school's Principal and cherish the opportunity to assist in the development of our most precious resource - our children.

Moorabbin Primary School has been at the centre of the Moorabbin, Hampton East and Highett communities for many years now with the original building dating from 1875. While some suburbs may have been renamed over time, what remains the same is the high-quality education your child will receive when attending Moorabbin Primary School.

We are a family orientated school with a current enrolment of approximately 471 students. At Moorabbin Primary School each child is valued and encouraged to reach their full potential. Just as each child is an individual with their own character and needs, so too their educational growth is unique. The teachers are committed to nurturing and developing the abilities of each child through carefully planned and innovative teaching programs.

You will find the members of the Moorabbin community most welcoming, and we invite you to become involved in your child's education through joining in the many parent activities on offer.



We have a strong Preschool to Foundation Orientation program and welcome parents to come and learn more about our wonderful school. For families of children commencing school in the near future, I invite you and your child to come and observe our team of students and teachers in action and see firsthand the many ways in which Moorabbin Primary can provide an excellent education for your child. School tours can be booked via Try booking link on MPS website: <https://www.moorabbin.vic.edu.au>



Students at Moorabbin Primary School are involved in programs such as 'Circle Time' to create a sense of belonging and reinforce our genuine concern for student wellbeing. In addition to this, it enables students to make a seamless transition from one year level to another.

Our students are highly motivated and are also supported by committed parents and families. Parents are encouraged, at all times, to communicate with teachers and the school leaders on issues that are of interest or concern to them.

Moorabbin Primary School staff are enthusiastic highly professional educators and bring a wealth of knowledge and commitment to their crucial task of guiding students towards a fulfilling and productive seven years of primary education. Our students' achievements in their learning is a direct result of the dedicated, professional teachers who constantly provide diverse, rich, engaging and outstanding educational programs within an environment which is caring, friendly, respectful and responsive to the needs of our students.

As Principal, my door is always open to parents wishing to discuss their child's progress or anything at all related to the school. I welcome and encourage you to be involved as this is the best way to "be learners for life" and be immersed in what schooling is about today.

I look forward to meeting and working with you.



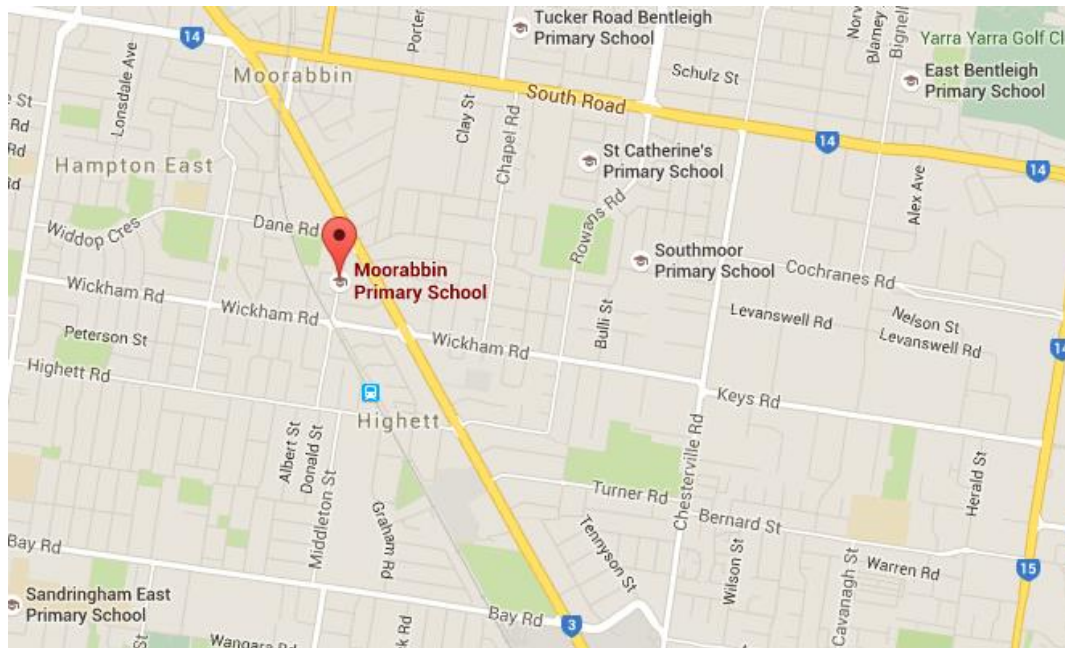
Noxia Angelides
Principal

Our school zone is available on findmyschool.vic.gov.au. Findmyschool.vic.gov.au hosts the most up-to-date information about Victorian school zones.

Students residing in this zone are guaranteed a place at our school, which is determined based on your permanent residential address.

The Department provides guidance through the School [Placement Policy](#) to ensure that students have access to their designated neighbourhood school and the freedom to choose other schools, subject to facility limitations.

You can find more information and answers to frequently asked questions on the Department's website under [School zones](#).



School Profile

Moorabbin Primary School is one of the oldest primary schools in the inner southeast suburbs of Melbourne. Initially serving a market garden district of the metropolitan area, Moorabbin now serves a growing population of residents from Hampton East and the other surrounding suburbs. Moorabbin Primary School stands in a small pocket of residential land on the south side of the Nepean Highway in the Kingston Council, however, most of its families are residents in the Bayside Council area on the south side of the railway which is the division between the council jurisdictions.

Moorabbin Primary School was established in 1875 and underwent several major additions to the original schoolhouse following population growth immediately prior to and after the Second World War. Moorabbin Primary School is set back from the Nepean Highway and is bordered by quiet residential streets with entrances on three sides.



The school grounds are spacious and well maintained. Moorabbin benefits from being adjacent to the Dane Rd oval owned by Kingston Council. This oval more than doubles the grassed areas available for the school's use for Physical Education and sporting activities.

A facilities highlight has been the development of an athletics oval with running track, at the front of the school, made possible by partial funding of parent contributions. In 2024 the school will see the opening of a double storey 12 classroom building with a state-of-the-art science room, including spacious breakout areas for a library. In 2025 the school will see the development of an A Grade gymnasium. We are excited to see the upgrade of our facilities to continue to nurture strong teaching and learning at MPS. Further facilities developments with the commencement of an extensive upgrade of the school hall, canteen and new Double Story learning centre.

The grounds also have a number of large shady trees where passive play areas abound. Children have the option of active play on the front oval, grassed areas or basketball courts or on the many pieces of play equipment, as well as more passive activities joining friends on the picnic tables scattered around the grounds. Adjoining vegetable gardens planted at the rear of the building and they are utilised as part of their curriculum. Solar panels have been installed on the learning centre as part of a grant received from the Commonwealth Government continuing the environmental awareness of the school community.

The main building underwent extensive renovations in 2012 to ensure another modernized facility for our senior students to learn and grow in. All classrooms are individually heated and have heating and air-conditioning. In addition, the school has a well-equipped Art and Craft room as well as a Music and Science room. The language of Mandarin is taught as a stand-alone subject. The school has the advantage of a hall where Physical Education (PE) can be conducted on days of inclement weather. The library space is well utilised by all children and open at recess and lunchtimes for reading and borrowing on selected days.



The school maintains an enrolment of approximately 514 and we have 2 classes. The school comprises of around 55 staff members with class teachers and specialist teachers in each of Art, Music, Physical Education, LOTE (Mandarin) and Science. There are a small number of Education Support Staff (9) who work in the office, library or in classrooms supporting student learning. Teachers work with the ES to support student learning by regularly planning together and working through the needs of individuals in each cohort of children. Teachers are dedicated and show their enthusiasm for the school by their regular involvement in additional activities often in their own time after school and at weekends.



The school has an active 'Before and After School Care program' run by Team Kids available five days per week from 6.45am to 8.45am (before school), 3.30pm until 6.15pm (after school) and holiday programs. Please contact Team Kids directly on www.teamkids.com.au or contact: 1300 035 000 for further information.

In addition, the school promotes the use of its facilities for extra-curricular activities, some of which also take place after school hours. An Art club, basketball/soccer, code club, dance club and chess sessions once a week, outside of school hours. More information is available from the school office.

Moorabbin students are always complimented on their excellent behaviour with the school regularly receiving letters of commendation from excursion and camp venues following our students' visits. The staff are consistent in their approach to behaviour management and students are regularly rewarded for good manners and behaviour. A welfare program operates for families in need and students can be referred for counseling or testing or speech pathology services as required. The Assistant Principal manages the welfare program.

Moorabbin Primary School students have consistently performed above the State in the National tests known as NAPLAN. A number of students receive academic scholarships to local secondary schools.

Moorabbin Primary School offers an enriched curriculum based on core components of English and Mathematics. In addition, an integrated curriculum is covered with the addition of an intensive swimming program, and leadership program for Years 3-6, Interschool sports program and outdoor education program, all of which enhance the health and (PE) programs offered

at Moorabbin. We believe that supporting our teachers to be the best they can be is important, so supporting the professional learning of staff is also key to our student's continued success.

The community offers parents many opportunities for involvement in their child's education. Parents regularly support the students' learning by working in classrooms. In addition, parents assist with special events such as school concerts by making costumes or procuring items for props. Parents are involved in 'Parents and Friends' group that raises money to help with the fundraising in the school. Working Bees are regularly held, and parents assist in these as well, joining in a friendly 'morning tea' at the end.

Vision, Mission and Values

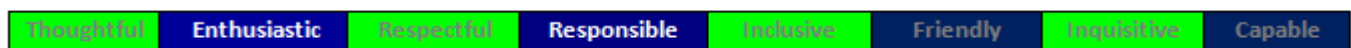
Moorabbin Primary School has a core purpose to nurture and develop the relationships between students, staff, parents, and the wider community. We foster the education and wellbeing of all through the provision of a safe, challenging, supportive and dynamic learning environment where all children are challenged to excel. Our vision is that: "We are learners for life, leading the way, who make the most of everyday" AND THAT Moorabbin Primary School is "The Place to Excel"

Mission: *At Moorabbin Primary School we provide students with qualities and skills which will enable them to be successful, confident learners who embrace challenges and opportunities. We nurture and encourage our students to be positive and responsible contributors to our local and global communities.*



Thoughtful:	To consider the needs of others.
Enthusiastic:	To be keen, eager and interested.
Respectful:	To be polite and to care for self, others and our environment.
Responsible:	To make good choices and accept the consequences of poor choices.
Inclusive:	To respect the ideas and feelings of others
Friendly:	To be welcoming and kind to others.
Inquisitive:	To wonder about the world.
Capable:	To have-a-go and do your best.

We strive for all members of our community to demonstrate these values:



Term Dates 2024

Term One	Wednesday 31 st January to Thursday 28 th March
Term Two	Monday 15 th April to Friday 28 th June
Term Three	Monday 15 th July to Friday 20 th September
Term Four	Monday 7 th October to Friday 20 th December

School Hours

Time of Day	
9:00am	School Start - Session One
9.50am	Session Two
10.40am	Recess
11.10am	Session Three
12noon	Session Four
12.50pm	Lunch eating inside
1.00pm-1.50pm	Lunch
1.50pm	Session Five
2.40pm	Session Six
3:30pm	School Finish



*For each start of the day, all students are to line up with their bags outside their classroom's external door at 8.55am (we have a music prompt playing over loudspeakers). Their teacher will then open the classroom door.

Public Holidays

The school observes the following public holidays, some of which fall during school vacations:

<i>Monday 11th March</i>	<i>Labour Day</i>
<i>Friday 29th March</i>	<i>Good Friday</i>
<i>Sunday 31st March</i>	<i>Easter Day</i>
<i>Monday 1st April</i>	<i>Easter Monday</i>
<i>Thursday 25th April</i>	<i>ANZAC Day</i>
<i>Monday 10th June</i>	<i>King's Birthday</i>
<i>Subject to AFL schedule</i>	<i>AFL Grand Final Holiday</i>
<i>Tuesday 5th November</i>	<i>Melbourne Cup Day</i>
<i>Wednesday 25th December</i>	<i>Christmas Day</i>
<i>Thursday 26th December</i>	<i>Boxing Day</i>

Pupil Free Days

Four Pupil Free days are planned for throughout the school year. The Pupil Free days have been set for:

CURRICULUM DAYS: 29th and 30th January, 7th June, 4th November

PROFESSIONAL PRACTICE DAYS: 8th May

Sporting Events

- Athletics
- House Cross Country
- House Twilight Sports

Whole School Swimming Program

Held in October Foundation – Year 4

December – Years 5-6

Year 5-6 School Camp

Monday 20th May – Friday 24th May 2024



Enrolling in School

Enrolments are taken from the first day of school in the year before a child is due to start school. In Victoria a child must be five years of age before April 30th in the year they begin school.

Parents wishing to enrol their children at Moorabbin Primary School should first make contact with the school office. Enrolment Forms are available for download from our website as well as from the office. School tours, prospective parent information sessions, open days and other activities of interest to prospective parents will be scheduled throughout the year, strictly subject to Department of Education policy and guidelines. Bookings to be made via Trybooking link on MPS website. Enrolments are required by June of each year to enable plans to be made in readiness for the following year. This June enrolment requirement is consistent with other surrounding Government schools.

When enrolling a child in primary school, parents must provide the child's Immunisation Status Certificate. This shows whether a child has been immunised against diphtheria, tetanus, polio, measles, mumps, rubella, whooping cough and haemophilus influenza type B. The Child History Statement from the Medicare Australia – may be used but is only valid if it contains the statement 'this child has received all vaccines required by 5 years of age'.

https://www.humanservices.gov.au/individuals/services/medicare/australian-immunisation-register?utm_id=9

Children who are not immunised can still attend school. If an outbreak of an infectious disease occurs at the school, they will be sent home until the danger has passed.

When enrolling in school, the following information is required:

- evidence of your child's date of birth
- names and addresses of the child and parents, guardians or carers
- parents' phone numbers (home, work, mobile) and email addresses
- names and contact details of emergency contacts
- doctor's and names and phone numbers
- Immunisation Status Certificate
- health and welfare information (for example, does your child have asthma, diabetes, allergies, poor eyesight or hearing, specific custody arrangements)
- information about the language/s your child speaks and hears (to help the school build on your child's knowledge).

Our office staff will provide you with the appropriate enrolment forms and will organise an interpreter if required.





School Council

The School Council consists of parent members, comprising 10-12 elected parent members, 2-4 elected Department of Education employee members and the Principal. Any parent member may be elected President. Meetings are held twice per term at each 6.30pm onsite.

The School Council is the governing body of the school. The council plays an important role in school accountability and improvement and endorses all planning, evaluation and reporting documents.

The function of the School Council is to:

- Establish the broad direction and vision of the school within the school's community
- Participate in the development and monitoring of the school strategic plan
- Develop, review and update school policies
- Develop, review and monitor the Student Engagement Policy and the School Dress Code
- Raise funds for school-related purposes
- Approve the annual budget and monitor expenditure
- Maintain the school's grounds and facilities
- Enter into contracts (e.g., cleaning, construction work)
- Report annually to the school community and to DET
- Generally, stimulate interest in the school in the wider community

The Council may appoint sub-committees to assist the Council in carrying out its duties and functions. At present, our School Council has Sub-committees for Budget/Finance, Education, Fund Raising, Works and Maintenance and Marketing.

Community Involvement

Social Events

Various social events such as trivia nights, lawn bowls, parent dinners, 'colour fun runs' and community gatherings at the school are also organised.

School Council welcomes interested parents who would like to be involved. Meetings and activities are announced in the newsletter.

Community Involvement

Parents' views are surveyed each year. The surveys take place in August – September and use the Parent Opinion Questionnaire developed by the Department of Education and Early Childhood Training.

The school welcomes parents' participation in **voluntary work**.

If interested in volunteering, you are required to hold a current 'Working with Children' check and will be required to sign a 'Child Safety' policy.

Areas where parents currently help include:

- *School Council*, and its Sub-committees
- *Parents and Friends – special days/lunches for the children*
- *Fundraising*
- *Classroom programs* e.g., participating in literacy sessions
- *Teacher/Class assistance* – Preparing aids, typing, computing, photocopying
- *Excursions/incursions*
- *Library* – covering books, cataloguing, re-shelving
- *Art room* – helping with class activities and Preparation

Please contact the school if you would like to help or require more information.

When you are doing voluntary work in the school, please sign in and out at the office. This is an Emergency Management requirement and is for everyone's safety.

Parents and Friends

STRUCTURE

1. Every parent is encouraged and welcome to join the Parents & Friends Association.
2. All meetings are open and are held two to three times a term. Meeting times are advised in the Newsletter.
3. Elections are held at the Annual General Meeting.

Function

- Avenue through which parents can meet and get to know each other.
- Liaison between parents and the school.
- Providing fun activities for the students at the school.
- Fundraising to assist the school

Parent Communication

Newsletters

The school newsletter is generally published fortnightly on Friday's and distributed via email. It's content includes a note from the Principal, news from our specialist teachers, School Council and its sub-committees. The newsletter is an important means of communication and sometimes contains links to forms that need to be returned to the school or surveys where we ask for your opinion. There can also be community service announcements, so it is a great way of keeping informed about what goes on in the local community as well. Please ensure that you watch out for the newsletter. In addition, the newsletter is posted on the website each week <http://www.moorabbin.vic.edu.au/> and also sent as a Compass message.

Compass

Compass is a web-based system that is accessible on any modern web browser or by using the 'Compass School Manager' app available for iOS or Android smartphone device. To access our Parent Portal, please visit the link <https://moorabbin-vic.compass.education/>

With Compass you can:

- Access your child's Student Semester reports
- Approve and enter upcoming or past absences for your child/ren. ***Please enter only FULL day absences on Compass.***
- Access daily news feeds, student timetables and upcoming events.
- In 2024 all information regarding upcoming school events will be distributed via Compass.



QKR

QKR! with Masterpass is an app that lets parents pay for school payments directly from their smartphone. To do so, download the QKR! app to your iOS or Android device, and enter your payment card details.

Website and Email

The website is the place to go for additional information, forms and coming dates and events.

Email is still a fast way for us to communicate with parents in the school. Early in the year we will be

asking all families to provide a current email address that we can use for communication. It is important for all families to ensure that your email is current and to notify the office of any changes.

The school email address is moorabbin.ps@education.vic.gov.au

Teaching Team Newsletters

At the start of each term, each teaching team will send home a newsletter to inform parents of the intended learning focus for the coming term. This newsletter will also contain anticipated excursions or other events planned to complement the learning, taking place during the coming term.

Assemblies

Assemblies are held in the school hall on Fridays at 3pm. Parents are welcome and encouraged to attend.

Students present sports reports and the Moorabbin Kids are 'Terrific Kids' Awards. Other special awards are sometimes presented. Items of general interest are announced, groups of students may present an item to the school e.g., the school choir. Assembly starts with the National Anthem and all parents are encouraged to join in. Foundation students usually join assembly after a few weeks at school. Other special assemblies are held throughout the year and are advertised in the school newsletter.

Reporting to Parents

Parent Information Evenings

Early in each year we have information evenings designed to inform parents of the curriculum in the year ahead. Teachers will have a handout containing general class / team information. It is very important that parents make every effort to attend these sessions. Each child's education is all about a partnership between the school, parents and the child and showing your child that you are interested in their education is one way of ensuring this partnership is held in high esteem.

Parent Interviews

Early in each year, parents will have the opportunity to meet with their child's teacher to discuss any important issues pertaining to their child's learning. These conversations are scheduled for February to compliment the information evenings. These meetings are designed to ensure that your child's new teacher has all the information they require to know your child's needs best.

A second opportunity to meet teachers and discuss your child's progress occurs late in Term Two and follows the mid-year written report.

Parents are very welcome to request meeting times with teachers from time to time during the year. Teachers will be happy to make appointments at times that are mutually agreeable and that do not clash with staff meetings or other commitments. Generally, staff are available during afternoons and mornings excluding Tuesday and Wednesday afternoons. If parents have a pressing issue to discuss with their child's class teacher, Principal or Assistant Principal, then it is appreciated if you send an email to moorabbin.ps@education.vic.gov.au requesting an appointment.



Preparing for a Parent Teacher Interview

Parent-teacher interviews are an opportunity for you to meet your child's teacher/s. By asking questions and gathering more detail about the information provided on the student report card, you have an opportunity to become more involved in your child's learning and provide support where needed.

Here are tips for getting the most out of parent-teacher interviews:

Before the interview:

- revisit the student report card and determine what information you need before the interview to support your child
- ask your child if there are any areas they would like followed up (for example, where they feel they need extra help or have concerns) and share this information with your child's teacher during the interview
- write a list of specific questions you wish to ask your child's teacher and take notes during the interview so you can share the comments with your child
- if you need a translator, please request this with your child's class teacher before the interview.

During the interview:

- if you want to know about a specific area of your child's progress (for example, how they are progressing in English) let your child's teacher know this at the start so you can focus the interview on this topic
- ask your child's teacher for more detail on what the expectations are in their subject area with regard, for example, to homework and assignments. How much time should they be spending on their homework? Are there any other suggestions or more details about how you can help your child at home?
- find out more about how your child is participating in classroom activities and whether, for example, there are any general issues with behaviour or discipline that need discussing
- ask your child's teacher to clarify the extra support or extension activities mentioned in the report.

After the interview:

- keep in regular contact with the teacher to follow up on a mutually agreed plan
- talk with your child about what you have discussed and how you can work together to improve their learning.

You can also request interviews at other times. If you are concerned about your child's progress, discuss these concerns with their teacher. Please email the school to request an appointment at a mutually convenient time to meet with your child's teacher or level coordinator.

Written Reports

Teachers prepare two written reports each year. The first report is sent home mid-year in late June and the second report is sent home at the end of each year in December. In addition, some children require additional management in the form of an individual education plan. These plans are sometimes put in place to track a child's progress, more closely, in certain areas.

Attendance

In Victoria, education is compulsory for children aged between 6 and 17. When children are enrolled, it is expected they will attend school every day of each term. It is important that children develop habits of regular attendance from an early age.

Children who regularly miss days of school are at risk of missing out on learning the basic building blocks in subjects and may experience long term difficulties with their learning.

School attendance helps children develop social skills, such as friendship building, teamwork, communications skills and healthy self-esteem.



Each child is expected to attend every school day unless the parent has a valid reason. Please provide the school with information pertaining to your child's absence. This may be by phone, email or note. It is required by Department of Education that we have a reason for every day a student is absent.

Emergency Details

Emergency details are kept on file for every student in the school. The school recognizes that from time to time, these details need to be updated to ensure that we are always able to make contact with you in the event of an emergency. Please ensure that the following details are always current:

- Address
- Telephone numbers (home and business)
- Emergency contact information
- Doctor
- Place of Work

Leaving School during School Hours - Early Collection of Children; Late Drop-off

If you need to collect your child from school during school hours you must advise, via the school email, and come to the office for collection. Children are not permitted to leave the school grounds during school hours unaccompanied, so a parent or guardian must collect them from the office.

Anyone other than a parent or guardian wishing to collect a child during school hours must have written authorisation from the parent or guardian to that effect and announce themselves to the school office before collecting the child.

Please note that absences entered on Compass must be for FULL days only. Office staff complete partial day absences.

Late Arrival at School

All children arriving late i.e. after 9.00am must be accompanied by a parent who should firstly report to the school office, to sign the electronic register/iPad and obtain a late arrival slip which is to be given to the class teacher for inclusion in their class roll. These procedures ensure that your child is kept safe and that records are kept of their arrival and departure.

Please note that absences entered on Compass must be for FULL days only. Office staff complete partial day absences.



Arriving and Departing from School

At the beginning and end of each school day, staff are allocated on yard duty, in the morning from 8:45am to 9:00am and in the afternoon from 3:30pm to 3:45pm. Students are not to be in the schoolyard before 8:45am or after 3:45pm as supervision is not available. Children remaining uncollected after 3:45pm will be brought into the office and parents phoned immediately. If an emergency occurs and you are unable to collect your children at the end of school, please call the office and let us know what alternative arrangements have been made for your children.

Parking is often hard to come by in Worthing Road. We strongly suggest that parents walk to school or park further away from school and walk the remainder of the distance, if possible. The streets are regularly patrolled and fines are issued for overstaying parking limits.

Bike Shed

Many students ride or walk to and from school. As a school we are mindful that safety is our paramount concern. Students under the age of nine are not to ride bikes unaccompanied by a parent. All students riding bikes or scooters must wear helmets. Bikes and scooters must be walked in the school grounds. We ask that children go straight home from school and obey all road laws to ensure their own and others safety.

The bike shed, located beside the Art room, is locked each day from 9.15am and re-opened at 3.30pm.

Visitors/ Volunteers to School

All visitors and volunteers to the school during school hours are required to report first to the office to sign in via our iPad system, registering their arrival. They will be required to wear a distinguishing badge and sign out upon leaving. These requirements are consistent with DET policy and our [‘Visitors in School’](#) policy, as determined by the School Council. A ‘visitor’ is defined as all persons entering the school other than staff, parents or guardians involved in their daily work or in delivering or collecting children at the start or end of the day. Parents also regularly work in the school in a variety of capacities and are required to sign in as a visitor (for example if they are helping in the classroom or volunteering elsewhere in the school). Presentation of a valid Working With Children’s Check (WWC) card and signing A Code of Conduct form will also be required.

These protocols are required by the Department of Education for child safety and also allow the school to have a clear record for emergency management procedures.

Student Wellbeing and Care

Yard Supervision

There are always 2 teachers on duty in the school ground during recess and lunch breaks. There is also a teacher on duty from 8.45am to 9.00am each morning and from 3.30pm to 3.45pm each afternoon. If children have any problems, they should report to the teacher supervising the yard at the time. These teachers wear fluorescent vests so they can easily be seen.

Play Areas

Moorabbin Primary School is known for its students' excellent behaviour. Students generally play well together. The village green, consisting of the new Oval and athletics track, as well as play equipment structures at the far end is reserved for children in years 3 - 6 for playing ball games and other games requiring more space. The asphalt areas around the school are for use by all students. The grassed area and sand pit in front of the Junior Learning Centre (BER) are reserved for children in Foundation – Year 2.

Lost Property

All articles of clothing, belongings such as lunch boxes, drink bottles, school bags, books and pencils **must be clearly and permanently labelled with the owner's name**. Please check this from time to time. Make sure that all articles of clothing worn to school are brought home daily, if not, check what has happened to them. Lost property bins are located in the breezeway outside the toilet block, and the contents are put out for display from time to time so that children can claim any missing articles, all labelled items are returned to the classroom.



Toys

Teachers cannot be responsible for children's toys that are brought to school. Please label toys, books and sporting equipment with the owner's name.

Please do not allow your child to bring to school any article which may cause an accident e.g., knives, toy guns, arrows, super balls, pointed sticks. For reasons of safety such articles will be confiscated.

Expensive toys should not be brought to school, as they may at times be damaged or broken by friends.

Lunch

The eating of lunch will be supervised between 12.50-1.00pm. All uneaten food is to be taken home. We encourage parents to send their children's lunch with as little wrapping as possible as this helps our environment and makes it easier for your children to manage their lunch in the time given.

Recess and Fruit Break

We encourage all children to have a piece of fruit or vegetable for eating during fruit break in their classroom. At recess some play lunch is also consumed. Children are encouraged to have a bottle of water with them to drink regularly throughout instruction periods.



Canteen

Moorabbin Primary School has a canteen service that operates every Friday with online sales only. Fun Fresh Foods supply healthy, delicious and fun food that you can order online: <https://www.funfreshfoods.com.au/moorabbin-primary-school> Orders must be in by 10pm Thursday evening.

Student Behaviour



Moorabbin Primary School has a Student Wellbeing and Engagement Policy, which outlines the many issues relating to the welfare of your child as well as the behaviour standards expected of students at Moorabbin. Children at Moorabbin are regularly praised for their excellent behaviour when on excursions as well as in the school grounds. High standards of behaviour are expected, and teachers are consistent in the manner in which behaviour is managed.

Cooperative, friendly and caring behaviour is encouraged and rewarded.

Children at Moorabbin Primary School are encouraged to strive for the highest quality in their individual efforts, to adopt responsible attitudes to their learning and to develop efficient work-habits.

The excellent school tone is promoted and maintained through a number of programs – ‘Moorabbin Kids are Terrific’ and the house points reward practical examples of good behaviour.

Children crossing Nepean Highway or Worthing/Dane Roads must use the overpass or designated school crossings that are patrolled by crossing supervisors each morning and afternoon.

Drop Off Zones – the ‘Kiss and Go’ areas are now designated in both Dane and Worthing Roads. These areas can be pulled into to drop children off – no stopping of vehicle or leaving the car. Please be mindful that the other parking signs are still enforced in these areas – see link below re signage.

<http://moorabbin.vic.edu.au/s/kiss-and-go-parking.pdf>

Good behaviour contributes to a safe environment. This allows students to learn skills necessary for successful and satisfying social relationships, careers and leisure activities, whilst still expressing their individuality.

School Rules



At Moorabbin we have 4 simple school rules which cover all aspects of school life. These are:

- We listen to each other and respond appropriately
- We use peoples’ names with no put downs
- We move sensibly and safely around the school
- We are kind, friendly and helpful

Routines are designed to support student learning and teaching and to make our school a good place to work, study and play. All children are asked to observe the following routines:

- Always be on time
- Wear school uniform
- Always use correct entrances and exits
- Move quietly as a group
- Behave sensibly inside the school buildings and grounds
- Remain outside school buildings unless supervised by a teacher
- Speak to all adults and students in a respectful manner: Use ‘please’ and ‘thank-you’ and never swear or use language intended to hurt or make fun of another person

We expect everyone to be thoughtful and use common sense

- Activities should be suitable to the area in which they are being played; games, unless supervised by a teacher, should not take place inside school buildings
- Playground equipment should be used only for the purpose for which it was designed
- Garden areas are not suitable for play
- Children are not permitted to climb trees, play with sticks or throw stones or other dangerous objects

- Children should not play rough games or engage in dangerous activities
- Glass containers and glass drink bottles should not be used at school
- Toys and games brought to school should be safe and suitable for general use.
- Bicycles and scooters must not be ridden in the school grounds. Students under 9 years of age should not ride bikes or scooters to school without being accompanied by a parent. All children must wear helmets as required by law.
- Skateboards and roller blades should not be brought to school.

THE TEACHERS' CAR PARK IS OUT OF BOUNDS TO CHILDREN AND PARENTS ARE NOT PERMITTED TO PARK THERE, TO PICK-UP OR TO DROP-OFF CHILDREN FROM SCHOOL.

Sun Smart School

During September through to April, a hat must be worn by each student, during recess and lunch times.

Pastoral Care

The care and safety of our students is a fundamental priority of the school. All staff take their responsibilities in regard to pastoral care very seriously.

In all cases the primary carer for the student is their own classroom teacher.

Occasionally a student or their family may need support beyond that available from within the school's own resources being the School Assistant Principal and Principal. In these cases, specialist external support services will be arranged.



Family Law Related Issues

We know that some families experience breakdown. In meeting our obligations to students and parents, we rely on a number of basic principles. Among the most important is that the schools' decisions, in relation to family issues, will be based on what is considered to be in the best educational interests of the child. Also of paramount importance is the continued effective and efficient operation of the school.

We do not believe that schools are the place to resolve family disputes, nor should school staff be involved in such disputes. Parents have a responsibility to advise the school immediately if any change to family circumstances occur which has the potential to impact on the relationship between the school and the parents and/or students.

If court orders are obtained, by one or both parents, a copy of the orders should be provided to the school as soon as possible. The school's decisions will be consistent with the court orders.

Unless schools are informed otherwise (e.g. by providing with a copy of the court orders), we will assume that both parents retain a shared and equal parental responsibility for their children. This means that the school will recognise that each parent has equal duties, obligations, responsibilities and opportunities in relation to matters involving their children's education at the school.

Health

At Moorabbin Primary School we take the health and wellbeing of all children very seriously. All staff are trained in general first aid (level 2) and all teachers have training in anaphylaxis and asthma management. In addition, staff participate in professional learning outlining up to date treatment and methods for managing medical conditions. Moorabbin Primary school is an 'Asthma Friendly School' and a 'Sun Smart school'.

The First Aid Room is located opposite the main office and students requiring treatment will be managed in this location. We strongly advise parents to keep their children at home if they are unwell. Children reporting to the First Aid room as unwell will be assessed and in many cases, parents will be called to collect sick children.



Student Health Support Plans

Children diagnosed with anaphylaxis, asthma or other conditions requiring a health management plan will be treated in line with their treating doctor's recommendations. Parents with children diagnosed with any of these conditions are required to meet with the school staff to put in place a 'Health Support Plan' for their child. Ideally the plan will be documented on the required form and follow the recommendations from the treating Doctor. Parents are required to update each plan annually. When a student attends a camp supporting plans will be reviewed.

School Medical Services

Each year School Medical Services will examine all Foundation children. Students in other year levels may also be examined if referred by a teacher or parent who suspects a medical problem.

Head Lice

All parents of students enrolling at Moorabbin Primary School will be asked to complete an informed consent to having their children checked for the presence of head lice where this becomes necessary. This form will be kept for the duration of your child's education at Moorabbin and this practice follows recommended DET guidelines.

The responsibility for the detection and treatment of head lice rests primarily with the parents and carers. As a school we will provide information to help parents deal with their child having head lice. Occasionally we may need to perform inspections on your children.

The following are recommendations from the Department of Education and Early Childhood for parents/carers:

- Regularly (preferable once a week) inspect their child's hair to look for lice or eggs, and regularly inspect all household members and then treat them if necessary.
- Notify the school if their child is affected and advise the school when treatment has started.
- Notify the parents/carers of their child's friends so they too have the opportunity to detect and treat their children
- Do not send their child to school with untreated head lice.

Children found to have head lice can return to school only the day after treatment has commenced.

Student Support Services

Student Support Service officers (SSSO) work in the schools in our network. Parents or teachers wishing to refer children for services may do so upon application. The network prioritizes referrals and individual services may take some time. The services available are Speech Pathology, Psychology and educational assessment. The Department of Education (DET) provide these services. Should parents have any concerns or require referral to these or other local services, an appointment should be made with the Assistant Principal.

Moorabbin Primary School caters for students with disabilities who may be eligible for support funding through the government Disability Inclusion Program. The Disability Inclusion Profile helps schools and families identify the strengths, functional needs and educational adjustments schools may need to make to assist students with disabilities and additional learning needs to access the curriculum.

The Disability Inclusion Profile is designed to:

- Focus on the strengths, aspirations and goals of the student,
- Help schools and families identify functional needs and adjustments for students with disabilities,
- Inform individual education plans (IEPs), the learning goals for students, and school wide planning,
- Determine Disability Inclusion tier 3 student-level funding allocations to support schools to deliver adjustments for individual students with complex learning needs.

The profile is completed through a structured meeting with the student's student support group (SSG) and is led by a trained Disability Inclusion Facilitator. Prior to the meeting the school must have gathered 10 weeks' worth of adjustments for a student and provide supporting evidence of these adjustments. During the meeting the facilitator will support the SSG members to work together to complete the profile, including agreeing the level of adjustment required to enable a student's participation and learning.

In order to request a facilitation meeting, a student must have one of the following formal diagnoses:

- Physical Disability
- Visual Impairment
- Severe Behaviour Disorder
- Hearing Impairment
- Intellectual Disability
- Autism Spectrum Disorder
- Severe Language Disorder

It is important for any parent of a child with a disability to make contact with the school as early as possible so that we can begin the process as early as possible.

Dealing with Problems at School

Young people thrive in school when they feel happy, confident and secure. Most children adjust to the challenges of school and find it exciting and fun, however some students experience problems at school.

Some students have trouble adjusting to school life and learning; other students may be dealing with issues such as absenteeism, bullying, drug use or depression.

Moorabbin Primary School seeks to put children's wellbeing first.

We have access to student welfare staff who can work closely with students, guiding them through problems or difficulties they are having.

Smoking/Vaping

In accordance with Department of Education instructions, our school is designated a **SMOKE-FREE ZONE**.

- **Parents are requested not to smoke in the buildings or grounds.**

School Uniform

The wearing of school uniform is compulsory at Moorabbin Primary School.

- It is good for children to develop loyalties and to identify with an organisation to which their peers also belong - in short, to be proud of their school and to be proud to show that they belong to it.
- School uniform adds to the atmosphere, prestige, tone and spirit of a school.
- School uniform is useful in identifying worthy or blameworthy behaviour, by our pupils, in the community. It therefore encourages one and discourages the other.
- School uniform prevents unhealthy competition with expensive fashions.
- School uniform, worn regularly, assists home routines and avoids last minute decisions about “what to wear”.

Designated School Uniform

This list represents what the school considers to be school uniform. It does not represent a list of clothing that is totally available for sale from the Uniform Shop. The wearing of a broad brimmed hat is compulsory during Terms 1 and 4. Students also require a Library bag and Art smock. All clothing items must be clearly labelled. (See uniform shop available items).

School Colours: Navy Blue, White and Sky Blue

Boys - Summer	Girls - Summer
Navy shorts Sky blue polo shirt with school logo Navy hat with school logo Bomber jacket with school logo	Navy gaberdine shorts Gab shorts Sky blue polo shirt with school logo Navy hat with school logo Bomber jacket with school logo Blue and white gingham dress
Boys - Winter	Girls - Winter
Navy tracksuit or gaberdine pants Polo shirt (long sleeve) with school logo Bomber jacket with school logo Blue or White socks	Polo shirt (long sleeve) with school logo Navy tracksuit pants Bomber jacket with school logo Blue or White socks

Note: A sports uniform is not required for weekly Physical Education lessons for all student year levels. However, Year 5 and Year 6 students will need to purchase a customized MPS sport top (from MPS uniform supplier) for all interschool competitions. It is recommended that suitable and appropriate sport footwear be worn for all PE lessons.

UNIFORM SHOP

Uniforms items can be purchased from Spartan School Wear

Hampton East

914 Nepean Highway, Hampton East VIC 3188

Phone: 9837 9777

Monday: 12pm - 5pm

Wednesday: 12pm - 5pm

Friday: 12pm - 5pm

1st Saturday of every month: 9am - 12pm

onlineorders@spartanss.com.au



Costs and Charges to attend Moorabbin Primary School

Stationery

Stationery is to be ordered directly through a supplier. (Full details to be provided as required.) The Government regulations require that parents pay for all stationery, books, art supplies and other expendable materials that your child will utilise in their classroom or in attending a specialist activity at the school. Each year these orders vary, and the costs change accordingly.

Curriculum Contributions

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that's through fundraising or volunteering your time. This has made a positive difference to our school and the programs we can offer.

Incursion / Excursion Charges

A charge is made for incursions of learning related activities taking place on the school premises. Incursions/excursions are charged per event and will differ in costs between grade levels as incursions/excursions are booked to complement the learning taking place in each year level.

Voluntary Contributions and Building Fund Donations

The Moorabbin School Council is extremely appreciative of the generosity of parents who are able to support the school through the payment of voluntary contributions. Voluntary contributions are specifically targeted at provision of Information Communication and Technology resources (ICT), reading materials, grounds development, physical education equipment and library purchases.

We also have a tax-deductible component of voluntary contributions - the Building Fund. Donations to this fund helps with expenses on capital improvements and maintenance, as well as maintaining and installing fixtures. In 2024, monies donated to the building fund will be targeted to the upgrade of the canteen, heating and cooling for the first aid room, repairs of the stairs to the classrooms and the purchase of additional drinking bubblers. We encourage all families who are able, to contribute to the upkeep of the school through payment of the voluntary contributions and/or the Building Fund.

Payment Options

Parents receive a stationary and curriculum contributions form for each child enrolled which includes details about due date and method of payment options. Stationery is ordered and paid for directly with our stationery supplier who will then deliver all student stationery directly to each classroom and then teachers will distribute these to students on the first day of the new school year. Each stationery pack will include named labels for each student. Orders for stationery are generally due early December of the previous year.

There are several due date options for paying curriculum contributions. These include payment in full in late November or January or having a payment plan of three installments throughout the year. Our preferred method of payment is QKR. QKR is a free app which provides for a safe, secure and reliable way to pay for school items. Other payment options include credit/debit card and direct deposit can be used as well as cheques or cash.

The school appreciates that families may sometimes experience financial difficulties in meeting payment requests. Information about financial assistance and alternative and confidential payment arrangements can be made by contacting the school's Principal or Assistant Principal on ph 9555 1101.

Curriculum

The curriculum implemented at Moorabbin Primary School is based on the sequential stages outlined in the Victorian Curriculum.

Learning areas

- English
- Mathematics
- Science
- Health and Physical Education
- Languages
- Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)
- The Arts (Performing and Visual)
- Technologies (Design and Technologies; Digital Technologies)

General capabilities

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding
- Ethical Understanding
- Literacy
- Numeracy
- ICT

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

The high-quality curriculum and innovative programs that are designed and implemented at Moorabbin Primary School are based on the Victorian curriculum. This is the planning framework of knowledge, skills and behaviours for students at different stages of learning. Teaching staff at MPS were actively involved in the development of the English, Mathematics, Science and History curriculum components before integration into the curriculum.



The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It is the foundation for high quality teaching to meet the needs of all students.

Generally speaking, each of the curriculum domains is structured by levels associated broadly with the years of schooling, from Foundation to Level 10. The levels represent typical progress of students at key points within the stages of learning. It is recognised that students will progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical.

This structure encourages teachers to use the curriculum to appropriately target the learning level of each individual student in a class. This approach reflects the considerable body of research that shows, in any typical mixed ability class, students will demonstrate a range of abilities that spans approximately five school levels. The design of the curriculum as an eleven-point continuum of learning is intended to encourage schools and teachers to use the full continuum to more effectively monitor and provide feedback to students on their learning.

English

The English curriculum covers:

Language: Knowing about the English language

Literature: Understanding, appreciating, responding to, analysing and creating literature

Literacy: Expanding the repertoire of English usage.

Given opportunities to engage in a variety of learning tasks and activities, students learn to appreciate, enjoy and use language as well as explore the meaning of text and how that meaning is conveyed. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Each class participates in daily English lessons that are structured in ways such as “like ability” or “mixed ability” groups. “Like ability” groups allow teachers to target specific learning and provide the necessary focus at the point of need for students. “Mixed ability” groups provide peer support and an opportunity for consolidation of skills. The teacher often works with small focus groups to concentrate solely on teaching a particular understanding or skill.

Students learn to control language by applying their understanding of the grammatical structures of English by learning to spell accurately, use punctuation effectively and by imitating good writers and speakers.



Mathematics

Mathematics programs throughout the school include exposure to learning experiences in the following areas.

Number and Algebra – place value, addition, subtraction, multiplication, division, counting, number patterns, writing in words and numerals, decimals, fractions, money, mental calculations, logic and algebra.

Measurement and Geometry – money, length, mass, time, temperature, area, volume, capacity, shape location and angles.

Statistics and Probability – logic, chance and data.

All areas involve problem solving, modelling and investigation. Mathematics lessons will usually begin with the whole class where the focus of the lesson is explicitly outlined. Students are then given opportunities to consolidate and establish their understandings of concepts in different ways, such as in small-focused teaching groups, participating in rotational activities, working with a partner or independently completing tasks. Lessons conclude with student’s sharing what they have learnt and strategies they have developed from the lesson.

Learning tasks are differentiated to “scaffold” or order student thinking and learning to a level that will maintain engagement and motivation, challenge and extend their current understanding, and allow them to complete tasks and experience success.

Various programs in different levels across the school are used to target specific learning needs of groups of students. Rotational maths activities, gender-based maths groups, extension and intervention workshops are programs that are utilised to enhance student learning.

Assessing student knowledge of mathematical concepts is an ongoing process that informs teachers about students' progress and future learning requirements. It is collected in different ways such as teacher observations and records, student work samples and reflections and common assessment tasks or formal tests. Parents are always welcome, and strongly encouraged, to become involved in mathematics lessons.

Science

The teaching and exploration of science is incorporated into the Integrated Learning Units at each year level. We also engage a science specialist to further enhance our teaching of science.

Chemistry, biology, environmental science and health science are some of the scientific components investigated across the year.

The profile of science is high at MPS; we hold many special events often student led. We have a Bi-Annual Science Night which provides fun and exciting opportunities for families to have hands on experiences to gain and develop scientific knowledge and ideas.

MPS proudly participates in the Science program with the John Monash Science School.



Technology

Our technology program aims to develop the students' abilities to systemically and creatively approach technological problems and generate technological solutions. The technology process moves through four phases; investigating, designing, producing and evaluating whether their product satisfies the design brief criteria. Knowledge and skills to use a variety of equipment and resources are developed as well as the understanding of operating equipment safely.

Learning Technologies (Information and Communication Technologies - ITC)

MPS understands the importance of providing its students access to the best available technology. Teachers and students at MPS are actively leading the way in the latest initiatives and programs relating to learning technologies. This technology offers a wonderful opportunity for staff and students to enhance the quality of the total learning experience.

Our school is fully networked with up-to-date laptops, iPads and desktop computers linked to the school network in classrooms. These computers provide access to the internet and the information and learning opportunities it offers. Cyber-safety strategies are established across the school.

Mobile notebooks and iPad access, interactive whiteboards and handheld technologies are integrated into teaching team plans to enrich the student's learning and to develop their skills with 21st century technologies. The students are introduced to a wide range of computer software across the curriculum, with classroom and specialist teachers incorporating the use of computer technology into their programs. Our students continue to impress us with their creative use of the many software programs they have available. They create mind maps using Inspirations, movies and soundtracks using iMovie and Garage Band. Comic Life, Photo Booth and KidPix are programs that are often used to provide opportunities for students to express their understandings of key concepts in both productive and imaginative ways.

The MPS website provides electronic access to the newsletter along with details about the school and documenting our school vision, community activities and learning programs.

The learning technologies program is under constant review to ensure that it is kept up to date with the latest developments and resources.



Integration

Moorabbin Primary School is sensitive to the significant individual differences in students' skills, interests and experiences. Our integration program, coordinated by the Assistant Principal, supports students with disabilities and/or impairments by enabling them to participate in the education programs and social life of the school. Teachers, integration aides, parents and education support staff work together to enable our integration students to maximise their potential.

Interschool Sport

Throughout the year students in Years 5 and 6 participate in a range of interschool sport competitions against other schools in the Kingston District School Sports Association (AVDSSA).

Term 1 Swimming Carnival

Interschool Summer Sport, weekly – Kanga Cricket, Rounders, Girl’s T-ball, Circle Ball. (Round Robin Competitions – AVDSSA)

Term 2 Cross Country

Interschool Winter Sport, weekly – soccer, volleyball, netball, basketball. (Round Robin Competitions – AVDSSA)

Term 3 District Athletics Carnival – Students compete against schools in the AVDSSA**Term 4 Interschool Sport, weekly – Kanga Cricket, Rounders, Girl’s T-ball, Circle Ball. (Round Robin Competitions – AVDSSA)****Performing Arts**

Every class has a 50-minute session of performing arts each week in our performing arts room. The Performing Arts Program follows the Victorian Curriculum Guide which has the Performing Arts delivered in an integrated way for the first few years. Later on, the sections of the Arts are teased apart and taught separately. Over the course of a year, students learn skills in music, dance and drama. They use these skills to develop their own compositions, choreograph their own movement sequences and create their own dramatic pieces.



The curriculum also emphasises “exploring and responding” to the arts which includes reflections

about their own and others works and studies of art works from the Chinese cultures and periods of its history.

The cornerstones of the program are creativity, reflective thinking, risk taking, building personal and interpersonal skills and confidence. These qualities and traits are solid life skills.

Art

Every class attends the art room for a 50-minute art lesson each week. The Visual Arts Program is based on the Victorian curriculum guide and is a component of “The Arts” as a whole. The curriculum includes two sections: Creating and Making; and Exploring and Responding. These are included in the program throughout the year.



When students are involved in the creating and making part of the curriculum, they are exploring experiences, ideas, feelings and understandings as they experiment with Arts elements, principles, skills, techniques, processes and media. Throughout the year they do this using material in 2D and 3D forms.

As students are involved in exploring and responding, they develop understanding of their own and others' works (both other students' and established artists' works). Studies of Visual Arts artists can be from various periods in history or a range of cultures.

Throughout the year some units of work complement the program in the classrooms so students can use the opportunity to enrich and extend their skills and knowledge of Chinese art. In the Visual Arts program students are encouraged to express their ideas and creative flair in a supportive environment.

LOTE -Mandarin

The Language Other Than English program (LOTE) taught at Moorabbin Primary School is Mandarin. Students have a 50-minute session per week where they are immersed in Chinese culture and learn basic language.



Extra-Curricular and Enrichment Programs

Student Representative Council

The Student Representative Council (SRC) is composed of student representatives from each class who have been elected by their peers. This council meets regularly and has input into many decisions that are made in the school. The SRC is able to present concerns and recommendations to meetings of School Council. They also run activities and raise funds for Charity or to purchase equipment/games for the school.

Choir

Organised by MPS music teacher, students volunteer their time during lunchtimes to develop their vocal skills and aims to perform several times throughout the year, in school and out in the wider community.

Buddy Program



A Buddy Program operates for our Foundation students and any students new to the school. Students in Years 5 and 6 take on the role as a buddy to our Foundation students. Each Foundation student will be allocated a special buddy who will assist them during our Foundation transition mornings and during their first weeks and months at school.

Cooking & Gardening Program

Classes are rostered onto the cooking and gardening program every Friday morning. This program is also organised by MPS teachers.

Sustainability

MPS recognises the importance of becoming a sustainable school for the benefit of the planet's environmental health. Our goal is to manage resources efficiently and integrate sustainable practices by educating and motivating the whole school community to live more sustainably.

This year the school is embarking on becoming a **"Five Star Sustainable"** School and is currently working towards achieving its accreditation for becoming a **"Resource Smart"** School.

Planning for Learning

Planning for Learning is undertaken in three major professional learning teams: Foundation with Years 1/2; Years 3/4 and Years 5/6. A senior teacher will lead, and a Principal Class member will work closely with each team. ICT also plays an important part in the learning of all students.



The curriculum is enriched through our specialist subjects and work in Visual and Performing Arts, Physical Education, Science and of Mandarin as our LOTE language. In addition, we offer additional assistance programs in Multi-Sensory Learning (MSL) in all year levels. MPS offer instrumental music, swimming, a senior camping program, school choir and incursions and excursions to complement the class, learning program.

Homework

Homework is an opportunity for parents to participate in their child's education. Homework complements and reinforces classroom learning and fosters good lifelong study habits. Parents can help children by:

- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- asking how homework and class work is progressing and acknowledging success
- attending school events, productions or displays their child is involved in
- talking to teachers to discuss problems with homework
- for upper primary students, checking whether homework has been set and ensuring that their child keeps a homework diary
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see work they complete in relation to these texts
- discussing homework with their child in their first language, if English is not the main language spoken at home and linking it to previous experiences.

Extra – Curricula Programs

Intensive Swimming

Generally, around term 3, students in Foundation - Year 4 participate in a swimming program, held in a pool complex, with tuition by trained swimming instructors. Bus transport to this venue is provided by MPS. Swimming is an important component of the Health and Physical Education program and all children are expected to take part. The Year 5/6 participate in a Beach Program generally in Term 4.

Art Enrichment Classes

MPS offers Art Enrichment classes after school one day per week. These classes are run by ARTSMART Pty Ltd and payment will need to be made directly to this company. Further information can be found at www.artsmartforkids.com.au

Foundation Supplement



Preparing your child for School

Attendance at the Transition Program is a great way to help your child get ready for school. At Moorabbin, our Transition program begins in mid-October and concludes in early November. Children will experience meeting our specialist teachers and spend several sessions in the Foundation learning spaces with our current Foundation teachers.

Beginning School

Starting school is an important milestone for parents and children and the beginning of a new journey together.

There's a lot you can do to prepare your child – and yourself – for school. The first day of school can be an emotional time for parents and children. The more you can help your child to become familiar with the layout of the school and what they need to do before day one, the less overwhelmed they are likely to feel.

Before school starts

The summer holidays before the start of the school year are a great time to:

- Show your child where the school is and talk about how you will get there
- Arrange playtimes with other families whose children will be going to this school – it helps if your child knows another child attending here.
- Practise the things your child will need to do to get ready for school (putting things in their bag and remembering to take a hat).
- Please make sure all items your child will be taking to school, especially clothing is clearly labelled.
- Confirm your before-school, after-school and vacation care arrangements. Show your child where the outside school hours care facilities are and talk about how they will get there.
- Be positive about starting school and enjoy your child's excitement.
- Please pay close attention and read to all emails and notices advising you about your child's attendance, especially for the first day of school.

The night before school starts

- Lay out your child's (labelled) clothes, shoes and socks.
- Recheck emails and notices advising details for the first day of school and making sure that they have everything ready for the day's activities
- Establish a sleep routine. You may find your child needs more sleep when they start school. Try to establish a nightly routine with a set bedtime to ensure your child is well rested.

The first day of school

- Help your child to pack their school bag with a snack, drink, lunch and a hat (MPS is a sunsmart school, so it is essential for your child to have a hat to play in Terms 1 and 4). Place a change of clothes with a spare pair of underpants in a plastic bag. Let your child know these clothes are in the bag in case of any accidents.
- Put sunscreen on your child in the morning if it is needed.
- Show your child where you will meet them at the end of the school day.
- At the end of the day talk to your child about what happened at school.

Dressing for school

- Check the weather forecast and be prepared for unexpected changes.
- Look for easy fasteners when choosing shoes, bags and clothing.
- Encourage your child to dress themselves so they will be able to manage things like their jumpers and shoes at school.

Looking after belongings

- Label all your child's belongings and show your child where these labels have been placed.
- Check when any special items, such as a library bag or art smock, are needed at school.
- Note where lost property is held at the school.

Food for energy

- Ensure your child has a balanced breakfast before starting the school day.
- Pack a healthy lunch and snacks and explain when they should be eaten. It's a good idea to have different containers for each of the snacks. (MPS is not a "nut free" school, however we may have students who have nut allergies/anaphylactic reaction, so your discernment is requested.)
- MPS encourages the use of as little wrapping as possible as this helps with our environment and makes it easier for children to manage their lunch in the given time.

Avoiding the last-minute rush by trying to leave home with plenty of time to manage traffic arrive, say goodbye and for your child to join others to wait outside their classroom.



Saying goodbye

- At first you might stay a while to ensure that your child feels secure at school
- Once your child has settled into school, a short and reassuring goodbye encourages independence
- Always tell your child that you are leaving and what the arrangements are for picking them up at the end of the day.
- Be guided by your child's teacher as to the time to say goodbye.

Going home

- Arrive in plenty of time to collect your child.
- It's a good idea to arrange a meeting place for you and your child, as it can be confusing with so many parents collecting their children.

Notes between home and school

- Check your child's blue satchel with your child each night for newsletters and notes from school.
- Make sure your child knows when you place a note in their satchel and what needs to be done with it.
- Separated parents are encouraged to agree on methods of communication between home and school so the child is not adversely affected.

Home reading and homework program

- Early in the year your child's teacher will discuss with you the home reading and homework program. It's recommended that you establish a quiet time for reading together, for example, this could be part of the bedtime routine.
- Read with your child in English and/or your home language.
- Let reading together be a pleasurable activity. Your child's teacher can help you find books that are interesting to your child and match their stage of development.

During the Foundation year

- Keep in regular contact with your child's teacher. In this way you can discuss activities your child is learning at home, find out how your child is adjusting to school and assist the teacher to find out more about your child's interests.
- If your child is having difficulty at school, talk to your child's teacher (please email to arrange a mutually convenient time to chat.) Ask them about their new experiences, what they like, and what they find challenging. Sharing feedback with teachers will help develop experiences.
- If your child attends our Team Kids outside school hours service, you are also encouraged to share feedback about your child's experiences in starting school.
- Organise time for your child and their new friends to play together outside of school.

Travelling to and from school

Walking or riding to school is a great way to get a healthy start to the day. It can also be a good opportunity to teach your child about traffic safety.

You know your child best. If you see signs of anxiety in your child about starting school it's important to talk with them about how they are feeling, to listen and to acknowledge their concerns. This will help to build their self-confidence and lessen any stress they may be experiencing.

Starting Foundation - The First Month

Children should be brought straight to the Junior Learning Centre (BER) where they can move directly to their learning space and meet their teacher.

Foundation Stationery and additional items

Prior to the start of school, you will receive the Foundation Levies and Stationery information. All stationery items can be purchased through our supplier online at very competitive rates. Your child's stationery will be delivered to the classroom as a bulk resource for all the children to use. Your child's teacher will inform you of which items should be labeled and which items will be shared.

Take home reading

The Stationery list will include a satchel to be used to carry your child's reading books and notices to and from home each day. You are asked to check this satchel every day.

Visual Arts

All children require an Art Smock for use in the Art Room where messy work is often undertaken. Art smocks are kept at school and are only taken home for washing and should then be promptly returned to school.

Physical Education

Children are encouraged to wear runners to school so as not to damage their feet when running and playing. Runners are necessary for Physical Ed. During the Perceptual Motor Program (PMP) children will be asked to remove their shoes to participate in the activities.

