Dear Parents/Guardians,

We are very pleased to welcome you and your child to Sale Primary School No 545. Whether commencing school for the first time, or transferring from another school, this is a time of anticipation and excitement, for all involved. We endeavour to ensure that settling into this new environment is a trouble free and happy time.

Your child’s education is a cooperative venture between home and school. The teachers at ‘545’ acknowledge that parents are a child’s first and most important teacher and provide their children with the foundations on which to build. We try to maintain close links with parents and encourage them to become involved in their child’s learning at school.

Having parents active in our school not only increases their knowledge of how their child is performing and their needs, but it also encourages communication between parents and teachers as well as helping to foster a strong community spirit.

This information book is presented with the view to helping pupils and their parents become more familiar with some of the activities and organisational matters that exist at Sale Primary School No 545.

If you would like more information, please don't hesitate to contact us.

We wish you and your child a very happy association with our school.

Yours sincerely,

Brad Evans
Principal

Ewen Jondahl
Assistant Principal
History and Outline of Sale Primary School
Sale Primary School – known locally as “545” – was first established in 1853 but has occupied its current site adjoining historic Victoria Park near the city centre since 1883. 545 draws its pupils from the city itself and from outlying areas including the R.A.A.F. Base at East Sale, with students of defence force families making up around 10% of the student population. The school currently has an enrolment of 388 children.

545 prides itself on being a supportive, friendly and caring school. We have a happy relaxed community atmosphere that fosters a strong and active partnership between students, staff, parents and local community. The traditional Maypole Dance, performed each year since 1893 by senior students at the annual Garden Party, symbolises the link between our school and the community that has developed over a number of generations.

The warm feeling of “belonging to 545” is evident in the children, parents and teachers working cooperatively in the education of our children. The school has a reputation for providing a positive, caring environment, which promotes and celebrates endeavour and the pursuit of excellence.

The philosophy of the school underpins all school operations and curriculum. It is encapsulated in the school motto, “At 545 we care”, and expressed in the following values:

- In respectful the individual, we value the whole person, we treat people equally and we strive to maintain a safe environment where “risk taking” with learning is encouraged.
- We value teamwork, which provides support and features cooperation between staff, students, parents and the broader community.
- Having fun is essential in maintaining a healthy work ethic.
- We value learning that strives for excellence, has high expectations and works towards continuous improvement.
- Professional commitment and open, honest communication are essential for the maintenance of high professional and ethical standards.
- We value our past while planning and building for a better future.

Schooling takes place in a combination of old and new buildings, which include an art/craft room, library/resource centre with state-of-the-art technology facilities, a large gymnasium/hall and music room. Each classroom is equipped with multiple networked computers for student use. The school also has beautifully landscaped gardens which continue to be further developed, grassed play areas, netball/basketball court, rebound wall, cricket nets and adventure playgrounds for junior, middle and senior school students.

‘545’ provides a broad curriculum that ensures opportunities and successes for all children within a safe and orderly environment. We promote excellence in learning by providing quality programs that challenge and interest all students, and foster self-esteem, confidence, independence and cooperative skills. We offer students a balanced educational program in English, Mathematics, The Arts, Humanities (Social Studies), Health and Physical Education, Science, Technology and Language (Japanese), placing particular emphasis on the development of Literacy and Numeracy skills.

All students have the opportunity to participate in a range of extra-curricular activities including a Swimming Program, Camps and Excursions, Band & Choir, School Productions, Traffic Education, Perceptual Motor Program, Tournament Of Minds, and House Sports in Cross Country, Swimming & Athletics.

The school seeks to affect improvements in the quality of learning for all pupils and therefore assumes a leadership role in curriculum and professional development for teachers and parents across the Wellington Network of Schools. The school also ensures the opportunity for continued high levels of parent participation in the school’s daily routines, and provides for the active involvement of the whole school community using collaborative processes.

The school is supported by an enthusiastic Parents’ & Friends, a School Council with active sub-committees in Finance, Buildings & Grounds and Curriculum, and Junior School Council.
## CONTENTS

### Contents

**SCHOOL CALENDAR 2018** ........................................................................................................... 5  
TERM DATES ................................................................................................................................. 5  
SCHOOL CLOSURE DAYS ........................................................................................................... 5  
SCHOOL TIMES ........................................................................................................................... 5  

**APPROACH TO TEACHING AT ‘545’** ..................................................................................... 6  

**CURRICULUM PROGRAMS AT ‘545’** ......................................................................................... 6  

**STUDENT WELFARE PROGRAMS AT ‘545’** ............................................................................. 8  

**PARENT INVOLVEMENT** .......................................................................................................... 11  
SCHOOL COUNCIL ....................................................................................................................... 12  
PARENTS AND FRIENDS .............................................................................................................. 12  

**ENSURING A SAFE AND SECURE ENVIRONMENT FOR YOUR CHILD** ............................... 14  
PUNCTUALITY ............................................................................................................................... 14  
LATE ARRIVALS ........................................................................................................................... 14  
SUPERVISION ............................................................................................................................... 14  
TOILET PROCEDURES .................................................................................................................... 14  
EMERGENCY INFORMATION .......................................................................................................... 14  
ABSENCES ...................................................................................................................................... 14  
MEETINGS WITH CLASS TEACHERS ......................................................................................... 14  
PICKING CHILDREN UP FROM SCHOOL ..................................................................................... 14  
EMERGENCY MANAGEMENT ........................................................................................................ 15  
FAMILY COURT ORDERS ............................................................................................................... 15  
MOBILE PHONES .......................................................................................................................... 15  
BUS TRAVEL ..................................................................................................................................... 15  
SAFETY TO AND FROM SCHOOL ............................................................................................... 15  
MEDICAL CONDITIONS ................................................................................................................. 15  
AFTER SCHOOL CARE AND SCHOOL HOLIDAY PROGRAM .................................................... 16  
MEDICATION PROTOCOL ........................................................................................................... 16  
FIRST AID ......................................................................................................................................... 16  

**SCHOOL UNIFORM** .................................................................................................................. 16  

**GENERAL INFORMATION FOR PARENTS** .......................................................................... 18  
SCHOOL EDUCATIONAL CHARGES AND VOLUNTARY FINANCIAL CONTRIBUTIONS .......... 18  
COMMUNICATION ....................................................................................................................... 19  
  Reporting to Parents .................................................................................................................. 19  
  Newsline ..................................................................................................................................... 19  
  Facebook ...................................................................................................................................... 19  
  Scoodle ......................................................................................................................................... 19  
SCHOOL STRATEGIC PLAN ........................................................................................................... 19  
CANTEEN/SPECIAL LUNCH DAYS ............................................................................................... 19  
CLASS PARENT REPRESENTATIVES ............................................................................................. 19  
WEBSITE ......................................................................................................................................... 19  
EXCURSIONS .................................................................................................................................... 19  
  Local Excursions ......................................................................................................................... 19  
  Out of Town Excursions ............................................................................................................... 20  
MONEY REQUIRED AT SCHOOL ................................................................................................. 20  
LIBRARY SERVICES ....................................................................................................................... 20  
CHILDREN’S SERVICES ............................................................................................................... 20  
SCHOOL NURSE ............................................................................................................................ 20  

**PREP (FOUNDATION) INFORMATION** ................................................................................... 21  

**BEGINNING SCHOOL - WHAT YOU NEED TO KNOW** ........................................................... 22  

3
| ENROLMENT PROCEDURE | .................................................................................................................. 22 |
| FEBRUARY FLEXIBLE SCHOOL ATTENDANCE FOR PREP (FOUNDATION) | .................................................................................................................. 22 |
| THINGS YOUR CHILD WILL NEED IN PREP (FOUNDATION) | .................................................................................................................. 23 |
| COMMUNICATION WITH PARENTS | .................................................................................................................. 23 |
| THE FIRST DAY | .................................................................................................................. 23 |
| TOILETS | .................................................................................................................. 23 |
| ILLNESS | .................................................................................................................. 24 |
| MEDICATION AT SCHOOL | .................................................................................................................. 24 |
| EATING | .................................................................................................................. 24 |
| DRESSING | .................................................................................................................. 25 |
| INDEPENDENCE | .................................................................................................................. 25 |
| GETTING STARTED | .................................................................................................................. 26 |
| HOW CAN YOU HELP? | .................................................................................................................. 26 |
| INTELLECTUAL DEVELOPMENT | .................................................................................................................. 27 |
| EMOTIONAL DEVELOPMENT | .................................................................................................................. 28 |
| SOCIAL DEVELOPMENT | .................................................................................................................. 28 |
| LEARNING TO READ | .................................................................................................................. 29 |
| LEARNING ABOUT MATHEMATICS | .................................................................................................................. 29 |
| LEARNING ABOUT WRITING | .................................................................................................................. 29 |
| BUDDIES | .................................................................................................................. 29 |
| BUILDING TOWARDS FOUNDATION PROGRAM (MODIFIED) | .................................................................................................................. 31 |

........................................................................................................................................ 32
School Calendar 2018

Term Dates

Term 1
Staff commence: Monday January 29
Children commence: TBC
Last day term 1: Thursday March 29

Easter Good Friday: March 30
Easter Monday: April 2
Anzac Day Public Holiday: April 25

Term 2
Term commences: Monday April 16
Last day of term: Friday June 29

Term 3
Term commences: Monday July 16
Last day of term: Friday September 21

Term 4
Term commences: Monday October 8
Last day of term: Friday December 21

Please note on the last day of each term the dismissal time is 2.30pm.

School Closure Days
The Department of Education and Training provides for pupil-free days for professional development, curriculum development, school-based planning and reporting. These pupil-free days will be confirmed as soon as possible with the only confirmed day being Monday January 29, 2018.

School Times
Current arrangements are as follows:-

Morning sessions: 8.50am - 11.00am (Monday only)
9.00am - 11.00am
11.00am - 11.30am (Morning recess)
11.30am - 1.00pm
1.00pm - 1.10pm is a supervised lunch eating session
1.10pm - 2.00pm (Lunch)
2.00pm - 3.30pm (3.20pm bell for bus travellers)

Afternoon session:

Children should arrive at school prior to 9.00am to allow sufficient time to settle in at school. The school grounds are supervised by teachers from 8.45 am to 3.45 pm. No responsibility can be accepted for children who are on the premises outside these hours (children participating in special teacher-supervised activities excepted).
Approach to Teaching at ‘545’

‘545’ supports the principle that children learn best when:
- They are actively involved in their learning and it fulfils their needs, purposes and interests;
- There is clear modelling and application;
- They and others believe they can learn;
- They take responsibility for their own learning;
- They receive positive responses to their attempts;
- They have a positive self image;
- They can reflect on their own thinking processes.

Curriculum Programs at ‘545’

Providing a stimulating, varied and challenging curriculum

A broad and balanced educational program is provided throughout the school and is based on the Victorian Essential Learnings Standards (VELS) introduced in 2006 and the Australian Curriculum AUSVELS introduced in 2013. The AUSVELS includes standards at 11 levels (7 of these standards span the primary school years)

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Prep (Foundation) year</th>
<th>Level 4</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Year 1</td>
<td>Level 5</td>
<td>Year 5</td>
</tr>
<tr>
<td>Level 2</td>
<td>Year 2</td>
<td>Level 6</td>
<td>Year 6</td>
</tr>
<tr>
<td>Level 3</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This curriculum structure provides for the curriculum in the ‘traditional’ areas of English, Mathematics, The Arts, Health and Physical Education, Science, Humanities (Social Studies), Language (Japanese) but also gives significant formal direction for schools to include and assess in the areas of Information & Communication Technology (ICT), Design Creativity and Technology, Civics and Citizenship, Personal Learning and Interpersonal Development.

Your child’s progress in the above mentioned curriculum areas (where appropriate) will be reported to parents via this student report both in June and December.

Some significant features of the curriculum programs undertaken at ‘545’ are:

**English**
- Reading
- Writing
- Speaking
- Listening

**Mathematics**
- Number
- Measurement
- Chance and Data
- Space

**Integrated Studies (Humanities, Science & Technology)**
- Traffic safety education / bike ed
- Classroom units planned in a two year cycle in line with the Victorian Essential Learnings Standards and the Australian Curriculum, to ensure that students develop necessary skills in these areas
Throughlines (Units of Work)
- Belonging to a World Community
- Growing Up Safe and Healthy
- Living in a Sustainable World
- How Things Work

Arts
- Visual Arts Program currently provided to all classes by a specialist teacher
- Music classes are provided to all grades by specialist teachers
- Senior Gr 5-6 and Middle Gr 3-4 Choirs participating in Eisteddfods, District Music Days and special events
- Instrumental music programs
- Annual Arts shows that highlight the school’s musical, dramatic and visual arts programs are held each year

Health & Physical Education
- Sequential physical education programs provided by a specialist teacher
- Perceptual Motor Skills Program (PMP)
- School athletic, cross country and swimming carnivals for students
- Middle/Senior Sport programs with participation in school representative teams in football, cricket, netball, soccer, basketball, sports eisteddfods
- Swimming program (each grade attends for a term – preps (foundation) usually in term 4)

Languages (Japanese)
- Japanese classes provided to grades 1-6 by a specialist teacher
- Assistant Teacher of Japanese (A.T.J.) working to support the Japanese Program and living within the school community
- Taiko Drumming Band
- Asian Studies
- Japanese introduced during the year by Prep (Foundation) class teachers
- Children develop language and intercultural skills relating to Japan, while developing a broader understanding of Asia through the inclusion of Asian perspectives across the curriculum.
Creating an optimum learning environment

At ‘545’ we endeavour to provide the best possible learning environment that we can for our students. The school motto is “We Care” and this is exemplified in the promotion and nurturing of a caring school environment. We believe that students learn best when they feel safe, are happy, and feel valued as people. We deliver a number of programs that are targeted at ensuring our students’ needs are met in this important area of student welfare:

Peer Support (Buddies Program) - Involving Prep (Foundation) students and their grade 6 buddies being timetabled to meet and participate in activities together. Buddies also assist Prep (Foundation) students in the yard at recess and lunchtimes early in the year by creating games and helping them to join in and make friends.

Sequential Social Skills program taught at all grade levels - Specific social skills are taught at different levels of the school so that students know how to successfully interact and cooperate with their peers, and the adults with whom they come into contact.

Anti Bullying Policy - The school has a zero tolerance to bullying, and acts promptly when staff witness any bullying issues, or when they are drawn to the attention of staff.

Student Wellbeing and Engagement Policy - Our School Values encapsulate what we at ‘545’ want to instil in all of our students. Staff throughout the school refer to these values while teaching and expect students to reflect and make the ‘right’ decisions when it comes to their learning and behaviour.

School Values
- Respect
- Honesty
- enjoyment
- Resilience
- Success

Our traffic light colour coded system is part of our student management program in all classrooms, during specialist sessions and out in the yard. Within learning teams across the school, teachers have established a set of expected behaviours for each colour, as well as strategies for moving students to green behaviours. These behaviours have been explained in detail with our students; e.g. –

GREEN = Acceptable Behaviours = Positives & Rewards
ORANGE = Corrective Behaviours = Student choice to reflect on behaviour
(Students take some responsibility as supported by the teacher)
RED = Unacceptable Behaviours = Serious Consequences (Staff Intervention)

This approach helps students become more reflective on their own behaviours and learn to make better choices. We look forward to working with you and your children in the ongoing development of this approach, and your feedback is most welcomed.

Positive Rewards – All classrooms operate on rewards systems that encourage students to act responsibly. These usually involve the class choosing a reward if they meet a certain class target eg. marbles in the jar, points, or stickers on a chart etc. Rewards range from a casual day or special lunch to ‘lucky dips’ in the class at the end of each week.
**Peer Assistant Leaders (PALS)** – Senior School students trained as peer assistants to help junior students in the playground to participate in positive games, and to develop friendships with students their own age.

**Chaplain** – A chaplain is available 2 days per week to support students and parents in times of need.

**Defence School Transition Aide** – A Defence School Transition Aide is available for Defence Force Families to access in times of need especially regarding initial enrolment and settling in as well as transfers out when postings change.

**Sustainability Policy**
Sale Primary School believes it has a responsibility to be a leader in the community in sustainable living through practice and education of the school community. We value the environment and are conscious of the ecological footprint we leave. A group of committed Senior School children are selected each year to form the “Garden Guerrillas” sustainability leadership group. They promote sustainable living both within and outside the school. Our major focus so far has been on waste minimization through practices such as recycling paper, using worm farms and encouraging the school community to have rubbish free lunches.
Visual Arts
Each year grade 1 - 6 classes are programmed to attend a specialist art and craft session in the art room for two terms. Prep (Foundation) classes attend art lessons all year around. This program provides the children with opportunities to creatively express themselves through a variety of media and experiences in painting, drawing, threads and textiles, modelling, construction and printing. **PLEASE NOTE:** All children are expected to wear a suitable (preferably waterproof) art smock to protect clothing when participating in art sessions.

Languages
Japanese is the second language taught at ‘545’. In the Junior School the focus is on developing oral language skills in Japanese. In the Middle School children learn the Japanese hiragana script, as they develop basic reading and writing skills, as well as participating in our biennial Japanese bilingual musical. In the Senior School, students use their developing language skills in meaningful ways through the use of ICT and by making connections outside the classroom. Children’s developing Japanese language and intercultural skills support their learning of their first language, as well as the development of thinking skills.

Music
All classes participate in a music program provided by a specialist teacher. Grade 1-6 students are provided with specialist weekly music classes, for two terms using a variety of resources, equipment and instruments. Prep (Foundation) classes attend music lessons all year round. Private weekly music tuition is also available at the school covering a range of instruments, many of which can be hired from the school.

Library–Resource Centre
The Library Resource Centre at ‘545’ is large, well resourced and fully computerised. Resources include fiction, non-fiction and picture books, magazines, video and audio tapes, pictures, charts and teaching kits. Fifteen networked computers form a technology centre where whole classes gain access to teach specific computer skills or conduct research. Each class is timetabled to attend a weekly session in the library for book borrowing, literacy activities and to access the technology centre. We do ask that all children use waterproof bags for protection of borrowed books.

Specialist Programs at ‘545’

Physical Education
Physical Education provides children with opportunities to be involved in active and participatory physical activities, to sequentially develop physical skills and to assume healthy attitudes and habits. Activities may include ball handling, dance, minor and major games, outdoor adventure activities, athletics and general fitness. Each class is involved in the school’s swimming program at the Sale heated pool, which covers water safety, and stroke development. Children are encouraged to dress in clothing and footwear suitable for physical education activities or to bring a change of clothing and joggers as required. Children may only be excused from physical education on medical grounds. Parents are asked to provide such a request in writing to enable alternative arrangements to be made. Hats must be worn during physical education lessons during Terms 1 (through to the end of April) and 4.
PARENT INVOLVEMENT

At ‘545’ we believe that the education of our students must be a partnership between home and school. Parents have both a right and a responsibility to actively participate in their child’s education. Parents are encouraged to participate in a wide range of areas including:

School Council
Canteen Duty
Classroom Assistance
Excursions
Camps
Parents & Friends
Garden Party
Perceptual Motorskills Program (PMP)
Sporting Carnivals
Parent Representative Program

Parents are invited to indicate their interest and availability to become involved in these programs via notes in the weekly Newsline.

Benefits
Through these areas of involvement parents and students will be able to gain the following benefits:

- Insights into the school’s programs and planning
- Sharing and passing on ideas to benefit the student’s schooling
- Raising funds for improving school facilities
- Providing practical ways for parents to get involved in school life
School Council

Our School Council is the governing body of the school and operates in accordance with the various School Councils Acts.

Responsibilities of the school council include:

- Policy and Curriculum
- Finance and Budget
- Buildings and Environment
- Fundraising

There are sub-committees of the council to deal with the above areas, as well as for special events, such as the annual Garden Party.

The structure of the ‘545’ School Council consists of; eight parents, four teachers and the Principal as the ex-officio voting member and up to two co-opted members (one being from Parents & Friends). The School Council also has the power to co-opt members from time to time to assist with specific tasks.

Current School Council Office Bearers are: President, Michael Hatwell, Vice President, Mick Peverill, Secretary, Jan Staple and Treasurer, Jenny Martens.

Council elections are held in March each year for elected members - half retiring each year. All eligible councillors may stand for re-election. Meetings are held on the third Wednesday of each month. Sub-committees meet regularly prior to council meetings.

Working with Children Checks

Schools are required to ensure student safety and supervision by insisting that parents/volunteers for such activities as camps, excursions, sleepovers etc. have suitable Working with Children Checks. Please contact the office for information if you need / wish to organise one of these.
Parents and Friends

545 PARENTS & FRIENDS

Present Members of the 545 Parents & Friends

We wish to take this opportunity to welcome all new families to Sale Primary School and to introduce you to our Parents and Friends Association.

Our Association consists of volunteers that provide support to our school and the community. Through the hard work and dedication of our members, we are able to raise and contribute funds for the school, benefitting the school and its students.

Parents and Friends meet once a month to discuss current issues and plan for future events. We extend a warm invitation to those wishing to attend meetings. We want everyone to feel welcome to join us and learn about Parents and Friends and the variety of work we do for the school.

We have regular social gatherings which are a great way to meet others in the school community.

The main focus of Parents and Friends is fundraising. Our two major fundraisers are the annual 545 Garden Party and ‘special lunch days’ which occur throughout the year. Other functions we co-ordinate include the Mother’s and Father’s Day stalls, school photo day, hot cross bun drive, grade 6 graduation, running the canteen at 545 discos and assisting with prep information sessions.

Parents and Friends also help out with the occasional morning tea for school events and can co-ordinate food bank assistance if required.

Parents and Friends take great pride in supporting our school and its community. We welcome any level of assistance that you can offer during your time at 545. It is a great way to meet some like-minded people and play a significant role in the future of 545.

Our 2017 Committee is:

President: Miranda Peverill
Vice President: Katie Weire
Secretary: Melinda Garratt
Assistant Secretary: Claire Baldwin
Treasurer: Deb O’Brien
Assistant Treasurer: Steph Johnston
School Council P&F Rep: Nicole Ropeti
Canteen Co-Ordinator: Helen Holliday
Ensuring a safe and secure environment for your child

Punctuality
Please insist your child arrives at school on time. Late comers interrupt the class activity, some get very upset at being late and some develop an attitude that they do not have to obey rules because this rule is not observed by parents. We earnestly seek your help to ensure a prompt start to the school day.

Late Arrivals
To ensure student safety, it is required that students who arrive late to school must attend the school office (with a parent or guardian) to receive a ‘late slip’ which then must be handed on to the classroom teacher.

Supervision
Teachers supervise the school grounds before school from 8.45 – 9.00am, throughout each recess and lunchtime and after school from 3.30 – 3.45pm. On wet days and days of extreme heat, a special program exists to allow children to remain in their classrooms under teacher supervision whilst engaged in suitable indoor activities. Children are not permitted to remain in or enter the classroom unless under the direct supervision of a teacher.

Toilet Procedures
All Prep (Foundation) to Grade 2 students must be accompanied by a friend to travel to the toilets during class time.

Emergency Information
In case of accident or illness, it may be necessary to contact you in a hurry. As a result you will be asked to complete a Confidential Student Information Form when enrolling.

Please remember to notify the school of:
Change of address
Change of telephone number
Change of contact person who will care for your child in an emergency
If you will be late collecting your child
Medical needs (including medical ‘Action Plans’)

Absences
When your child is away from school, an explanation is required upon return stating the reason for absence. Parents are not required to ring the school with notification of an absence unless it is to be of a prolonged nature. If your child returns home during the day without permission please contact the school immediately.

Meetings With Class Teachers
Teachers at ‘545’ are regularly involved in meetings or attend professional development before and after school. If you require a meeting, please ring to ensure their availability.

Picking Children Up From School
If you wish to pick your child up from school before the end of the school day it is essential that you visit the office and sign them out. This assists us in managing any emergencies. The school cannot allow students to leave the school during the school day unless signed out by a parent.
Emergency Management
Each year, students and staff routinely practise such drills as classroom evacuation, yard evacuation and lock down procedures in order to prepare the students and staff should there ever be a need to apply this process.

Family Court Orders
Copies of all Family Court Orders are required for students who have custody and access arrangements as negotiated legally with the Family Court. The school will only act on these orders as literally as presented. The school acts on behalf of the child according to legal written documentation.

Mobile Phones
The school has an existing mobile phone policy. Students are NOT permitted to have mobile phones at school unless notification and arrangements have been made by the parents via the principal.

Bus Travel
Two town bus services and privately organised child care bus services are available for school students. Only children who are regular bus travellers are to be dismissed on the bus bell. Please let the classroom teacher or the office know if your child will be catching a town or child care bus.

Safety to and from School
The safety and welfare of our pupils is of paramount importance. Please make sure that your child is familiar with the following information and observes all necessary rules and directions:

a. Own name and address
b. The need for going home directly after school by the usual route and the time expected home
c. Obeying the road safety code - particularly the use of school crossings. Children who ride bicycles to school should be made fully aware of appropriate road laws and safety precautions. Remember: The wearing of bicycle helmets is compulsory. Road safety authorities recommend that children under the age of 10 should not be independent bicycle riders on our roads
d. The dangers of talking to or going with strangers
e. Getting out of and into parked vehicles

For children being picked up by parents or other authorised adults:-
1. wait inside the school grounds by the entrance you have designated
2. parents - please notify the school if you cannot pick up your child on time

Parents are advised there is no parking or standing in the designated bus pick-up area in Dundas Street. A “drop off zone” for cars exists in the first 10 car parking spaces north of the bus parking zone in Dundas Street between 8.30 – 9.30am and 3.00 – 4.00pm each school day. During these times parents are not permitted to leave vehicles unattended.

Medical Conditions
Many students attending school need medication to control illness such as asthma, epilepsy, anaphylaxis and conditions causing hyperactive behaviour. Every student who has a medical condition or illness should have a written “Individual Medical Condition Management Plan” that outlines symptoms, treatment, medication etc.

After School Care and School Holiday Program
Gumnuts Early Learning Centre operates an After School Care program, and a School Holiday Program, at Sale Primary School. For further information or to make a booking, please contact Gumnuts on 51 44 6952.
Medication Protocol

1. Classroom teachers should be informed by the parents/guardians of any medication taken by children.
2. With the exception of asthmatic sprays (Ventolin, Respion), which may be held by children trained in their use, no other medication is to be in a child’s possession at school.
3. To assist teachers, medication should be in a container which gives details of the name of the student, the name of the drug, the dose and the time it is to be administered.
4. If medication for more than one day is supplied, it will be stored in a locked drawer/cupboard/filing cabinet, or the staffroom refrigerator and be clearly labelled.
5. At no time will staff dispense ASPRIN to children.
6. Other analgesics – eg paracetamol – will only be given with the permission of parents/guardians and be issued by nominated staff members – who will keep a record and monitor student intake.
7. If teachers are required to regularly dispense medication to students (eg daily Ritalin), secure storage will be provided in the classroom. Teachers will be required to keep a record of the administration of this medication – using the Medication Dispersion Record Proforma.
8. Parents are required to provide an epipen or other medication for any student prone to anaphylactic or severe allergic reactions. These are stored in the main office with the student’s individual management plan.

First Aid

There are many staff trained at Level 2 First Aid and these staff members are on duty during recess and lunch time in the event of a student needing first aid treatment.
All staff are also trained in Anaphylactic Management inclusive of the administration of an epipen.
School Uniform

Footwear
- Black Shoes, black boots or plain black runners
- White or multi coloured runners are only to be worn for actual sports activities
- Black sandals can be worn with the summer uniform only
- Plain white school socks or plain grey school socks with all uniform (not ankle socks)

SOCKS MUST BE WORN AT ALL TIMES

Summer Uniform

<table>
<thead>
<tr>
<th>Summer Uniform</th>
<th>Winter Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong></td>
<td><strong>Girls</strong></td>
</tr>
<tr>
<td>Dress/culottes in &quot;545&quot; material</td>
<td>Grey pinafore/skirt</td>
</tr>
<tr>
<td>Red &quot;545&quot; t shirt/ polo shirt</td>
<td>Plain black trackpants</td>
</tr>
<tr>
<td>Red &quot;545&quot; windcheater</td>
<td>Red &quot;545&quot; polo/ t shirt/skivvy</td>
</tr>
<tr>
<td>Red &quot;545&quot; hat (compulsory in Terms 1, April of Term 2 &amp; 4)</td>
<td>Red &quot;545&quot; windcheater</td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Boys</strong></td>
</tr>
<tr>
<td>Grey school shorts/ grey knit shorts</td>
<td>Plain black trackpants/ trousers</td>
</tr>
<tr>
<td>Red &quot;545&quot; polo/ t shirt</td>
<td>Red &quot;545&quot; polo/ t shirt/skivvy</td>
</tr>
<tr>
<td>Red &quot;545&quot; windcheater</td>
<td>Red &quot;545&quot; windcheater</td>
</tr>
<tr>
<td>Red &quot;545&quot; hat (compulsory in Terms 1, April of Term 2 &amp; Term 4)</td>
<td>Red “545” polar fleece jacket</td>
</tr>
</tbody>
</table>

Winter Uniform

<table>
<thead>
<tr>
<th><strong>Girls</strong></th>
<th><strong>Boys</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey pinafore/skirt</td>
<td>Plain black trackpants/ trousers</td>
</tr>
<tr>
<td>Red &quot;545&quot; polo/ t shirt/skivvy</td>
<td>Red &quot;545&quot; polo/ t shirt/skivvy</td>
</tr>
<tr>
<td>Red &quot;545&quot; windcheater</td>
<td>Red &quot;545&quot; windcheater</td>
</tr>
<tr>
<td>Red “545” polar fleece jacket</td>
<td>Red “545” polar fleece jacket</td>
</tr>
</tbody>
</table>

Sports

The school uniform for the following sports events is as follows.

1: ‘545’ House events – (swimming/athletics/cross country)
- Plain black shorts, grey school shorts, culottes or black netball skirt or plain black track pants
- House colour shirt, (otherwise normal 545 red polo shirt)
- i.e. LOUGHNAN-blue, SCHULTZ-white, CARPENTER-green & RUFF-yellow
- School windcheater with logo
- White sports socks
- Sandshoes (any colour) (School Hat in Terms 1 & 4)

2: ANY carnival where students are REPRESENTING ‘545’
- Plain black shorts or black netball skirt, or plain black track pants
- School shirt with logo
- School windcheater with logo
- School sports jacket (provided by school for the day of event only)
- White sports socks
- Sandshoes (any colour) (School Hat in Terms 1 & 4)

N.B. All tops must have the “545” logo.

General
- Hair - long hair should be tied back.
- No jewellery except simple "studs" in ears.
- Black track pants must be plain (no coloured stripes)

Sales: Uniform sales are conducted from the Parents’ Club Shed, Tuesday and Wednesday mornings from 8.45 - 9.30 am. Prices will be published from time to time in Newsline.

Please Note:- School hats are a compulsory part of our school uniform in Terms 1, April of Term 2 and Term 4.

Children will not be permitted to attend excursions or out-of-school activities unless they are in full uniform.

PLEASE ENSURE ALL ARTICLES WORN OR BROUGHT TO SCHOOL ARE LABELLED CLEARLY WITH YOUR CHILD’S NAME - this helps prevent loss to parents and wasted time for staff.
GENERAL INFORMATION FOR PARENTS

School Educational Charges and Voluntary Financial Contributions
Students at 545 are provided with all of the supplies that they need at school and we ask parents to contribute in the form of an Essential Student Learning Items charge to cover the following:
- Essential Student Learning Items (Student Supplies)
- Visiting Performances
- Swimming Program

Essential Student Learning Items
Includes physical materials and resources that are essential to support the course of instruction in the standard curriculum provided to your child as part of their educational program at Sale Primary School. This also includes activities that the school deems compulsory; items students consume i.e. cooking; items students take possession of; handouts; as well as entry to compulsory school activities i.e. swimming and visiting performances.

Swimming
Each child in the school goes swimming for a ten week period during the year at the Sale heated pool. For those students who hold a relevant Aqua Energy membership, the cost is reduced.

Visiting Performances
Each year we have four visiting performances at 545 to provide extension activities for students. The visiting performances booked for the year will be promoted through “Newsline”.

Voluntary Financial Contributions
This voluntary financial contribution will assist with the long-term improvement and maintenance of our beautiful grounds and gardens and to help with the continuing upgrading of our student computers so that they are efficient and can operate all of the current education programs.

Extra Curricula Programs - Excursions and Camps (Essential Educational Item)
Details of arrangements and costs of programs associated with, but not considered to be a part of instruction in the standard curriculum program, will be forwarded throughout the year.
Communication

Reporting to Parents
An information session/optional interviews for each year level will be held in Term 1 accompanied by an interim report that outlines a child’s social/personal learning performance. A written report will be issued for all students at the end of Term 2 and 4. Parent teacher interviews will be scheduled during Term 3. However, parents are welcome to discuss their child’s progress with class teachers or the Principal at any time. Please contact the school and arrange an appointment.
N.B. Reports will be forwarded to non-custodial parents on request.

Newsline
This is the newsletter of our school. It is emailed home every Tuesday and is designed to keep parents informed of educational and social activities, functions, working bees, meetings, news from Parents & Friends and news from School Council. Newsline is also available on the school’s website and on the Skoolbag App. A link to the website is also uploaded to the school’s Facebook page each Tuesday. For those parents who do not have computer access, a hard copy can be collected from the school office foyer.

Facebook
Our school has a Facebook page that we use in addition to our weekly Newsline to communicate with parents. A copy of our Facebook Code of Conduct is available from the school office.

Skoolbag App
Skoolbag is a mobile app that communicates directly to parent smartphones. The Skoolbag app is free for parents to download. Further information and instructions are available from the school office.

School Strategic Plan
The school’s strategic plan outlines priority areas for improvement over a three year period, and is available to parents on request.

Canteen/Special Lunch Days
Parents & Friends operate a canteen at 545. In 2017, the canteen operates approximately 3 times per term, and is staffed by volunteer parents. Special lunch days have a different menu each term ie; sausage sizzles, pie, soup, pizza etc. Calls for assistance for these days will be made via the Newsline and Skoolbag App. Parent/Carer helpers are always welcome.

Class Parent Representatives
Each year the school asks for parent representatives from each classroom to act as a parent liaison person. The parent representative’s main role is to support the class teacher in organising class activities or welcoming or farewelling students and their families.

Website
The school’s website can be found at www.saleps.vic.edu.au

Excursions
Local Excursions
All parents are required to fill in and sign a confidential Enrolment and Indemnity form when their students enrol at ‘545’. This form covers excursions and activities, such as sport, swimming, cultural performances
and visits to places of interest in Sale. Parents will be informed of these excursions with a note home prior to the event.

Out of Town Excursions
A separate Indemnity Form must be signed and returned for each excursion requiring the students to travel on a bus beyond the Sale area. The form will be accompanied by a notice giving details of the venue, times of departure and return, cost, and any special needs relating to that particular excursion.

Money Required at School
All money sent to school must be placed and sealed in an envelope on which is written the child’s name, grade, teacher and what the money is for eg. excursion, book club, etc. A note will be sent home advising if any money is required at school.

Library Services
School Library
All children in the school are permitted to borrow books, the number borrowed varying according to grade level. Prep (Foundation) children begin borrowing about a month after they commence school. Children should have waterproof bags to protect their books and they may have their books out for one week. If books are not returned by the due date, reminder notices will be issued. Parents are liable for the replacement cost of lost or damaged books. Please make sure your child returns his/her library books on time and in good condition. Parents with younger children are urged to read to them from their library books. It is important to develop good "book habits" and an enjoyment of books at an early age.

Wellington Regional Library
It is suggested that parents enrol their children in the Wellington Regional Library and encourage them to borrow from the excellent range of books available.

Book Club
Once a term you may be given the opportunity to purchase books for your children. These books are of a recommended educational standard, of suitable reading levels and are available at a fair price. There is no obligation for anyone to purchase from the book club. Children are given order forms from which they may select books. If you wish your children to order, the money is returned in an envelope with the form by the due date.

Children's Services
The Wellington Network of Government Schools provides a range of curriculum and student support services through the school at the request of teachers and / or parents. Referrals for specialist services in the following areas:

(i) counselling and guidance
(ii) speech therapy
(iii) academic assessment

School Nurse
The Department of Education and Training School Nurse pays periodic visits to the school. Parents are notified when these take place. Results from these visits are kept confidential and private communication is made with parents where necessary. Early in the year Prep (Foundation) students will receive a form/questionnaire from the school nurse to be filled out by parents. This will then assist the nurse in her assessments of children when she visits.
Prep
(Foundations)
Information
BEGINNING SCHOOL - WHAT YOU NEED TO KNOW

Enrolment Procedure

In May each year, a notice will be published in local newspapers, and at the local kindergartens, stating that enrolments can be made at your preferred school.

When you come to the school (no appointment is necessary), you will need to bring your child’s:
- Proof of Age (Birth Certificate)
- Immunisation Certificate (from The Australian Childhood Immunisation Register)

Parents can legally defer enrolment for their child until the child is six years old. Your child needs to have turned 5 on or before the 30th April before he/she can legally start school. Please consider your child's overall development - physical, emotional, social as well as intellectual when deciding if he/she is ready for school. You can also talk with your child’s kindergarten teacher regarding your child’s readiness for school.

Towards the end of the kindergarten year your child will be invited to attend orientation sessions with other kindergarten children who will be starting the following year.

February Flexible School Attendance for Prep (Foundation)

For the first four weeks of Term 1, Prep (Foundation) children will attend school for four full days being Monday, Tuesday, Thursday and Friday. Wednesday has been allocated as the rest day for all Prep (Foundation) students during this period.

Children are not permitted to leave school during school hours. If at any time you need to take your child away from school it is extremely important that you see the class teacher, principal or assistant principal before you do so and sign your child out at the office. If you do not do this, significant time could be wasted by teachers trying to locate the missing child.

If your child does go home unaccompanied during school hours please notify the school immediately and return the child, unless he/she is unwell.

There will be teachers on duty in the playground from 8.45am to 9.00am, at recess and lunchtimes and again in the afternoon from 3.30pm to 3.45pm. It is suggested that parents do not drop their children at school earlier than 8.45am as no supervision is provided (and no responsibility can be accepted for children who are on the premises outside these hours).
In the event that your child is late for school, we also require that you sign them in at the office.
Things Your Child Will Need In Prep (Foundation)
The children will be supplied with all their day-to-day requirements ie. books, papers, clag, pencils etc. However, you will need to supply:

- a school uniform
- a library bag (water proof)
- a school bag which needs to be a close up or zip up type.
- a water/paint proof art smock

The school has a Sunsmart Policy. Parents & Friends supplies all new Preps (Foundation) with a complimentary school hat. **All items such as bags, lunch boxes and lids etc. and articles of clothing which are removable** (jumpers, coats, hats, etc.) **MUST BE NAMED.** This helps prevent costly losses for parents and wasted time for staff.

Communication with Parents
We currently have parent/teacher interviews in March and September. We also have a prep (Foundation) information session and optional parent/teacher interviews in Term 1. However, parents are encouraged to discuss their child’s transition or progress at any time throughout the year. We would encourage parents to make appointments to suit with their child’s classroom teacher. Ongoing communication with teachers is particularly important as your child settles into school.

The First Day
During the first few days of your child’s schooling at ‘545’ we will operate a ‘staggered start’, to ensure a smooth transition and separation. (Parents will be notified of arrival time by letter prior to the start of the school year.)

On the first morning of your child’s start at ‘545’ children with siblings at the school will be asked to arrive at 8.50am and students new to the school will be asked to arrive at 9.10am. It is advisable to leave as soon as possible after introducing your child to the teacher. There will be an array of activities available for your child to do and he/she will soon become happily absorbed.

Should it happen that your child is tearful, it is best to leave him/her in the teacher’s care, as to linger only prolongs the anxiety for both of you.

Children usually settle within the first quarter of an hour and any tears ease.

Toilets
Beginning Prep (Foundation) children are usually taken to the toilet preceding each break.

Parents are asked to help reinforce good habits by explaining to children that they should attend to toilet requirements at recess and lunch periods and wash hands well after each visit.

Children are required to leave the classroom in pairs when going to the toilet. Please let your child know that he/she will be permitted to go to the toilet if he/she asks the teacher. For boys make sure your child has some familiarity in using a “urinal”.

It is also a good practice to include a set of socks, underwear and pants in your child’s school bag in case of an ‘accident’.

**YOUR HELP IS ALSO REQUESTED IN EXPLAINING TO YOUR CHILD THAT TOILET BLOCKS ARE UNACCEPTABLE PLAYING AREAS.**
Illness
Medical details and necessary telephone numbers are on file in the office. All efforts are made to cope with accident or illness and we will contact you if necessary. For this reason, it is vital that all changes of address, work and home telephone numbers, emergency contacts, etc are kept up to date on our school records. Please notify the office and grade teacher of any changes immediately.

Parents are required to provide an explanation to the school for all absences. This can be written or verbal.

Medication at school
On occasions, students are required to be administered medication at school. Teachers will often undertake this task on behalf of parents in accordance with the Sale Primary School Medication and First Aid Policy. Please see School Information Book for full details.

Eating
Pack your child a healthy and appetising lunch including such items as fruit, cheese and yoghurt. We recognise it is a long time from breakfast until recess time at 11.00am. For this reason it is important that children eat a substantial breakfast. Play lunch needs to be more than one piece of fruit. We suggest fruit and yoghurt (with a spoon please), or a sandwich etc. We discourage sweets as a snack as they do not sustain the children for longer periods of concentration when they return to the classroom. Please help your child practice opening containers and eating from a lunch box at home.

Children have 3 eating times at school. At 10am we have brain food. Children may eat fresh fruit, vegetables or cheese only. This snack needs to be able to be eaten quite easily (i.e. no spoons required) as we eat this whilst continuing with our activities. At 11am, the children have playlunch, which is usually a more substantial snack and lunch is at 1pm. We encourage the drinking of water throughout the day. Please provide your child with a fresh drink bottle of water each day. As part of our commitment to sustainability, children are encouraged to bring their food in containers which can be reused, rather than packaged food or food wrapped in cling wrap. If children must bring packaged or wrapped food, the rubbish should be taken home in accordance with the ‘carry-in, carry-out’ waste minimization practice.
Dressing
As all children wear identical school uniforms*, all articles of clothing should be clearly labelled and children should be aware of how to recognise their clothing. Children need to be able to dress themselves, so please give them plenty of encouragement as they learn to put on their shoes, jumpers and socks.
*Details of the school uniform and uniform shop trading times are in the School Information Book. (Page 30)
A spare set of socks, underwear and pants in your child's bag is also advised in case of “accidents”.

Independence
Let your child take initiatives - let him/her be responsible for packing their own bag in the morning with lunch and take-home books. When your child arrives at school encourage him/her to unpack his/her bag and place his/her lunch and books in the appropriate place - Don’t do it for him/her.
GETTING STARTED
The first days of school are very exhausting.
There are many reasons for this:-
- The classroom is probably the most demanding situation that the child has experienced, both in time and attention.
- A combination of listening, sitting still and keeping quiet can be very trying for a small child.
- Some children suffer fatigue due to over stimulation and excitement of the day’s program. This applies less to the child who has had pre-school experience.
- School begins in the hottest time of the year.

Parents can expect some children to be cranky, bad-tempered and badly behaved, and yet a teacher will insist that the children have been perfect all day. Both statements can be true because almost all children have two behaviours. One is a social one seen particularly in a situation that is new. The other, perhaps more genuine, is shown mostly at home. Ignore, rather than punish, after-school crankiness. Welcome the child home; home is a very special place. Have a favourite cool drink waiting and then have a quiet talk about the day. Try to let them see how interested you are in their new adventure. Asking questions such as “What did you do at school today?” will often get a reply of “Nothing”. You are much more likely to gain an insight into your child’s day if your questions are more specific, such as “What story did you listen to today?” or “Did you draw a picture? What was it about?”.

See that the child gets to school on time. Late coming often leads to a worried child and emotional disturbance. It can also disrupt a productive learning environment in the room.

Very occasionally, children may wet the bed during the early part of their first school year. This is possibly an anxiety reaction and as such requires a moderate approach. Don’t draw attention to it; for bed-wetting is often extended by parental anxiety.

When children come in contact with other children they can often pick up undesirable habits including swear words. These seem to have a magic attraction for some children and they often repeat the words to show off. The best approach is to simply tell them that these are not appropriate words to use.

HOW CAN YOU HELP?
The transition to school requires your child to cope in a new environment which has many and varied demands. Below is a list of suggestions that may help to enhance your child’s intellectual, social and emotional development and which will assist him/her to adjust more quickly to school.
- Talk to the children about school.
- Give them little duties to aid their concentration span.
- Encourage them by admiring all of their work.
- Select good stories, picture books, and T.V. programs for them.
- Teach them to repeat - name, address, phone number, etc.
- Make sure they know where to wait for you after school.
- Practise several “school lunches”. Children need the practice in handling their lunch.
- DO NOT ALLOW your child to bring along articles which may cause harm - toy guns, arrows, roller skates, etc.
- Do not allow your child to bring toys to school. We cannot guarantee safe keeping and careful handling at all times.
- School crossings must be used at all times - insist your child does so.
- Practise safe car skills – getting in / getting out of parked cars.
**Intellectual Development**

- Enrich their vocabulary and understanding of it by such words as big/little, up/down, high/low, wide/narrow, short/tall, before/behind, here/there, near/far, smaller/taller, shorter/fatter, to/from, same/different, circle, square, triangle, above/below, full/empty, wet/dry, warmer/colder, turn around, stretch, bend, inside out, right way around, and so on.

- You can help your child by making him/her more aware of the world around him/her. Use every opportunity to talk with your child, and extend his/her use of the language. Let your children see how spoken language looks when written, and how written language sounds when spoken. Remember, reading is a process of getting meaning from print, and a child’s world is full of print - street signs, shops, package labels, television, books, magazines, etc.

- Fine and gross motor skill development - provide lots of opportunities for: Colouring in, cutting out, pouring things, building and stacking blocks, throwing and catching balls. These all help in the physical development of your child.

- Read regularly to your child, and encourage him/her to “read” to you, but keep these times fun and enjoyable.

- Name colours. Talk in colours. eg Put on the brown shoes. Bring me the yellow towel.

- Be a role model for your child. Let him/her see you reading.

- Talk about the days of the week. eg Today is Sunday. Tomorrow is a school day. Yesterday it was Saturday.

**Some questions you might like to ask your children about their day at school**

1. What made you smile today?
2. Can you tell me an example of kindness you saw/showed?
3. Was there an example of unkindness? How did you respond?
4. Does everyone have a friend at recess?
5. What was the book about that your teacher read?
6. What’s the phrase of the week?
7. Did anyone do anything silly to make you laugh?
8. What did you do that was creative?
9. What is the most popular game at recess?
10. What was the best thing that happened today?
11. Did you help anyone today?
12. Did you tell anyone “thank you?”
13. Who did you sit with at lunch?
14. What made you laugh?
15. Did you learn something you didn’t understand?
16. Who inspired you today?
17. What was your least favorite part of the day?
18. Was anyone in your class away today?
19. Did you ever feel unsafe?
20. What is something you heard that surprised you?
21. What is something you saw that made you think?
22. Who did you play with today?
23. Tell me something you know today that you didn’t know yesterday.
24. What is something that challenged you?
25. Did your brain wobble today?
26. How did someone fill your bucket today? Whose bucket did you fill?
27. Did you like your lunch?
28. Rate your day on a scale from 1-10.
29. How were you brave today?
30. What questions did you ask at school today?
31. Tell us your top two things from the day

32. What are you looking forward to tomorrow?
33. What are you reading?
34. What was the hardest rule to follow today?
35. Teach me something I don’t know.
36. If you could change one thing about your day, what would it be?
37. What made your teacher smile?
38. What kind of person were you today?
39. What made you feel happy?
40. What made you feel proud?
41. What made you feel loved?
42. Did you learn any new words today?
43. If you could switch seats with anyone in class, who would it be? And why?
44. If you switched places with your teacher tomorrow, what would you teach the class?

**Emotional Development**
- Playing games with family and friends is a fun way to help with emotional development. Through games children develop self-control, acceptance of winning and losing, confidence, responsibility, independence and start to see the value of persistence.
- Can he/she make choices, accept rules, adapt to frequent changes? This will be an important part of school life.
- Encourage the children to be independent - dress themselves, tie their shoelaces, turn their clothes inside out, etc. Pull sleeves through to the right side, use words like inside, wrong side, right side, left and right shoe, etc.

**Social Development**
- Social development is an important criteria when considering if your child is ready for school. Children need to feel happy and secure in the care of others, so please allow your child to mix with other children and adults so his/her social skills can develop. As your child plays, watch to see if he/she is fair or bossy.
- Always encourage your child to share, take turns, listen and communicate. Start letting him/her perform limited tasks without adult help.
Learning to Read

What parents can do:
- Read aloud to your child every day. If this is done in the years before going to school, it will launch a love of reading.
- Talk about a book before you start reading it to a young child.
- Praise every effort in reading, especially if confidence is low.
- Be seen reading for pleasure yourself and making visits to the library.
- Don’t nag your child about reading, nor worry if the reading isn’t yet word-perfect or equal to that of some other child. Ask yourself: “Is my child interested in reading?” (TV should not be on all the time.)
- Share take home reading material. Children are not expected to be able to read independently to you. They can make up text from picture clues.

Learning about Mathematics

What parents can do:
# Display a positive attitude towards maths. Never say to your child, “You’re just like me; I was never any good at maths!”
# Maths is all around us. Try to develop your child’s sense of number, size, length, height, weight, volume, area, time, etc.
# Encourage children to take up hobbies that require “hands on” mathematical skills, such as building kits, hobby constructions etc.
# Have a calculator around the house and have fun with numbers.
# Seize every opportunity to use maths around the home; counting change, estimating, measuring and calculating whenever the opportunity arises.

Learning about Writing

What parents can do:
✓ Encourage your child to write often, to friends and relatives, and also to write in a personal and/or family journal (diary).
✓ Respond to the message or story of your child’s writing, rather than mark out spelling errors. (Everyone takes many years to learn to spell, so don’t think you must correct everything your child writes; but do help when the child asks you for a spelling.)
✓ When writing yourself, invite your child to add to letters you write to relatives. And why not become a note-writing family, leaving notes around for one another?
✓ Help your child to turn stories and other writings into ‘books’ by stapling them together into brightly illustrated covers.

Buddies

Each year, senior school students are ‘buddied’ with a Prep (Foundation) student who they work with all year on a range of activities, such as sport, art, craft, technology. These activities are aimed at developing a positive relationship between the paired students. Having a senior buddy assists Preps (Foundation) in settling into school and establishes a positive connection between our younger and older students.
VICTORIAN CURSIVE SCRIPT

abcdefghijkl
mnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

left hand grip

right hand grip
Building Towards Foundation Program (Modified)

In 2017, Sale Primary School introduced a new approach to grouping our Prep (Foundation) students that saw the creation of a Modified Prep (Foundation) Program.

This exciting new program was developed out of a school and wider community need to better meet the needs of children that commence their first year of schooling that were:

- School-aged but still quite young and not quite school-ready (predominantly those students that turn 5 in their first school year in January-April inclusive).
- School-aged but better suited to learning through investigation (hands-on) rather than more formal learning practices.
- Going to benefit from a modified year of learning followed by a further year in Prep (Foundation) – in most cases that embeds the learning at this level.
- Ready for 5 days a week of school as an alternative to a second year of kindergarten.

The Building towards Foundation Program has many positive features including:

- Small class size – capped @ 18 students maximum ensuring a fantastic start to the school experience.
- Supportive and welcoming teachers with the very experienced Mrs Coleen Goodsell already appointed to the role of ‘Building towards Foundation’ teacher.
- Learning Consultants being involved in supporting the transition of all of our Prep students, particularly our ‘Building towards Foundation’ students.
- Education Support Staff being included as additional support attached to Literacy and Numeracy time.
- Individual one to one Literacy and Numeracy assessments conducted in February.
- Individual and small group instruction being feature of the classroom.
- Inquiry / Play based learning - developing problem solving skills.
- A heavy emphasis on oral language communication and social skills.
- Student well-being being a priority with a strong emphasis on our School Values and Traffic Lights approach to Student Management.
- All children participating in the Buddy program where they will be matched carefully with a Senior School student.
- Parent participation being both welcomed and encouraged.
- The learning space containing a significant array of learning equipment.
- Specialists programs being provided to the ‘Building towards Foundation Program’ as per all year levels throughout the school in Visual and Performing Arts, Japanese and Physical Education.
- Involvement in all school activities including Swimming, Visiting Performances, Excursions, House Sports etc.
Our ‘Building towards Foundation Program’ also provides a solid foundation for achievement.

- Each child will be carefully monitored with ongoing assessment initially based on Pre-Foundation standards progressing towards Foundation standards as required throughout the year. This will assist in our ultimate decision (in consultation with parents) at the end of the year as to where to place the child for the following year (Formal Foundation Year or Grade 1).

- Each child’s educational program is to be carefully planned with both long and short-term goals created. The teachers will cater for a wide range of maturity levels, interests and experiences and will liaise regularly with parents, reporting on each child’s individual progress.

Enrolment Process

- Enrolments for 2018 are accepted from the day of the school’s Education Week Open Day (May each year).
- Any child of school age (must be five before 30th April of their first school year) will be accepted into our Prep (Foundation) Program via the submission of an enrolment form, birth certificate and immunization record.
- Those wishing to be considered for the Modified stream will also be required to complete an Expression of Interest Form thus identifying their child as a possible member of this group.
- The Expressions of Interest close at the end of June to allow the school time to co-ordinate plans for 2018 and offer placements to this Modified Program in particular.
- Positions for this Modified Program will then be offered at the beginning of Term 3 (July).
- The Modified Program will be capped at 18 and if over-subscribed the following considerations will be made before offering positions and creating any Waiting List:
  1. Completion of a Kindergarten year
  2. Family connections with the school
  3. Date of Birth
  4. Identified needs inclusive of input from parents, kindergarten teachers and health-care professionals

Finally

If you have any ideas or suggestions which can be incorporated into this booklet to help new children/families, please let the school or class teacher know.