

Level 3 Parent Information 2012



The Patch School
Kallista-Emerald Road The Patch 3792
Telephone 9756 7463 Fax 9752 0211
Email: the.patch.ps@edumail.vic.gov.au
Website: www.thepatchps.vic.edu.au

Welcome to Level 3 at The Patch Primary School!

We are all very excited to be working with your children this year and look forward to the wonderful successes the year brings. If at any time you have any questions or concerns please come and see us and we will arrange a suitable time to meet and discuss any issues with you.

Thanking you for your support. We look forward to working in partnership with you.

Angie, Cheryl, Marg, Jennie, Lynne, Yale, Lyndsey, Jenni B, Lynne S. Courtney and Trish.

Email Contact With Staff

Email is generally a good way to communicate with us around classroom and school issues.

- simpson.jennie.s@edumail.vic.gov.au
- hallinan.margaret.m@edumail.vic.gov.au
- martin.angela.b@edumail.vic.gov.au
- powell.cheryl.a@edumail.vic.gov.au

School Purpose

To work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognises diversity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future.

School Values

The values which sustain our school community and provide us with an ideal for our interactions with each other are:-

- a sense of identity based on understanding ourselves, our community, our own past and the story of our unique land and its people.
- a sense of integrity based on an ethical system that includes consistently treating others in a truthful, compassionate and cooperative way;
- a sense of community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably in an interconnected world;
- a sense of determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent enough to take risks and learn from both mistakes and successes;
- a sense of humour.

Underlying The Patch Primary School Codes of Practice is the belief that as a community we are united by our common desire to provide a learning environment that meets the needs of all students. In recognizing this all members of our school will respect the rights and views of others.

2012 Term Dates

Term 1:	Wednesday, 1 st February (Children commence on Monday 6 th of Feb), to Friday 30 th March
Term 2:	Monday, 16 th April to Friday, 29 th June
Term 3:	Monday, 16 th July to Friday, 21 st September
Term 4:	Monday, 8 th October to Friday, 21 st December

School Hours

8:50 am	-start
11.00am 11.30am	-recess
1.45pm 2.25pm	-lunch break (includes eating lunch between 1.30pm & 1.45pm)
3.30pm	-dismissal

All Prep students are dismissed at 3.20pm. This will assist in easing traffic congestion at the end of the school day. A notice will be sent home early in the year, and a short information session will be held, to explain normal pick up procedures from our “drop off/pick up” zones, we will inform you of these dates when you come for interview.

Aboriginal and Torres Strait Islander Students

Our school values our Indigenous heritage, therefore in addition to all services offered to all students, we have a liaison officer, Debra Herrmann, to ensure our Indigenous students and their families are aware of and offered any additional services and assistance available.

Computers

This year Grade 3/4 students will have numerous opportunities to use a range of information and communication technologies across the curriculum. They will use a range of software programs that promote creativity, problem solving and thinking skills and develop their skills in the area of ICT. In addition to the computers in classrooms, Grade 3/4 students will have access to 25 notebooks on a weekly basis, which are used to integrate Information and Communication Technologies into everyday teaching and learning. They have access to a number of resources including networked computers, notebooks, digital cameras and interactive whiteboards.

As part of our ICT program, students will also be taught about appropriate uses for computers and safety on the internet. We will be focusing on:

- Respectful communication/netiquette
- Protecting personal information
- Behaving ethically online
- Cyberbullying
- Identifying appropriate online content/places
- Cybercitizenship—interaction with online communities

As a parent, you play an important role in helping your children have safe and positive experiences online. Become aware of how children and young people use the internet, some of the risks they face and strategies to manage these risks. Guide your child to enjoy the best of the online world. We recommend visiting <http://www.cybersmart.gov.au/Parents.aspx> for information, tips and advice to help you and your family make the most of being online and staying safe.

Emergency Management

The school hall has been purpose built as a safer place and will be used by the school and kindergarten in the case of an emergency. School staff will supervise children in this building. If the emergency extends beyond school hours students will not be allowed to leave without being collected by a parent or guardian.

Relocation drills are practiced on a regular basis and children are informed that the hall is a safer refuge containing water for drinking and cooling as well as a limited food supply. Through the school newsletter the community will be informed of our emergency arrangements during the fire season.

Environmental Education

Environmental Education is given a strong focus at The Patch School. The school has two large “outdoor classrooms” (our beautiful wetlands and our sustainable living gardens) and an Eco-Centre where formal and informal experiential learning takes place.

The environmental program aims to provide students with an understanding of issues including environmental education, ecological education and education for sustainable development.

All areas integrate concepts and principles of the sciences (biological, physical, chemical and social) within an interdisciplinary framework. Activities such as preparing and planting a food garden, collecting seed from indigenous plants, building a worm farm or compost bin, constructing a trellis for climbing plants, revegetating the natural bush corridor, incubating eggs and raising chickens, identifying and harvesting bush foods from the Koori garden and creating an interpretive tree trail around the school provide processes and skills that involve observation, communication, classification, interpretation, questioning, measuring, reporting, predicting, designing, experimenting, testing, problem solving and hypothesizing.

Throughout the program it is hoped that the students acquire a knowledge and understanding of the living world and their place in it that enables them to live sustainably and responsibly. Environmental classes are taken every week for one to one and a half hours.

Health and Attendance

Absences/Illnesses

It is unfair to your child, other children and teachers, to send to school a child who is obviously not well or not fully recovered from illness. Such children are not receptive to learning or school routine, and our facilities for caring for them are limited.

The best place for a sick child is home, under full time care.

If your child is unable to attend school for a day or two, e.g. due to illness, it is preferable to notify the teacher in writing or by email on the day or when he/she returns. Alternatively, you may wish to speak to their teacher personally, but we ask you to please refrain from telephoning the school office with this information. For longer absences please notify the teacher as soon as possible via a note from a sibling or you may phone the school in this instance.

There are occasions when parents need teachers to give prescribed medicine to their children. The appropriate quote from the School Information Manual is:

“To assist teachers, parents should supply such tablets in a container which gives the name of the child, the dose, and the time the tablet is to be given. The name of the tablets should be clearly marked on the container, particularly when the tablets are kept at school.”

Please hand all such medication to the office and fill out the medication book.

If you have any questions regarding infectious student illnesses (including “gastro” / diarrhoea) and Department of Health exclusions from school, please refer to the School Exclusions table on the website.

Homework

We believe strongly that grade 3 and 4 children need time to debrief when they get home from school. They need time to play, imagine, talk, and rest. They have, after all, been asked to think all day. With this in mind we are asking you to only do the following with your children on a regular basis: This should not exceed 30 minutes per day.

Reading

ALL students are required to read for a minimum of 15 minutes EVERY night or morning at home.

This can be to parents, siblings or to themselves. Level 3 students are required to fill in their diaries EVERY night/morning with a record of their reading. We would appreciate it if parents could sign the diaries at least once a week.

Spelling

Your child will bring home a personal list of spelling words each week. We will provide you with ideas for simple fun activities you can do with your child at home to help them learn their spelling words. Spelling words will be tested every week.

We will also need at least 2 volunteers in each grade to test the children's spelling words each week.

Maths

Your child will have short set tasks using Mathletics to complete each week.

Indigenous Education Program

With the help of Murrindindi (respected local Aboriginal elder) the school is developing an Indigenous Studies Programme looking at cultural aspects of the Wurrundgeri people and our local area.

Japanese

At The Patch Primary School, the L.O.T.E. program (Languages other than English) focuses on Japan and the Japanese language.

All students from Prep through to Grade Six learn the Japanese language and culture for one hour per fortnight.

While it can take up to 2000 hours of language study to become fluent in the Japanese language, primary school students have the ability to learn and retain new language readily, particularly in regard to written Japanese characters. Recognition of hiragana characters, and the way they form words and sentences, will be introduced and reinforced through a variety of learning activities and games. Japanese vocabulary and grammar will be emphasized, as well as learning about Japanese culture and etiquette associated with speaking in Japanese. Students will also have the opportunity to get involved in activities related to Japanese festivals, as well as some historical aspects of Japan.

The Japanese program at The Patch will also support the school's English literacy and numeracy programs. It is difficult to teach another language without re-enforcing English structures. Numeracy is also supported, for example, numeracy activities such as telling the time, counting money and calculating change, etc., must be understood in English before being able to do in Japanese. Learning a second language assists in strengthening a student's first language.

Each year, the school holds a cultural day, where students spend time participating in Japanese activities including sport, famous Japanese folktales, craft, music, etc. We are also applying for a Japanese sister school, so that students will be able to engage in meaningful language learning with students in Japan. Sometimes this is a lengthy process, but we will let you know as soon as we know!

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane Capon, who is here on Mondays.

Our Level 3 Literacy Programme includes exploration and explicit teaching of reading, writing, spelling, handwriting skills and speaking and listening.

Assessment

Teachers are always assessing students both formally and informally. During Term 1 we will be involved in completing the On Demand English, SWST Spelling and PAT Reading testing. This will enable us to get a snapshot of where your children are in terms of Reading, writing, oral language, spelling, and phonemic awareness. Based on this information, we are able to identify individual needs and tailor learning to support them progression to the next level.

Reading and Writing

The ability to read and write with understanding is a core element of our literacy program. As a team we all have a love of reading and remember being drawn to books and spending countless hours 'getting lost' in them. It is this love of reading we want to develop in the young children we work with each day. We are aiming to build a community of strategic readers and writers. To do this we will be explicitly teaching the reading and writing strategies they need to be successful readers and writers.

Independent reading and reading conferences

Each Literacy session begins with 'Independent Reading.' This involves choosing a 'just right book' and looking for meaning in what they read.

'Independent reading time is not just silent reading. Students are thinking while they read; this may involve asking questions, making predictions or making connections to themselves, other texts or to the world. Students use their 'reader's notebooks' to write the date, title and 'track their thinking' using sticky notes.

During this time, teachers conduct individual reading conferences. This is the time where we talk to your child about their reading, listen to them read a 'just right book' to determine what their needs are, and establish a goal to work towards. We look at all facets of reading – not just decoding. These include: comprehension, fluency, speed, punctuation, expression, ability to self correct among others. We record this information and keep track of their progress by conducting conferences daily.

Daily 5

Daily 5 is an opportunity for meeting individual learning needs. The areas of learning are as follows:

- Read to self
- Read to someone
- Word work
- Work on writing
- Listen to reading

Spelling

Term 1 is primarily testing to determine where they are at and what they need.

There are various components to our spelling program. Successful spelling is not only about recall, but the ability to transfer this knowledge to their writing. It needs to be meaningful and relevant.

Children will have a 10 word list each week. Their list is individual and drawn from high frequency words, various patterns and rules and the child's writing and reading. Children will do "word work" at school and they can do some work at home on these words. They will be tested each week and a new list will be built. Any words which they did not know will go onto the next week's list.

Spellodrome

Spellodrome is a fun online spelling program which encourages independent learning and the development of critical spelling awareness.

Children will be given opportunities to use programs such as 'Spellodrome' on our computers during class time. We are able to tailor Spellodrome to suit the individual child's level. If children wish to use Spellodrome at home, we will give out passwords shortly. They will be glued in your child's diaries-same password for 'Mathletics').

Level 3 Mathematics Program

Numeracy: Level 3

There are 5 major areas covered in the Mathematics curriculum. These consist of Number, Space, Measurement, Chance and Data, Structure and Working Mathematically.

Number is the main focus of all our Numeracy work as it is the basis of all other areas. Space, Measurement, Chance and Data is covered in class and Environmental Education in 'hands on', practical and meaningful activities.

Mathletics is used both within the classroom and at home as an engaging way to reinforce Maths skills. The concept of place value and base 10, underpins all maths processes and number work. At Level 3 in Number students use place value (as the idea that 'ten of these is one of those') to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths. They round numbers up and down to the nearest unit, ten, hundred, or thousand. They develop fraction notation and compare simple common fractions such as $\frac{3}{4} > \frac{2}{3}$ using physical models. They skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100. They estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates. They compute with numbers up to 30 using all four operations. They provide automatic recall of multiplication facts up to

10×10 . They devise and use written methods for:

- whole number problems of addition and subtraction involving numbers up to 999
- multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, 5×100 , 5×70)
- division by a single-digit divisor (based on inverse relations in multiplication tables).

They devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money. They add and subtract simple common fractions with the assistance of physical models.

*Practical, real life mathematics can occur incidentally at home. Activities such as cooking, going shopping, singing number rhymes, carpeting or tiling floor spaces etc. are excellent learning opportunities. Be positive and praise your child's success. Encourage your child to have a go at measuring, calculating, counting, estimating and solving problems. Encourage them to find their own answers and don't be too quick to tell them the answers.

Library Program

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

In 2012 the regular library program will not begin until Term 2.

Lost Property

Unfortunately children tend to misplace windcheaters, jumpers, coats and even socks. With the school uniform being compulsory at The Patch Primary School it is a difficult task to find owners for these items unless they are **clearly** named.

Any lost property that is collected can be found in the corridor near the children's toilets and sick bay shower area.

Personal Possessions

Please discourage your child from bringing valuable toys, games and other such personal possessions to school as there is always the possibility of accidental damage or loss.

Mobile Phones

Mobile phones should not be brought to school unless there are exceptional circumstances where your child needs one after school. If this is the case, a note needs to be written to the Principal or Assistant Principal stating the situation and this will be kept on file. Any child bringing a mobile phone to school under these circumstances must hand the phone to his/her teacher at the start of the day (turned off) and it can be collected by the child at the end of the day.

I-pods are not permitted at school as we need to be able to monitor what the children are viewing and listening to while in our care during the day. At this stage a lot of the tasks that children can do with an I-pod can also be done on our notebook computers which are used to incorporate technology into our curriculum.

Music

Students at The Patch Primary School participate in a very extensive music program. The school is fortunate to have a large well equipped music room. All classes have music lessons based on the Orff approach. This integrates singing, movement/dance, speech and playing a variety of tuned and untuned percussion instruments. Extension activities including choirs, percussion ensembles, recorder club and rock band are offered throughout the year.

Children have the opportunity to perform at our end of term concerts, at school assemblies and at many community events during the year. Tuition is provided on an elective fee for service basis for violin, voice, guitar, piano, keyboard, brass and woodwind instruments. Information on these is available from the school.

Naplan

The Naplan tests for Grade 3 will be held from Tuesday 10th May to Thursday 12th May 2011.

Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Their children can be assured that the assessments will give them an opportunity to show what they have learned in class.

For more information you may go to: www.naplan.edu.au

Outside School Hours Care Program

The school operates an Outside School Hours Care Program providing Before and After School Care. The program is designed to meet the needs of working parents as well as providing for emergencies. The program can be used on a permanent or casual basis. As this is a very popular program bookings are essential and may not always be available. The program runs between 7.30am and 8.45am in the morning and 3.30pm and 6.00pm every school day. On Curriculum Days the program operates between 7.30am and 6.00pm. We also run a Holiday Program for care of children during the school holidays. All details on the programs can be obtained from the school. During the program operating times, OSHC can be contacted on 9752 0164 or 0419 515 494.

Parent Assistance

As school and home is a partnership in educating your child we welcome your assistance in the classroom. The following are just some of the ways you may assist your child:

Classroom assistance: Weekly spelling testing, reading, maths

Excursions

Involvement in Wetlands Activities

School Fete

School camps

School Council Membership

Working Bee Involvement

If you think you have any special or extra skills, interests or hobbies that would add to the Level 3 program, don't hesitate to let us know.

Parent/Teacher Information

The Patch Primary School uses the Victorian schools reporting program. Parent/Teacher Interviews and information evenings will be held during the year where teachers and parents will have the opportunity to exchange and share information regarding your child's progress.

Play Lunch/ Lunch Order Arrangements

This year, due to a child with a life threatening response to all nuts, it has been necessary to introduce a nut free policy to our school. This means we cannot have peanut butter sandwiches, nut bars or other whole nut products. Traces of nuts in muesli bars etc. are acceptable.

The daily procedure is for all children to eat their lunches under teacher supervision.
You will need to ensure that your child brings a prepared lunch to school **daily**.

Play Lunch

As the morning session of two hours is a long time for students we have a fruit/vegetable snack during the morning session in addition to their playlunch. This interim snack needs to be something your child can munch on **as** they work.

Other Points to Remember about Lunch

- Your child's lunch should be in a clearly named lunch box.
- Each child requires their own non spillable water bottle in class.
- Please give your child sufficient food for the day.
- We aim for a rubbish free [environmentally friendly] lunch.
- Please note that if your child has a lunch order, he/she will also require a separate snack at morning recess.

Lunch Orders

Lunch orders are available on Monday, Wednesday and Friday.

A lunch order price list will be provided to all families at the start of the school year.

Lunch order money should be in an envelope which clearly lists the items ordered, the child's name and grade and the amount enclosed. These are collected in the classroom early in the morning.

Parking/Collecting Children

As most children are collected by car at the end of the day parking is at a premium. Please follow the system in place for collecting children. This involves dropping off and collecting children only in the designated area. This will ensure the safest and most efficient collection of children. **Children are not permitted to place bags in car boots when being collected from the pick up as this poses an extremely high risk to personal safety.** *Please do not park in the drop off/pick up area.* During the day parking at the school is also tight. Please respect designated car-parking places.

Children who walk home need to go straight home after school unless other firm arrangements have been made. Children are discouraged from remaining and playing at the school after hours.

If parents are delayed and unable to collect their child/children at dismissal time, please remember that After School Care is available.

Parents need to be aware of the 40 KPH zone on Kallista-Emerald Rd at the start and end of the school day and the 10 KPH limit within the school grounds.

Parents are discouraged from collecting their children outside The Patch Store as this area is unsupervised and can be unsafe.

Personal Education Items Payment

Every student at The Patch Primary School is supplied with the materials they require to start off the school year. These items include exercise books, diaries, folders, pens pencils etc. depending on the student's year level, and replacements items are also supplied throughout the year. In addition to covering the costs of books, stationery and classroom resources i.e dictionaries and atlases, we also need to ensure that the materials used by students in the library, music and art program are readily available and of a standard that we would expect.

In 2012 the payment for these necessities is \$260.00 per student. This figure also covers all initial items. These items are often an additional charge in schools. A letter requesting payment will be available at the Prep Information Night or posted to you.

We also seek \$50 Grounds Levy per family to cover the cost of lawn mowing and maintenance at the school and an ICT Levy of \$30.00 to support our information technology program.

Philosophy

Philosophy is an integral part of our literacy programme. This programme encourages students to state their ideas and support them with reasons, without fear of criticism. Through discussion of their ideas and wider concepts, students develop their reasoning and thinking skills in a climate of respect and integrity. They are encouraged to clarify and develop their own opinions. At the same time important listening and responding skills are developed.

PREP SIBLINGS

On the days that Preps are at school, older siblings of Prep students may leave at 3.20 with their younger brothers or sisters.

Quicksmart Literacy

QuickSmart Literacy (QS) is designed to improve the word recognition skills, word meaning knowledge, reading fluency and text comprehension of middle school students with learning difficulties. Its structure and focus complements our whole school literacy approach, so the children are easily able to connect their QS practice back to their classroom learning.

Students are paired for 30 minute sessions, three times a week, taking part in targeted practice activities such as modelling, discussion, questioning, guided and independent practice, voice recording, flashcards and word study. There are frequent opportunities for students to self-monitor and receive immediate, specific feedback.

The aim of the QS program is to break 'reading' down into very specific elements and have the children practice and monitor those elements constantly and QUICKLY (to achieve 'automaticity'). This approach saw previous students move forward with much enthusiasm and greater resilience.

Quotes from 2011 –

- "My future will be brighter. When we have a question I'm not afraid to ask." (Grade 6 girl)
- "QuickSmart is too good to be true. It helps me by using a lot bigger words and I'm reading bigger books." (Grade 4 boy)
- "It has helped me because I only got 37 (flashcards) and now my highest is 88. I love the computer activities." (Grade 4 boy)
- "It helped my thinking skills and my reading." (Grade 6 boy)
- "I have whole new personalities developing" (teacher reporting on student engagement and productivity)

Parents reported increased confidence in attending school, being proactive with homework, voluntary reading (being badgered to procure books), increased comprehension, willingness to 'have a go' due to increased confidence – and the list goes on. VERY exciting stuff!

We look forward to another 'Quick' and successful year for our students.

School Camps and Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs are kept to a minimum both in regard to each individual excursion and the number of excursions held each year.

Information will be provided for all excursions. Please ensure that all details are completed before returning to the school with payment by the due date.

Children from grades 3 to 6 attend school camps. The school has a range of venues that are used to provide appropriate experiences at each year level.

Grade 3 Camp: Oasis Camp, Mt Evelyn: 15th and 16th October, 2012 (2 days, 1 night)

Grade 4 Camp: Arrabri Lodge, Warburton: Monday, June 4th – Wednesday, June 6th, 2012

School Communication

Every second Thursday the school sends out our newsletter, Patchwork News, via the youngest child in the family. Please check your child's bag for this in their communication folder. The newsletter highlights coming events, celebrates success at the school, displays students' work and promotes fundraising activities. Parents are welcome to advertise their business or inform the community of such matters as garage sales through the newsletter. We offer you the choice of your newsletter in hardcopy or via email so please advise the school office of your email address if you would prefer an electronic copy.

You will have received an orange SMS sheet requesting your mobile phone numbers. This is to assist us to contact you at any stage, but particularly to keep you informed during an emergency.

School Requirements

There are three categories of educational items or services that school councils can request payments from parents and guardians for students in Victorian government schools:

- essential educational items which parents and guardians are required to provide or pay the school to provide for their child (for example, stationery, text books and school uniforms where required)
- optional educational items which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (for example, for school magazines or extracurricular programs or activities), and
- voluntary financial contributions which parents and guardians may be invited to donate to the school.

School councils are responsible for developing and approving a policy for their school. This school-level policy must reflect the Department's policy and be made available to parents and guardians.

All books and stationery requirements for your child are purchased by the school and supplied to students at the start of the school year. Families will be asked for a payment for personal educational items early in the year.

Specialist Classes

Grade 3

Specialist classes for this year:

Monday:	Library (not until Term 2!) Japanese (every 2 nd week) Philosophy 3A (3J)
Tuesday:	Philosophy 3B (3M) PE / Sport
Thursday:	Enviro and Art
Friday:	Music

Grade 4

Specialist classes for this year:

Monday:	Japanese (every 2 nd week) PE/ Sport Philosophy 4B (4A)
Tuesday:	Philosophy 4A (4C)
Wednesday:	Music
Thursday:	Enviro and Art
Friday:	PE

The Patch Valley Fair

Each year the school and kindergarten holds The Patch Valley Fair. This year it will be held on Saturday, 13th October this year. This is a major fundraiser and involves extensive planning and the hard work of many people on the day. The Fair works best when everyone helps.

Uniform Policy

The Patch Primary School has a **compulsory** uniform as set out below.

Guidelines

The uniform should be comfortable, high quality and affordable.

The uniform must be suitable for the activities undertaken at school.

The uniform policy should not discriminate, either directly or indirectly against students on the basis of their gender, race, ethnic group religious beliefs or disability.

The school uniform policy will be provided to all new families and published in the school newsletter at the beginning of each term.

School Council will review the school uniform policy as the need arises.

Uniform items will be sold through the school uniform shop.

Uniform Items

Dresses

Summer dress (material code 8:38:8065)

Polo Shirts

Long or short sleeves

Light blue with a navy collar with light blue stripes.

Navy with a navy collar with light blue stripes.

All with navy or light blue school logo.

Windcheater.

Plain navy with light blue school logo

Bomber Jacket

Plain navy with light blue school logo

Bottoms

All plain navy

[No denim]

Hats

All navy

Wide brimmed Slouch or bucket-style

Shoes

All shoes flat heeled with enclosed toe. Preferably water resistant.

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

Principal

The role of the principal at The Patch Primary school is complex, challenging and central to the achievement of our school's mission. The position requires an innovative leader who has vision, imagination, determination, dedication, management skills and the ability to interact effectively and sensitively with all members of the school community. The Principal's responsibilities to the school include:

School Community

- Foster unity of purpose in the school by highlighting partnerships and the shared achievements of the students, parents, staff and the local community.
- Provide enthusiastic leadership by articulating and developing the educational vision for the school and involving the school community in achieving that vision.
- Provide organisational leadership that works through change processes, builds teams, empowers the community and boosts morale.

Students

- Be accessible to students and build a personal, empathetic relationship with them through regular contact in the classroom and playground.
- Treat all students fairly and without prejudice regardless of their abilities, disabilities, culture, gender or social background and implement policies to support this throughout the school community.
- Ensure that students have access to comprehensive, purposeful and structured teaching and learning strategies which encourage risk taking and problem solving, recognise and reward achievement and develop each student's potential and confidence.

Parents

- Welcome parents to the school, seek their views on the school and its educational policies, build effective lines of communication, and acknowledge their contribution to the classroom and school activities.
- Encourage the relationship between home and school recognising that this relationship is critical for students to achieve to the best of their ability. This involves encouraging parents to participate in their child's education and ensuring that the school keeps parents informed of their child's needs and successes.

Staff

- Promote staff welfare by building a cooperative team in a friendly, successful work environment and where effective lines of communication are established between all members of staff and the administration.
- Lead staff in the development of a sound knowledge of contemporary teaching and learning practices and provide regular feedback on performance and achievement.
- Provide clear and equitable job descriptions; ensure that the principles of merit, equity and an appreciation of diversity are applied and that workloads are allocated fairly.
- Consult with staff to implement a professional development plan that meets the needs of both staff members and the school.

School Council

- Provide vision, enthusiastic leadership and accurate advice to the School Council so that appropriate policies and programs are developed.
- Ensure that the decisions of School Council are implemented in an appropriate, efficient and timely manner.
- Lead and manage the implementation of the school charter and the evaluation of school performance.

Community

- Actively promote the school and its vision in the community and encourage and facilitate community involvement in all aspects of the school.
- Build and maintain networks of support between local schools, principals, communities, support services and agencies.
- Act in accordance with the relevant sections of the Education Act, DE&ECD policies and contractual agreements.

Staff

The vision we have for our students relies on the professionalism and dedication of staff at our school. All members of staff should strive to: -

- treat all students fairly and without prejudice regardless of their abilities, disabilities, culture, gender or social background and not tolerate bullying or discrimination in the school
- ◆ work collaboratively with other staff including dealing with educational specialists, sharing resources and ideas, and supporting each other as part of our learning community
- ◆ take an active role in the life of the school community and local community.

Teachers

Teachers are in a unique position to assist parents in developing children's ability to reason, analyse, create, experience and understand their world. It is a challenging and rewarding task that involves a passion for knowledge, a commitment to children and a desire to join with them in a community of learning. While recognising that teaching is a complex task and that teachers are responsible for a group of students who each have their own talents and needs. As well as following the above practices that apply to all staff teachers should also strive to:-

- ensure that all students are made aware of their potential to learn, that their teaching makes learning accessible to each child, and that students are encouraged to take responsibility for their learning
- have a sound and up to date knowledge of how children learn and develop, and a commitment to professional development to improve their practice
- recognise that children have different learning styles and plan activities and assessment that reflect these. As well they should recognise in assessment that students do not always learn the same things, and do not always learn at the same pace
- build good relationships with parents based on a mutual desire for students to achieve to the best of their ability. This involves reporting to parents in a clear, meaningful and accurate manner, respecting parent's views, encouraging their participation in their child's education and ensuring that they are informed of their child's needs and successes.
- ◆ provide a friendly, secure, structured and purposeful environment encouraging respect for other members of the school community and good learning habits

- ◆ recognise that students' motivation, identity, integrity and a sense of community are essential to intellectual growth and the development of responsible, determined and ethical people

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

School Council

School Council acknowledges that it operates within the Education Act, DE&ECD regulations and government directives. School Council should endeavour to:

- Show commitment and loyalty to the students, staff, administration and the School Charter
- Promote a positive image of the school.
- Learning needs, personal safety and educational outcomes will be the primary consideration in decision-making.
- Establish policy which is consistent with Charter goals and priorities.
- Ensure regular evaluation of school policies.
- Support the Principal in the implementation of school policy and the charter.
- Monitor the achievement of Charter goals and priorities.
- Seek, canvas and consider school community views.
- Support School Council decisions.
- Monitor the budget and financial plan.
- Promote community involvement in the school through regular reporting and dissemination of information.
- Sub-committees will be formed on an annual basis to reflect the responsibilities of School Council.
- School Council will display loyalty to the school, its Charter, the administration and staff.
- Develop and approve policy directions, and recognise the Principal's right to implement policy in the most appropriate way.
- Public comment on School Council matters will be the responsibility of the School Council President and the Principal.
- Enable broader community input into School Council decision-making through the membership of sub-committees.
- Commit to the principles of merit and equity.

- Maintain confidentiality on issues affecting the school and members of its community.
- Adhere to the Privacy Law.
- Declare conflict of interest where necessary
- Build an educational culture that recognises the achievements and contributions of school community members.
- Articulate a vision for our school that is both shared and translated into action.

School Community

With Our Families

Parents and families are the major influence on how academically and socially successful students are. Our vision of students who are developing into reflective, self-directed, ethical and responsible people will only be achieved when parents are also committed to these values.

While recognizing and celebrating the diversity of our school community, underlying the relationship between home and school there must be trust, honesty, respect and the understanding that we are all determined to achieve the best outcome for our children.

In dealing with our school, parents can expect that: -

- you will be welcome at school and your contribution to classroom and school activities will be acknowledged and appreciated
- you will be listened to with courtesy and an open mind
- your unique knowledge of your child will be valued
- your privacy will be respected
- you will be informed of your child's progress and the school's activities and achievements
- your views on the running of the school and its educational policies will be sought and there will be opportunities to become part of the School Council and its committees.

In dealing with parents, the school can expect that: -

- staff will be treated with courtesy and an open mind
- our knowledge of your child at school will be valued
- you will reinforce the values of the school and support class and school activities
- you will encourage children's school education by recognizing achievements, building on successes, sharing their learning and by ensuring that they are at school prepared and on time.

With Our Community

Our relationship with the local community is based on both the assistance that we receive for our programs and activities, and the responsibility we have to encourage students towards active and responsible citizenship. In our dealings with local residents, businesses, community groups and other schools we will:

- acknowledge their support and encourage our school community to support their work
- foster good relationships through formal and informal networks
- keep them informed of our school and its achievements
- encourage community participation by our students.

Students

At The Patch Primary School we think that our school should be a safe and joyful place where thinking, learning and creating is valued. This can only happen when everyone at school

- Takes responsibility for their own learning and what they say and do
- Treats students, teachers and others with respect, care and understanding
- Looks after their own and other peoples belongings, our school and our environment.

Most people at our school already know how to treat other people well. They get to school on time, work hard in class, and enjoy their friends. A few people need to learn how to do these:

1. Treat others well.

Everyone at school is an individual with their own ideas, plans, history and strengths. We have a right to be ourselves without others putting us down.

- *Bullying, hitting or using mean language does not solve problems with other students and this behaviour will not be tolerated at our school. Think about the consequences of what you do and say.*
- *Dealing well with others means treating them with respect, care and understanding. It means recognizing that others have feelings and rights, just as you do. Where problems cannot be sorted out by talking, discuss them with a teacher.*
- *Be positive about our school and the people who are here.*

2. Be responsible for your learning

Everyone is at school to learn. You learn about the world, about yourself, about others and the skills and knowledge you will need to live well. Teachers can make your schoolwork interesting and at your level. How much you learn is up to you.

- *You should do the work that is expected of you as well as you can.*
- *You should do your work without bothering others and use your time well.*
- *You should come to school on time and with homework completed.*
- *You should let the teacher know when work is too difficult or too easy.*
- *Be the best you can be.*

3. Be safe

Everyone at school has a right to feel safe both in the classroom and in the playground. The school makes sure that our classrooms, equipment and grounds are in good condition so you will not be hurt. We have rules about where you can play so you can be properly supervised. Your responsibility is to follow these rules, to use equipment properly and to act in a way that keeps everyone safe.

- *Do not go out of bounds. Areas are out of bounds because they are unsafe, or are not able to be supervised by teachers. Being safe means playing in the right parts of the school.*
- *Look after the school and its equipment. In this way our playgrounds, buildings and equipment will be safe for everyone to use.*
- *Play games that are safe for the people playing and others on the playground.*

4. Be responsible for your actions

Most people behave well because they feel good about doing the right thing, enjoy treating their friends well and are happy doing their best at school. Some people need to be reminded to behave well. You will have the chance to explain what happened. If your behaviour was inappropriate then, depending on what you did, how often you did it and why, you will need to face the consequences of your actions.

- *You may be asked to do playground duty.*
- *You may be asked to sit out of the playground.*
- *You may be asked to write a letter of apology.*
- *Your parents may be contacted and an appointment made to discuss the problems with them.*
- *You may be suspended from school.*

The aim of these consequences is to encourage you to change your behaviour so that our school is a safe and happy place.