



# Oak Park Primary School

## 2021 Parent Information Booklet



**Willet Avenue, Oak Park, VIC 3046**  
**Phone: 9306 9182**  
**Email: [oak.park.ps@education.vic.gov.au](mailto:oak.park.ps@education.vic.gov.au)**  
**Principal: Bryan Nolan**

# Principal's Welcome

Welcome to Oak Park Primary School where our students thrive in an environment of collective pride and achievement.

Oak Park is a Foundation to Grade 6 school that was established in 1954. A complete rebuild commenced in 2004 and we now have some wonderful teaching, learning and playing areas. Our flexible learning spaces allow for whole class, small group and individual learning. While Literacy and Numeracy are a major focus for our school, we also believe it is important to give every student the opportunity to excel through enriching specialist programs.

Oak Park Primary School has extensive areas for play incorporating a grassed oval, synthetic turf areas and some great areas for creative play. We have a bike shed, a full gymnasium, kitchen, library, vegetable garden and chicken enclosure. We also offer Before and After School Care Programs as well as a Holiday Program.

Our teachers work collaboratively in teams and try hard to ensure positive relationships are developed at all levels.

We have a student wellbeing officer who supports all members of the school community.

Our school has maintained an enrolment above 400 students for the past five years. Our families come from a range of backgrounds and we follow the Victorian Curriculum.

Our school values of Respect, Responsibility and Resilience underpin all that we do.

Providing the best learning opportunities for each and every one of our students is something that our teachers are committed to creating.

At Oak Park Primary School we offer a wide range of programs and special events.

Our Physical Education program includes Hoop Time, Athletics and interschool sport. We are a Resource Smart school and students participate in a range of environmental activities through the Sustainability program. We celebrate Japanese culture in our languages program where Japanese Day is a highlight. Students have the opportunity to show their artistic and creative sides in Visual and Performing Arts through the Grade 6 legacy project, Oak Park's Got Talent, regular performances and the school concert.

We have a 1:1 iPad program throughout the school and students are taught about the ethical use of technology. All classrooms are equipped with large screen TVs to share student work and support their learning.

Our camping program starts with our Foundation breakfast, then the Grade 1/2 Fun Night and Sleepover and culminates in 3 and 5 day overnight camps for students in Grades 3-6.

Community is central to Oak Park Primary School. We work closely with our parents and families on a number of whole school events including the Book Parade, Movie Night, Billy Cart Grand Prix, Concert and School Fete.

We believe in student empowerment and present many opportunities for students to develop their sense of community and leadership skills through our Student Leadership Program. This includes regular visits to local Aged Care facilities by our Student Representative Council. We also have school captains and elected student leaders in other curriculum areas.

The ongoing development of children with strong abilities is actively managed within the classroom with the inclusion of programs that provide opportunities for challenge and extension.

We love our school and hope you enjoy your time with us.

Bryan Nolan

**Principal**

# Oak Park Primary 2021 Transition Dates

**Important:** Your child will only attend **one** 45 minute transition session on **one** of the listed dates/times. Students will work in small groups of no more than 10 alongside **one** of our 2021 Foundation teachers. We kindly ask that parents leave the school premises after dropping their child off at school. Please ensure that you arrive on time and collect your child at the session's conclusion to ensure that all subsequent sessions run smoothly. We have organised students into colour groups. Please see the following page for your child's Transition group and the date/time they are invited to attend our Transition to School Program onsite.

DATE/LOCATION	SESSION OUTLINE	TIME
<p><b>Family Information Session on Zoom</b></p> <p><b>Date: Thursday 29th October</b></p> <p>Online</p>	<p>Online information session for parents/carers with the 2020 Foundation teachers, who will cover:</p> <ul style="list-style-type: none"> <li>Teaching and curriculum at OPPS</li> <li>How to support your child's transition to school</li> <li>An insight into a day in Foundation</li> </ul> <p><b>Click the link below to access the session on Thursday 29th October. Please ensure that you have installed Zoom prior to this date.</b></p> <p><a href="https://zoom.us/j/99903036246?pwd=Ukhjam9vT24vbm1iVVIFQVpueGVBQT09">https://zoom.us/j/99903036246?pwd=Ukhjam9vT24vbm1iVVIFQVpueGVBQT09</a></p> <p>Meeting ID: 999 0303 6246 Passcode: 5YHup8</p>	<p><b>2.00pm - 3.30pm</b></p> <p><b>(Please log into the session 10 minutes before its start time)</b></p>
<p><b>Transition Session 1</b></p> <p><b>Date: Friday 13th November</b></p> <p>Onsite - Library</p>	<p><b>Students will:</b></p> <p>Participate in a variety of fun activities with a small group of students and have the opportunity to meet one of our 2021 Foundation teachers.</p>	<p><b>Green Group:</b> 9.15am - 10.00am</p> <p><b>Yellow Group:</b> 10.15am - 11.00am</p> <p><b>Blue Group:</b> 12.15pm - 1pm</p>
<p><b>Transition Session 2</b></p> <p><b>Date: Friday 20th November</b></p> <p>Onsite - Library</p>	<p><b>Students will:</b></p> <p>Participate in a variety of fun activities with a small group of students and have the opportunity to meet one of our 2021 Foundation teachers.</p>	<p><b>Red Group:</b> 9.15am - 10.00am</p> <p><b>Purple Group:</b> 10.15am - 11.00am</p> <p><b>Pink Group:</b> 12.15pm - 1pm</p>
<p><b>Transition Session 3</b></p>	<p><b>Students will:</b></p>	<p><b>Orange Group:</b></p>

<p><b>Date: Friday 27th November</b></p> <p>Onsite - Library</p>	<p>Participate in a variety of fun activities with a small group of students and have the opportunity to meet one of our 2021 Foundation teachers.</p>	<p><b>9.15am - 10.00am</b></p> <p><b>Indigo Group:</b> <b>10.15am - 11.00am</b></p> <p><b>Aqua Group:</b> <b>12.15pm - 1pm</b></p>
<p><b>Meet the Teacher and Teddy Bear Picnic with Grade 6 Buddies</b></p> <p><b>Date: Wednesday 16th of December</b></p> <p><b>Please note that this session will be subject to change and/or cancellation depending on COVID19 restrictions. Any changes will be communicated to our 2021 families prior to this date.</b></p>	<p><b>Students will:</b></p> <p>Find out their final 2021 class and teacher. They will also have an opportunity to meet their 2021 Grade 6 Buddy. Future Foundation students are invited to bring a Teddy Bear and small snack for themselves and will get the opportunity to have a 'Teddy Bear Picnic' with their Grade 6 buddy. Grade 6 buddies will gift their Foundation buddy with a personalised library bag containing a variety of educational activities. During this session parents will receive a letter detailing their child's staggered start time for the first day of school and their Foundation Entry Test date and time for 2021.</p>	<p><b>All students:</b> <b>9:30 - 10:30am</b></p>

# 2021 – Important Dates

## Term 1:

28<sup>th</sup> January – 1<sup>st</sup> April 2021

**FOUNDATION STUDENTS START SCHOOL MONDAY 1st FEBRUARY (staggered start times)**

### **English/Maths Online Assessments to take place on the following dates:**

Thursday 28th January

Friday 29th January

Wednesday 3rd February

Wednesday 10th February

Wednesday 17th February

Wednesday 24th February

**Please note Foundation students are not required to attend school on the dates listed above  
(except on the day of their 1-hour English/Maths Online Assessment)**

Labour Day - Monday 8<sup>th</sup> March (no school)

## Term 2:

19<sup>th</sup> April – 25<sup>th</sup> June 2021

Anzac Day Public Holiday - Monday 28th April (no school)

Queen's Birthday – Monday 14<sup>th</sup> June (no school)

## Term 3:

12<sup>th</sup> July – 27<sup>th</sup> September 2021

## Term 4

4<sup>th</sup> October – 17<sup>th</sup> December 2021

Melbourne Cup Day – Tuesday 2<sup>nd</sup> November (no school)

**Students are dismissed at 2pm on the last day of Terms 1, 2 and 3 and at 1.00pm on the last day of Term 4.**

# Who we are

## Mission Statement



"Oak Park Primary will work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers."

## School Values

### **WE VALUE:**

#### **Resilience, therefore we**

- Accept and provide constructive feedback with the aim to continually improve
- Work in a spirit of trust, cooperation and genuine collaboration
- Persist, even when it is difficult
- Try hard to deal with challenging situations ourselves, but get help when we need to

#### **Respect, therefore we**

- Value and utilise each others' personal qualities, abilities, strengths and ideas
- Acknowledge and celebrate achievements
- Act in a polite and courteous manner
- Are active and responsive listeners

#### **Responsibility, therefore we**

- Aim for excellence
- Accept the consequences of our actions
- Acknowledge that everyone has the right to learn and feel safe
- Are open to new ideas
- Act with integrity by being honest and reliable

# Current OPPS Staff

## Leadership Team and Administration



**Principal:**  
Bryan Nolan



**Assistant Principal:**  
Sally Morath



**Assistant Principal:**  
Maria Giordano



**Business Manager:**  
Annette D'Elia



**Office Manager:**  
Fran MacDonough



**Office Administration Assistant:**  
Meredith Wall

## Grade Teachers



Denise Anderson



Carol Barty



Jane Cardamone



Lauren Heard



Emily Wade



Kate Dyer



Amy McDonald



Lacey-Rae Giumelli



Tania Haimon



Kira Hannah



Sophie Bowler



Greer Arnold



Alexandra Macias



Martha Mackenzie



Marina Plesa



Kirsty Finter



Julia Prociw-Charalambous



April Tarollo



Megan Ward



Christine Crivelli

### Specialist Teachers



**Visual Arts:**  
David Flint



**Health & Physical Education:**  
Liam Sutawan



**Sustainability:**  
Tet Corso



**Performing Arts:**  
Melanie Schirmer



**Sustainability:**  
John Hughes

**Support Staff**



**ICT Technician:**  
David Lu



**Integration Aide:**  
Michelle Watson



**Integration Aide:**  
Sheryl Hamilton

**Integration Aides:** Helen Brown / Sue Blears

**OSHC Program:** Julie Andrews / Dawn Cadee / Alison German

# Student Support Services

The Department of Education and Training (DET) provides educational services for the Victorian Government. Student Support Services (SSS) are a part of DET. The purpose of Student Support Services is to assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential through the provision of a range of strategies and specialised support.

Student Support Services at Oak Park PS comprise services provided by:

- psychologists and guidance officers
- speech pathologists
- social workers
- visiting teachers
- other allied health professionals.

Please note that you or your child cannot receive Student Support Services if consent is not given. A form will be provided to you if your child's teacher believes that you or your child will benefit from receiving support from one or more of these SSS Officers.

If you require further information, please contact our PSD Coordinator.

**Maria Giordano**

**Email:** [maria.giordano@education.vic.gov.au](mailto:maria.giordano@education.vic.gov.au)

# Foundation Curriculum

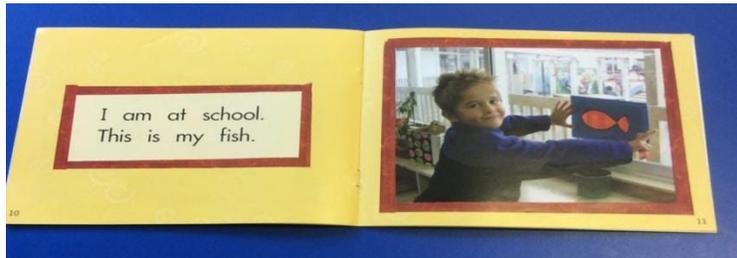
Our Foundation curriculum aims to provide students with the fundamental literacy and numeracy skills essential for lifelong learning. Please see below for examples of what is covered within our Literacy and Numeracy curriculum during Term 1.

## Literacy: Reading

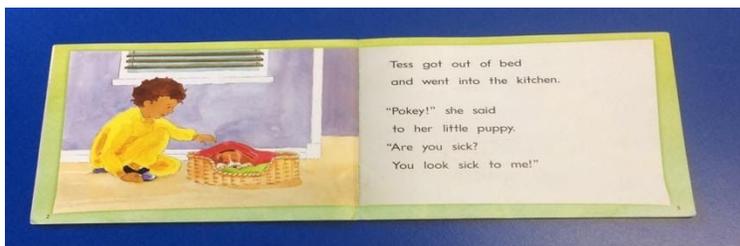
- Early phonological awareness activities (e.g. breaking words into syllables, recognising rhyming words).
- Introducing the letters of the alphabet and their related sounds.
- Basic concepts of print (e.g. reading from left to write, pointing to individual words when reading).
- Introduce simple comprehension strategies (e.g. prediction prior to reading).

### Early Reading Text Samples

#### Term 1



#### Term 4

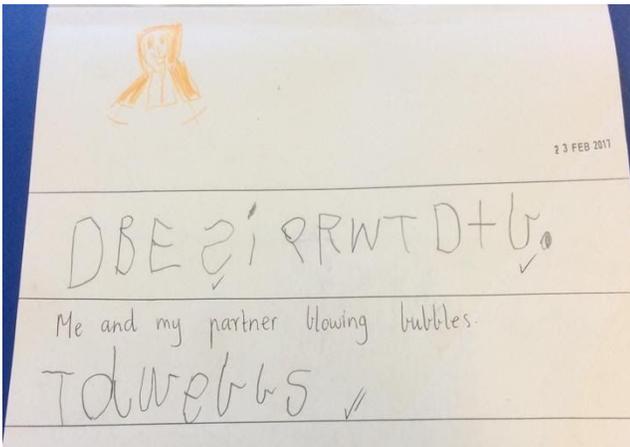


## Literacy: Writing

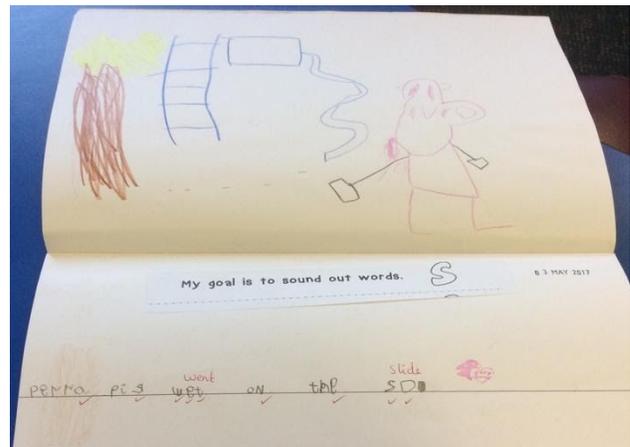
Our Term 1 Writing curriculum includes:

- Understanding that what can be said orally can be recorded in written form.
- Basic concepts of print (e.g. writing from left to write, placing spaces between words).
- Correct letter formation. Distinguishing between CAPITAL and lowercase letters.
- Gradually introduce writing lines.
- Begin to spell high frequency words (e.g. it, is, was).

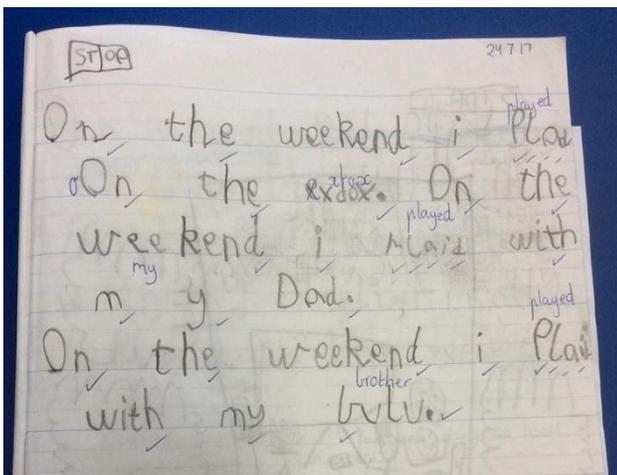
### Early Writing Samples



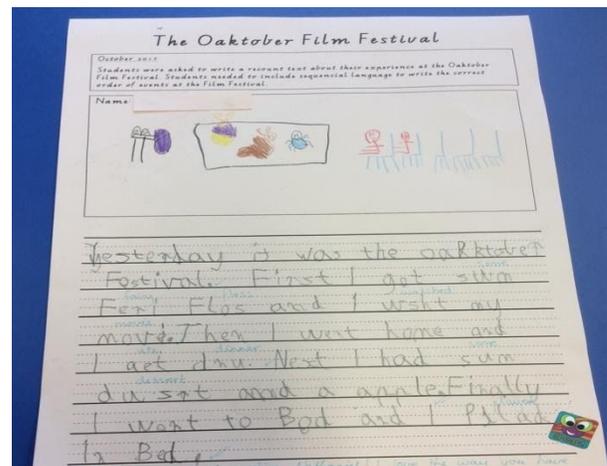
Term 1



Term 2



Term 3



Term 4

## Numeracy

- Counting initially to 10 then to 20 and beyond.
- 'Make, say, write and do' numbers to 10 (e.g. write the number 1, make a group of nine teddies, read the word six).
- Numbers before and after a given number, numbers between a given set, numbers larger and smaller than.
- Concrete materials are used to support student learning.
- Measurement and Geometry concepts explored such as shapes, length, mass.



## Discovery Learning

In our Foundation classrooms, learning takes the form of '**Discovery Learning.**' Children's learning will be scaffolded and oral language will be enhanced through rich and meaningful experiences that are related to children's interests. The aim of Discovery Learning is to provide a stimulating learning environment that encourages and supports all students to become curious, autonomous, lifelong learners.

It is an active, child-initiated process by which children learn about their environment through exploration, manipulation, trial and error, improvisation and acting out. Learning investigations are freely chosen and personally directed. It is a spontaneous, active process in which thinking, feeling and doing can flourish. Our Foundation children will be encouraged to imagine, create, explore, speak, listen, interact socially, and think deeply during these sessions. Discovery Learning is scheduled for three sessions per week.

We refer to the Six Cs by name in our trial of the new pedagogies for Deep Learning initiative.

**Character:** Character refers to qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, reliability, and honesty.

**Citizenship:** Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.

**Collaboration:** Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

**Communication:** Communication entails mastery of three fluencies: digital, writing, and speaking tailored for a range of audiences.

**Creativity:** Having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice.

**Critical Thinking:** Critically evaluating information and arguments, seeing patterns and connections, construction meaningful knowledge and applying it in the real world.

Within the classroom setting, ‘play’ and the curriculum are integrated and tempered with what we know about the individual child and what is age appropriate for the child. Discovery Learning is structured, planned and rigorously evaluated learning. It is play-based but not unguided-play.

When children are free to follow their interests within an environment that supports and extends their exploration, learning happens!



## Specialist Programs

- There will be four Specialist Programs in 2021: Art, Physical Education, Sustainability and Performing Arts.
- Students will attend these sessions once a week for one hour.
- Performing Arts, Visual Arts and Physical Education run all year. Sustainability usually runs a semester at a time, although this year, Sustainability ran during both Semester 1 and 2. This arrangement is reviewed annually depending on class sizes.
- It is important to know your child's routine and the days in which they have each specialist subject (each Term, parents will receive individual class timetables detailing days and times specialist programs are scheduled.)

### **Japanese:**

Oak Park Primary School has provided an outstanding Japanese Program for many years. In 2020, our Japanese teacher went on Family Leave and is expected to return in 2022. The position was advertised but unfortunately, could not be filled. We are currently exploring several options, but it is expected that the Japanese Program will resume as a specialist program in 2022.

### **Art:**

Visual Art stimulates the imagination. It develops self-esteem and encourages openness and understanding towards the opinion of others. Learning within the Visual Arts Program, students learn to enjoy and take pride in the Art that they create. This helps to build positive attitudes, not only towards themselves but also towards others. They learn through creative experiences to look at their environment and the world around them and develop a higher sense of perception. Through creative experiences they also develop problem-solving skills and connect visual knowledge to other subjects.

### **Physical Education:**

The Physical Education program is aligned with the national curriculum and provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. In the early years there is focus on movement fun and activity with the goal of getting all our students to a high level of competency when performing the Fundamental Motor Skills.

### **Performing Arts:**

Our Performing Arts program incorporates Drama, Dance and Singing. The Foundation students participate in drama and dance games to increase self-confidence in their new school environment, become familiar with new peers and establish classroom rules and expectations. Though Drama, students are encouraged to

explore their imagination through dramatic play. They build on their ability to work collaboratively with their peers through working in small groups. Students' confidence and speaking and listening skills are built on through opportunities to sing and perform in front of an audience. In 2020, Foundation students participated in the Performing Arts program during 2<sup>nd</sup> semester only.

**Sustainability:**

The Sustainability program aims to encourage students to develop an awareness of the world around them and how human activity can impact this. It includes aspects of Science, Geography, Civics and Citizenship, Critical and Creative Thinking, Digital Technologies and Indigenous perspectives, amongst other curriculum areas, so has value beyond the principles of Sustainability. We spend time outside, amongst our natural environment within the school, as well as our vegetable gardens, but also conduct simple experiments and look at the science behind our everyday activities. We have animals that students help to look after, including chickens, blue tongue lizards, stick insects and fish. We also celebrate and take part in several high profile environmentally based special events such as Clean Up Australia Day, Earth Hour, World Environment Day and National Tree Day. The experiences help to reinforce the 'Respect' and 'Responsibility' aspects of our school values.



# Foundation Timetable

Please see below for an example of what a Term 1 Foundation timetable can look like. Subject time allocations are as follows:

- Reading/Phonological Awareness: 5 hours
- Writing: 5 hours
- Mathematics: 5 hours
- Discovery Learning: 2 hours
- Fine Motor Skills Program: 1 hour
- Specialist Programs: 1 hour per Specialist Subject
- Library: 1 hour

Please note that the timetable below is just an example. Timetables for 2021 have yet to be finalised, although subject time allocations will remain the same. Timetables may change slightly on a term-by-term basis. Foundation classroom teachers will provide families with an updated classroom timetable each term.

Foundation H  
Term One Timetable

	Session 1	Session 2	Session 3	Session 4	Session 5
<b>Mon</b>  Bring in Take Home Readers and Library Bags.	Reading/ Phonological Awareness 	Handwriting (Letter Formation) 	Mathematics 	Library 	Discovery Learning 
<b>Tue</b>  Banking	Reading/ Phonological Awareness 	Writing 	Physical Education 	Japanese 	Fine Motor Skills Program 
<b>Wed</b> (Beginning 2nd March)  Lunch Order due	Reading/ Phonological Awareness 	Writing 	Sustainability 	Mathematics 	Art 
<b>Thu</b>	Reading/ Phonological Awareness 	Writing 	Mathematics 	Mathematics 	Discovery Learning 
<b>Fri</b>  Assembly 3:00	Phonological Awareness 	Writing 	Mathematics 	Sustainability 	Developmental Play/Pack up/Assembly 

# BYO iPad Program

We are a 1:1 iPad school. Students are encouraged to bring in their own personal devices. Our Technology program aims to provide students with the 21st century skills they need to enter into a world where Technology is changing rapidly. iPads are integrated into all areas of our curriculum and they are used as means to support and enhance learning. Our BYO iPad program in Foundation aims to teach students the basic skills of how to use an iPad and expose them to how specific apps can be used to document their learning. **Please note that Foundation students commence the 1:1 iPad program in Term 2.**

## iPad models that we suggest purchasing are:

iPad 8<sup>th</sup> Generation Wi-Fi – 32 GB and 128 GB

iPad Air 4<sup>th</sup> Generation Wi-Fi- 64 GB and 256 GB

iPad Pro 11 2<sup>nd</sup> Generation Wi-Fi – 128 GB, 256 GB and 512 GB

iPad Pro 12.9 4<sup>th</sup> Generation Wi-Fi – 128 GB, 256 GB and 512 GB

If you have an older model iPad, the minimum model we can support is the iPad Air (2013 Model). A minimum of 6GB of space must be available for school use. **Older iPad models that are still suitable include:** iPad Air, iPad Air 2, iPad 5<sup>th</sup> Generation, iPad 6<sup>th</sup> Generation and iPad Pro.

Our school currently has a portal on our website through JBHiFi to purchase iPads for students starting Foundation next year. The prices are extremely competitive (the lowest possible price). The portal can be accessed through our school website or through the JBHiFi Website. **The code to access our iPad purchasing portal is OPPSBYOD**

## Steps to purchase iPads through our JBHiFi Portal:

### 1. Search JBHiFi Education and select on BYOD



### 2. Enter our school's portal purchasing code – OPPSBYOD



### 3. You should now have access to our iPad purchasing portal



# Buddy Program

Our school offers a Foundation/Grade 6 Buddy Program that aims to help build Foundation students' confidence and familiarise them with the school. Our Buddy Program provides support for new students and builds a sense of community early on. Foundation students are matched with a Grade 6 Buddy prior to starting school. Buddies will get an opportunity to meet each other during the final 'Meet the Teacher' transition session. They will eat lunch with their Grade 6 buddy every day for the first 1-2 weeks. Grade 6 buddies will walk them out to the playground each lunch time and help them to find friends and assist with settling in. We gradually wean Foundation students off their Grade 6 buddies by the middle of Term 1 in order to build their independence skills and to promote friendships amongst other Foundation students. Students complete fun classroom activities with their buddies throughout the year.



# School Routines

## PUNCTUALITY

School commences at 9.00am and concludes at 3.30pm. From 8.50am, students enter their classroom to unpack their bags and get organised for the school day. Children feel comfortable arriving on time. We ask that students come into school at 8.50am (we call this our 'soft start') in order to be ready to learn from 9.00am. It is important they have the opportunity to say hello to friends and put away their things before the bell rings to start the day. Being on time is a good habit to commence school with from day one. We encourage parents to say goodbye and leave their children once their child has entered the classroom. We know how hard this can be for you in the beginning. Our experience has shown us that children's confidence soars when they think that you have faith in their ability to do things.

## FRUIT BREAK, LUNCH AND SNACK TIMES

Students have the opportunity for a 10 minute fruit break inside the classroom at 10.00am. Lunch is eaten from 11.00am to 11.10am inside. At 11.10am a bell rings and students are taken outside for play. Those students who have not finished eating are asked to sit on the blue seats outside the Art Room. Lunch outside concludes at 12.10pm and the students come back inside for their afternoon learning block. Snack is eaten from 1.50pm to 2.00pm inside the classroom. At 2.00pm a bell rings and students are taken outside for play. Snack outside concludes at 2.30pm and the students come back inside for the last learning session of the day. **Oak Park Primary School is a rubbish free school.** Students are asked to bring their food for the day in plastic reusable containers with their name clearly labelled. Each class takes a tub outside during playtimes for food containers to go in once students have finished eating.

Please note that we **are not** a nut free school.

## LUNCH ORDERS

Lunch orders are taken on a Wednesday morning in preparation for delivery on Thursdays. Lunch orders are provided from Sweet Nectar Café in Oak Park. You will receive a lunch order price list in Term 1.

## CELEBRATING BIRTHDAYS

We understand birthdays are special events for young children and a time of celebration. At Oak Park Primary School we ask that those families wanting to celebrate their child's birthday with the class send along non-food items such as stickers, bubbles, small bouncy balls etc. These items will be handed out by your child's teacher at the end of the school day. If you are unsure of what to send, please speak with your child's classroom teacher. Please note that celebratory classroom gifts are not expected, it is up to individual families

to decide whether or not they would like to organise small gifts to give out to classmates for their child's birthday.

### **ASSEMBLY**

Oak Park Primary School endeavours to hold a whole school assembly every Friday afternoon at 3.00pm in the school gym. Our school assembly is run by student assembly monitors and parents are most welcome to attend.

### **WOW AWARDS**

At Oak Park Primary School we value the efforts and achievements of all of our students. Each week a student is nominated from each grade to receive the WOW (Wonder of the Week) Award. The award is presented at assembly and is given to a student who has best demonstrated the school value being highlighted that Term. Your child's teacher will let you know in advance if your child is receiving the WOW Award at assembly.

### **WET DAY/ HOT DAY TIMETABLE**

In the event of inclement weather a wet day/hot day timetable will be called. Students will be supervised in their classrooms during these times.

# Establishing Routines

## HOW WE HELP WITH ROUTINE

- A familiar environment will be set up from day one to help your child settle in.
- We go to the toilet and get a drink every hour.
- Students will be provided with extra time to eat their lunch and get organised, particularly in the first few weeks of school.
- Notes and reminders will be sent home regularly to assist with establishing routines.

## HOW YOU CAN HELP WITH ROUTINE

Routines enable your child to anticipate forthcoming events and is likely to reduce anxiety.

Ensure your child gets enough sleep each night.

Practise morning routines to promote independence, e.g.:

- Getting dressed
- Eating a healthy breakfast
- Brushing teeth and hair
- Packing and carrying own school bag
- Involve children in lunch selection/preparation to ensure that they eat what has been prepared.
- Use visual timetables or visual schedules at home to help establish routines and expectations.



# Student Entry Assessment



The Department of Education requires that all Foundation children participate in the Student Online Assessments. The Assessment allows teachers to gain information in regard to your child's Literacy and Numeracy understandings. This will then allow teachers to begin planning the very best programs to cater for the needs of your child. The tasks in the Assessment require your child to give oral responses to tasks, read aloud, attempt spelling vocab and complete a writing task. The children generally

find this time a lovely opportunity to have some one on one time with their teachers.

**Assessments are conducted on Thursday 28<sup>th</sup> January and Friday 29<sup>th</sup> and within the first 4 weeks of 2021 (every Wednesday). The assessment will take one hour to complete. After it is finished, parents are allocated a 15-minute interview period where teachers will discuss the results of the assessment. Your child will not be attending school on the first four Wednesdays of Term One. Each child will only be required to attend school on their interview day, at their interview time. You will receive a form outlining your child's assessment time during the last Transition session in December.**

**Student Entry Assessment Dates (Please note that there is no school for Foundation students on these dates, with the exemption of their scheduled Entry Test date):**

Thursday 28th January

Friday 29th January

Wednesday 3rd February

Wednesday 10th February

Wednesday 17th February

Wednesday 24th February

## HOW WILL I KNOW HOW MY CHILD IS GOING?



Towards to the end of Term 1, your child's teacher will send home a Transition to School checklist. This checklist will outline how your child is progressing through their first Term of school.

A formal mid-year report is sent home in the last weeks of Term 2 and Term 4. These reports will show how your child is progressing against the Foundation standards as outlined in the Victorian Curriculum. You will also have the opportunity to meet with your child's teacher following this report at a formal conference attended by you and your child. Should you have any concerns about how your child is going throughout the year, please contact your child's teacher using the appropriate means.

## Grade Structures

There will be 3 straight Foundation grades of approximately 22 students per grade. The Transition Statements from Kindergartens and the Transition Sessions run at OPPS are vital to the way that we form grades. The group your child has been placed in for the Transition Sessions is temporary. You will find out your child's 2021 class list and their teacher at the final Transition Session.

You will be given the opportunity to communicate your child's current friendship groups and also any issues that you think we need to take into consideration. This form will be used as a basis for ensuring your child has at least one familiar face in their grade next year. This form will be sent to parents via email after our Parent Information Session on Zoom. **We kindly ask that this form be filled out digitally or scanned/taken a photo of and returned via email by no later than Friday 20th November to our Office Staff: [oak.park.ps@education.vic.gov.au](mailto:oak.park.ps@education.vic.gov.au).**

**Please ensure that the email subject line is as follows: Your child's full name, Foundation 2021 Friendship Form.**

# First Day of School 2021

## FOUNDATION STUDENTS START SCHOOL ON MONDAY 1st FEBRUARY (staggered start times)

Please note that some students may have their Foundation Entry Assessment prior to their first day of school on **Thursday 28th January and Friday 29th January.**

Staggered start times for **Monday 1st February** will also be given out at the final 'Meet the Teacher' session (Wednesday 16th December). Students will start at 15-minute intervals between 9:00am-10:15am. School will finish at 3:30pm for all students. These staggered start times will also apply to **Tuesday 2nd February.**

Students are to attend school at normal starting time between **8.50am-9.00am from Thursday 4th February onwards.**

**Please note Foundation students do not attend school on Wednesdays during the month of February (with the exemption of their Entry Assessment date). Foundation students to attend school on Wednesdays (5 days a week) the week commencing Monday 1st March.**

### Tea and Tears

Once you have dropped off your child to their classroom, we will have a special morning tea provided to help ease the difficulty of sending your child to school for the first time.

It will be a great chance for you to meet other parents from the year level and members from the PFA (Parents and Friends Association). Tea and Tears will be set up on the Tiger Turf outside the Early Years Building. If it is raining, it will take place in our school Library.



# Ways you can prepare your child for school

We aim to make this Foundation year the first of many enjoyable, stimulating and productive years at Oak Park Primary school. To do this, we need the support of parents. These are some of the ways that you, as parents, can contribute to preparing your child for school:

- Talk about school as a positive and exciting upcoming experience/event. Regular and positive discussions about school will help prepare your child as well as build their confidence in feeling comfortable with the idea of staying at school on their own.
- Ensure your child can clearly state their own name and address.
- Practise reading and recognising their own name. This ensures your child will be able to recognise their classroom seating area, their tub and their belongings.
- Ensure they are capable of packing and unpacking their school bags for themselves as well as opening and closing their own lunchbox.
- Establish independent toileting habits and ability to zip and button/unbutton clothing for themselves.
- Practise putting on and taking off coats, jumpers, boots and shoes unaided.
- Have an idea of school eating times, e.g. lunch and recess.
- Engage in activities where they can practise using scissors independently.
- Provide opportunities for your child to practise writing their own name and colouring in to help build their fine motor skills.

**Below are some simple and fun activities you can do with your child to help build their name recognition and writing skills.**



**Basic Name Puzzles**



**Name tracing using  
concrete materials  
(e.g.: Stickers)**



**Name making using  
magnetic letters**



**Name tracing in sand**

# Ways to assist your child's progress at school



Encourage your child to talk to you by being a good listener. Allow some time each day to look at the work brought home from school. Praise good efforts. Give paintings and handicrafts a place of honour for a few days at least.

Share books brought home by reading them together and talking about them. Maintain the practice of a bedtime story. Encourage, but don't force your child to read.

Whenever you have any concerns please speak to your child's teacher or to the Principal. Prompt responses to worries are in your child's best interest.

If unusual activities happen at home (e.g. the death of a pet, separation of parents) please inform the school so that these are taken into consideration

when dealing with your child.

Ensure that homework is being completed by your child each week in an environment without distractions. Make this a habitual process that your child follows each week.

## **ENJOYING A GENUINE EDUCATIONAL PARTNERSHIP**

The active support and involvement of parents across the curriculum is vital for the educational growth of your child. You can stimulate this growth by taking an interest in the daily activities and achievements of your child, for example sharing the work brought home.

The better the bridge between home and school the better the education-that's the message of recent research. We look forward to our partnership with you and hope that you will become involved in the life of the school. This partnership is one that is unique. Please read the newsletter and stay in touch via COMPASS.

## **COMPLAINTS AND GRIEVANCES**

Oak Park Primary School has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff, parents and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

Our approach to handling concerns and complaints is based on our intention:

- To provide a safe and supportive learning environment.
- To build positive and genuine relationships between students, parents and staff.
- To provide a safe working environment for all staff.
- To resolve complaints fairly, efficiently, promptly and in accordance with DET guidelines.

**\*Please see the school's website ([www.oakparkps.vic.edu.au](http://www.oakparkps.vic.edu.au)) for a copy of the complete policy.**

# What your child will need to bring to school

## **1. SNACK AND LUNCH**

In plastic take home containers please. We strongly encourage all students to care about our environment and minimise the rubbish and litter we generate. Consequently, every day is a rubbish free lunch day.

## **2. SPARE UNDERWEAR**

Even the most reliable child can have the need for fresh underwear at school, so please have a pair of undies and socks in your child's bag.

## **3. SUNSMART POLICY**

A wide-brimmed hat or legionnaires must be worn every day from September-April. We encourage the application of sunscreen and would suggest a roll-on applicator for your young children to apply themselves. Practice in applying this to the face, arms and legs, could begin in the summer holidays.

## **4. BOOK BAGS**

The children require one clearly labelled book bag for library sessions. Your child will receive a 'buddy' bag from their Grade 6 buddy for next year which is perfect for this.

## **5. ART SMOCK**

A smock is necessary for Art/Craft. An old shirt gathered at the neck and sleeves is satisfactory, however it is not waterproof!

## **6. CLEARLY NAMED ITEMS**

If items are named, it is easy to return to their owners. We currently have a cupboard full of unnamed school uniforms, lunchboxes, and the like. Encourage your child to be responsible for their belongings.

## **7. ABSENCES**

Please use our COMPASS app or website to notify the school of your child's absence. If you need assistance using the app, please see the office staff. Unexplained absences will be actioned on a **daily** basis. If a parent does not notify the school of an absence prior to 9.30am on the day they are away, parents/guardians will receive a text message. **An explanation is required for every absence. This is a requirement of the Department of Education and Training (DET). Please visit our website for a copy of our Absence Policy.**

## 8. LATE ARRIVAL PROCESS

Children who arrive after 9.00am must enter the school via the office where they will be issued a late pass. The office will update the roll and make a note of each late arrival and absence. Time accrued for lateness will be monitored. Parents will be notified if their child has been late five times in a Term.

## 9. LEAVING THE SCHOOL

Children are not permitted to leave the school grounds at any time, for any reason without the knowledge and direct approval of the Principal or the Assistant Principal or the person in charge of the school at the time. **Parents wishing to collect their child from school prior to the 3.30pm dismissal time must first check in at the office to sign the Early Release Note. Parents are not permitted to collect their child directly from the classroom.**

# Fruit Break/Lunch/Snack

## Lunch Boxes/Drink Bottles

Lunch boxes come in every shape and size. Those with little compartments are popular as snacks e.g. cheese cubes and cherry tomatoes can be easily separated and accessed. **We encourage 'Rubbish Free Lunches' (without wrappers) to promote a clean school environment.** Make sure your child knows how to unscrew and tighten all containers sent to school, especially their drink bottle. Children are only allowed to **drink water** during class time, as it is the healthiest option. Save cordial and soft drinks for special treats at home.

## Eating Time

Students have the opportunity for a 10 minute fruit break inside the classroom at 10.00am. Children have their **lunchtime early in the day at 11:00am**. This is to ensure they eat an adequate meal to provide enough energy for the day. It also decreases the chance of children selecting junk food over healthier options. It is very important that your child knows **what is in their lunchbox**. It is a great idea to get your child involved in making lunches. Children have **10 minutes to eat their lunch inside**. Throughout Term 1, students will have an extended 'eating time' to ensure they finish their lunch inside. **At 1.50pm** students have 10 minutes to eat their snack inside before going outside at **2.00pm** for their afternoon play. If students do not finish their lunch/snack inside during designated times, they can take their lunch boxes outside with them and continue eating in designated outdoor eating areas.

# School Wide Positive Behaviours

The School Wide Positive Behaviours program is underpinned by the school's values – RESPECT, RESILIENCE and RESPONSIBILITY.

At Oak Park Primary School, our values are reflected in our everyday learning and displayed and taught explicitly in all areas of the school.

## Positive Behaviours Matrix

The Oak Park Primary School Positive Behaviours Matrix outlines the behaviours we wish to encourage. These behaviours relate to our values, in all parts of the school and in all school related activities.

Teachers deliver an **explicit** teaching session (approx. 15mins) each week to further teach the school values and appropriate social skills.

 <b>OAK PARK PRIMARY SCHOOL</b> <b>SCHOOL WIDE POSITIVE BEHAVIOURS MATRIX</b>					
	Learning Areas	Outside	Assembly/Events	Moving Around	Online
RESPECT	<ul style="list-style-type: none"> <li>We support and learn from each other.</li> <li>We display good whole body listening.</li> <li>We look after our school equipment and supplies.</li> <li>We listen respectfully to the speaker.</li> <li>We cooperate with people, accept differences and embrace what each brings.</li> <li>We follow instructions given to us by a teacher and those responsible for us.</li> </ul>	<ul style="list-style-type: none"> <li>We treat each other with kindness.</li> <li>We take care of our trees, plants, animals and environment.</li> <li>We always try to include others when playing.</li> <li>We use equipment appropriately and return it on time.</li> <li>We put rubbish in a bin.</li> <li>We give everyone the opportunity to participate.</li> <li>We look after our school property including buildings and grounds.</li> </ul>	<ul style="list-style-type: none"> <li>We demonstrate safe and respectful behaviour at all times.</li> <li>We demonstrate whole body listening.</li> <li>We make good choices about where we sit.</li> <li>We congratulate students who receive an award.</li> <li>We stand quietly, listen and join in the singing of the national anthem.</li> </ul>	<ul style="list-style-type: none"> <li>We move quickly and quietly between areas of the school.</li> <li>We respect the right of others to work undisturbed when we move around the school.</li> <li>We are mindful of others personal space.</li> </ul>	<ul style="list-style-type: none"> <li>We communicate kindly to others when online.</li> <li>We ask before using other people's iPads.</li> <li>We ask before taking people's photo.</li> <li>We demonstrate safe and respectful behaviours on our iPads.</li> <li>We never share ours or others personal information.</li> </ul>
RESPONSIBILITY	<ul style="list-style-type: none"> <li>We display whole body listening when interacting with others.</li> <li>We support the learning of others.</li> <li>We are aware of other people's personal space.</li> <li>We keep all of our learning areas neat and tidy.</li> <li>We come to school and Specialist classes with the required equipment.</li> <li>We set goals and try hard to achieve them.</li> <li>We try hard not to waste time or distract others.</li> </ul>	<ul style="list-style-type: none"> <li>We try to limit toilet use to break times.</li> <li>We listen and follow instructions.</li> <li>We play safely and respectfully.</li> <li>We play in designated areas of the schoolyard.</li> <li>We stand up for the rights of others.</li> <li>We take care of and value the environment.</li> <li>We let a teacher know when there is something wrong that we can't handle.</li> </ul>	<ul style="list-style-type: none"> <li>We make 'good' choices about where and whom we sit with.</li> <li>We demonstrate safe and respectful behaviours.</li> <li>We display mature and sensible behaviours when on an excursion, camp or an incursion.</li> <li>We accept the responsibility of representing our school and our families when attending an event.</li> <li>We volunteer to help.</li> </ul>	<ul style="list-style-type: none"> <li>We follow instructions.</li> <li>We demonstrate safe and respectful behaviours.</li> <li>We move safely in and around the buildings and throughout the school.</li> <li>We are aware of other students around us during transitions.</li> <li>We stay in our class group and move around the school quietly and promptly.</li> <li>We travel safely around the school when carrying iPads and belongings.</li> </ul>	<ul style="list-style-type: none"> <li>We use technology to enhance our learning.</li> <li>We seek help when online content makes us feel uncomfortable.</li> <li>We use technology appropriately and follow the ICT Agreement.</li> <li>We save our work in an organised manner.</li> <li>We ensure our iPads are fully charged, ready for each school day.</li> <li>We only use the apps instructed by our teacher, when at school.</li> </ul>
RESILIENCE	<ul style="list-style-type: none"> <li>We try to solve problems independently before going to a teacher.</li> <li>We persist when tasks are challenging.</li> <li>We take an active role in our own learning.</li> <li>We use our initiative and 'toolbox' of positive strategies when we come across a challenging situation.</li> <li>We use challenges as learning opportunities (growth mindset).</li> <li>We understand that mistakes are part of learning.</li> </ul>	<ul style="list-style-type: none"> <li>We attend a lunchtime club, sit on the Buddy Bench or ask to join another game if we don't have anyone to play with.</li> <li>We 'move on' and don't hold grudges.</li> <li>We take turns when playing a game.</li> <li>We demonstrate good sportsmanship.</li> <li>We apologise when we have done the wrong thing.</li> <li>We accept the apologies of others when made sincerely.</li> </ul>	<ul style="list-style-type: none"> <li>We congratulate and celebrate students who receive awards.</li> <li>We celebrate when other students are chosen to participate in activities/events.</li> <li>We try out for a range of events even when this is difficult.</li> <li>We sit respectfully for long periods when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>We take care of our own safety.</li> <li>We ask for help when necessary.</li> <li>We try not to get distracted when others are noisy.</li> <li>We hold doors open for people and allow others to pass first.</li> </ul>	<ul style="list-style-type: none"> <li>We learn the steps to fix some ICT problems ourselves.</li> <li>We save our work in an organised manner.</li> <li>We report anything inappropriate that is forwarded to us.</li> </ul>

## Positive Behaviours Program in Foundation

The Positive Behaviours Program is taught explicitly in Foundation. Simplified anchor charts/posters based on the School Wide Positive Behaviours Matrix are used to help explain our school values and the behaviours that embody each of these values.

# RESILIENCE

★ We keep trying our best.



★ We play games fairly.



★ We try and solve our own problems.



★ We are independent.



# RESPONSIBILITY

★ We look after our belongings.



★ We do the right thing.



★ We look after our school.



★ We apologise.



# RESPECT

★ We listen when someone is speaking.



★ We are kind to each other.



★ We raise our hand to speak.



★ We keep our hands to ourselves.



# Anti-Bullying Policy

Oak Park Primary School is committed to providing a safe and caring environment which promotes personal growth and positive self-esteem for all. The school **does not** tolerate bullying in any form.

## **Safe schools:**

1. *Are free from violence*
2. *Are nurturing, caring and respectful of everyone*
3. *Are physically and psychologically healthy*
4. *Promote sensible risk taking*
5. *Enhance the self-esteem of all*

## **At Oak Park Primary School, we believe bullying is:**

Typically, but not necessarily, repeated 'attacks', verbal, psychological or physical, of a less powerful person by a more powerful person or group of persons. Often, the aim of the bully is to gain attention, or a feeling of strength and may stem from a lack of social skills and/or self-esteem.

Bullying is where there is an imbalance of strength, physical or psychological, and where there is intent to hurt. It can take the form of physical attacks and threats, name calling, exclusion, rejection and any number of other behaviours which undermine the independence and self-esteem of a child.

Bullying in its truest form consists of a series of repeatedly intentionally cruel incidents, involving the same children, in the same bully and victim roles. This, however, does not mean that in order for bullying to occur there must be repeat offences. Bullying can consist of a single interaction. Bullying behaviour may also be defined as a criminal act if the bully is twelve years of age or older.

## **What Bullying is Not**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

### **Mutual Conflict**

- In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one - sided way.

### **Social Rejection or Dislike**

- Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- Single - episode acts of nastiness or meanness, or random acts of aggression or intimidation
- Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.
- Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

## **Oak Park Primary School staff members will:**

- work hard to develop positive relationships with all children

- model appropriate language and behaviour
- be observant of signs of distress or suspected incidents of bullying
- follow up children's absences
- if a child is absent the school will contact the parent as soon as possible
- make efforts to remove opportunities for bullying
- actively patrol the playground and designated 'hot spots' during yard duty
- arrive at class on time and, where appropriate, move promptly between lessons
- take steps to help victims and remove sources of distress without placing the victim at further risk
- report suspected incidents to the appropriate staff member such as class teacher, year coordinator, Assistant Principal, Principal, who will follow the designated procedures

**For more information regarding our school's Bullying Policy, please visit our school website:**

[https://www.oakparkps.vic.edu.au/uploads/4/8/1/3/48136671/bullying\\_and\\_harrassment\\_policy\\_and\\_procedures.pdf](https://www.oakparkps.vic.edu.au/uploads/4/8/1/3/48136671/bullying_and_harrassment_policy_and_procedures.pdf)



# School Uniforms

Oak Park Primary uniform supplier:



[www.aplusschoolwear.com.au](http://www.aplusschoolwear.com.au)

## Uniform items:

The following uniform items can be purchased from the school's uniform supplier:

- Short sleeve polo with school logo
- Long sleeve polo with school logo
- Sports polo with school logo (Grade 5 and 6 only)
- Bomber Jacket with school logo
- Summer Dress
- Rugby shorts
- Gaberdine shorts
- Trackpants
- Gaberdine pants
- Bootleg pants
- Pinafore dress
- Lycra skort
- Gabardine skort
- Raincoat – fleece line
- Art smock
- Slouch hat with logo
- Bucket hat
- Book bag
- School bag

The following items may be sourced from other suppliers eg K Mart:

- Shorts (navy blue).
- Tracksuit pants (navy)
- Black school shoes
- Runners (standard; no black soles, lights or rollers)
- Long navy trousers (no jeans)
- Pinafore dress (navy)
- Navy blue winter beanie
- Cancer Council recommended sunglasses
- \* Skivvy (navy or jade; to be worn underneath other uniform items eg polo/dress)
- \* Leggings, stockings (navy)
- \* Bicycle Shorts (navy)

\* **These items NOT to be worn as outer wear**



## SHOES

Students can wear black school shoes or runners/sneakers. No street shoes such as Converse/Vans etc. We prefer that students wear shoes with a **non-marking sole**. This is to maintain the integrity of the gymnasium flooring.

**If your child cannot confidently tie their own laces please purchase shoes with either Velcro, elastic laces, or buckles.**



## **No Hat No Play**

Hats must be either **broad brimmed, bucket** or **legionaries** (cap with flap at neck) to conform to our Sun Smart Policy. Children wearing caps or no hat at all will be required to sit in shaded areas from 1<sup>st</sup> September to 30<sup>th</sup> April.



## **UNIFORM ACCESSORIES**

### **Backpacks**

Children are required to have a school backpack that can also be purchased from A Plus School Wear. While it is not compulsory for students to have the school backpack, it is designed to support children's backs and is of a suitable size. In addition, the compartments make it easy for students to organise their belongings.

### **Library Bags/Art Smocks**

Children are required to bring a clearly labelled library bag to borrow books and a long sleeve art smock for Art. Art smocks from Kindergarten will be adequate as long as they still fit. The Grade 6 Buddies will be making the Foundation students a library bag. This will be handed out at the final session.

**All students should keep a change of underwear and clothes in their school bags/ classroom lockers, preferably school colours (e.g. underwear, socks, t-shirt, shorts) in the event of an accident (wetting, falling into the mud).**

Please visit our school website for a copy of our Uniform Policy:

<https://www.oakparkps.vic.edu.au/opps-policies.html>

## **UNIFORM PURCHASING:**

**Due to government restrictions on retail, APlus Schoolwear are limiting the number of people they have in store at the same time. To avoid congestion, they are dedicating two days to Oak Park Primary School Foundation families. They have allocated Monday 16th and Tuesday 17th November to our school and will be offering a 10% discount on Foundation uniforms purchased on these days. The store trading hours are: 9.00am - 4.00pm. APlus Schoolwear is located at 133 Bakers Road, North Coburg, phone: 93548345.**

# Illness

Children should not be sent to school when they are ill. We do not have facilities at the school to cater for children who are unwell and we will need to contact you, or your emergency contact, in this event. Therefore, it is extremely important that our records regarding your contact numbers are kept up to date.

During a child's life at school it is possible that a child will contract some of the common diseases of childhood.

**The following shows how long you child should be absent from school:**

**Chicken Pox:** Until fully recovered. Please note some remaining scabs are not an indication for continued exclusion.

**Head Lice:** Until treated as recommended by the City of Whittlesea, Health Office (see table below).

We ask that parents check their own children's hair regularly and if you find evidence of lice or nits contact the school. Treatment is simple and involves the following steps:

Step 1	Comb any type of hair conditioner (preferably a light coloured one) on to hair.
Step 2	Now comb sections of the hair with a fine tooth, head lice comb.
Step 3	Wipe the conditioner from the comb onto a paper towel or tissue.
Step 4	Look on the tissue and on the comb for lice and eggs.
Step 5	Repeat the combing for every part of the head at least 4 or 5 times

**Impetigo:** Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores and exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.

**Measles:** For at least seven days from the appearance of the rash or until medical certificate of recovery is produced.

**Mumps:** Until fully recovered

**Ringworm:** Until appropriate treatment has commenced and is supported by a medical certificate.

**Rubella:** Until fully recovered and at least 4 days from the onset of the rash.

**Scarlet Fever:** Until a medical certificate of recovery is produced.

**Viral Hepatitis:** Until a medical certificate of recovery is produced, or on subsidence of symptoms but not before seven days after onset of jaundice.

**Whooping Cough:** For four weeks or until a medical certificate of recovery is produced.

## Allergies and Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction when a person is exposed to an allergen.

The most common allergens in school-aged children are **eggs, peanuts, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, certain insect stings** and **medications**. We have several students across the school with severe allergies, which means all students need to be careful. The key to prevention of anaphylaxis in schools is knowledge, awareness and planning. It is for this reason students are asked **not to share food**. Please support this by encouraging your child not to share their food with others, explaining how it can be harmful to others.

**All allergies should be listed on student enrolment forms with accurate details on management/treatment plans. If necessary, an Action Plan will need to be provided to adequately inform all staff.**

All medications need to be clearly labelled and sent to the office by the first day of school. Please ensure the expiry date is valid. Please avoid the high-risk foods listed above to ensure the safety of all students.

## COVID-19

**Managing illness in schools and early childhood services during the coronavirus (COVID-19) pandemic:**

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

**What you need to know:**

**1. If a child is unwell, even with the mildest of symptoms, they must stay at home**

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

**2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:**

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health and Human Services (DHHS) [online self-assessment tool](#).

Visit: [Where to get tested](#).

**3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative**

If a person has tested positive for coronavirus (COVID-19) they must isolate until they receive clearance from the Department of Health and Human Services. Read the [What to do if you've tested positive for coronavirus \(COVID-19\) factsheet \(PDF\)](#) for more information.

If a person is a close contact of someone who has tested positive for coronavirus (COVID-19) the Department of Health and Human Services will get in contact to tell them they are a close contact of a person who is confirmed to have coronavirus (COVID-19). A close contact must quarantine at home. Read the [What to do if you have been in close contact with someone with coronavirus \(COVID-19\) factsheet \(Word\)](#) for more information.

For information on the minimum periods students and children need to stay at home for other conditions, refer to the [DHHS school exclusion table](#).

**4. Children do NOT need a medical certificate before returning to school/ECEC**

Once symptoms have cleared, there is no requirement from the Department of Education and Training or DHHS for children/students to have a medical certificate before they return to school/ECEC.

*Thank you for your support in following these steps, together we can all stay safe.*

# Parent Helping

Please note that we encourage parents to assist in the classroom but require that they complete the school's Parent Helpers' course before assisting. The course covers a range of topics including curriculum, privacy, and how to assist students. Parent Helpers also need to ensure that they have an up to date 'Working with Children's Check' (WWCC). A copy of your WWCC must be provided to the front office before being able to volunteer in the classroom. The course is run during the early stages of Term 1 and runs both during the day or at night to accommodate all parents.

For more information about applying for or updating your 'Working with Children Check' please visit:

<http://www.workingwithchildren.vic.gov.au>

# PFA at OPPS

We have a strong Parents and Friends Association at Oak Park Primary School (PFA).

- PFA President: Eugenie Baulch
- PFA meet once a month and organise many fantastic events such as the school fete, movie nights, school disco and many more fundraisers for the school.
- PFA also runs fundraising campaigns each year to help support and enable the school to purchase new equipment.
- PFA contact: 4721-PFAOPPS@schools.vic.edu.au

# Compass School Manager

Oak Park Primary School uses Compass to communicate with the school community. Important messages are regularly posted to Compass at both individual year levels and whole school level. Reports are also accessed through Compass.

Compass can be downloaded as an app on your smartphone or tablet or accessed via desktop browser.

If you are a new parent/s to our school, your Compass login details will be given to you at your child's transition session. We strongly recommend all new parents log into the Compass School Manager portal via its app or desktop browser to ensure your login details work and in order to familiarise yourself with the portal prior to your child commencing school.

All parents who already have a child attending Oak Park Primary will use their existing login details.



# Before & After School Care

## **Before & After School Care**

In response to community needs, Oak Park Primary School has established and operates an Out of School Hours Childcare (OSHC) Service. The service incorporates Before Care and After School Care Programs.

- Our program is a licensed child care facility and must comply with the Children's Services Act (1996) and the Children's Services Regulations (2009).
- **Before School Care:** operates from 7:00am-8:45am. Breakfast is provided which consists of assorted cereals, fruit juice, toast and toasted sandwiches etc. Breakfast finishes at 8:25am.
- **After School Care:** operates from 3:30pm-6pm. The program provides an afternoon snack as well as a wide range of activities including art & craft, board games, air hockey, table tennis, Lego, pool, outdoor and indoor games etc.
- All children must be enrolled before they are able to attend the program.
- As spaces are limited, bookings should be made as early as possible for 2021. Bookings for 2021 are open.

## **Cost:**

- \$15.00 per session for Before Care
- \$17.00 per session for After Care

Please note: these prices are the cost per session before any rebates are applied.

Further information can be obtained by contacting Julie Andrews:

- Phone on **9300 3412** or
- Email: [aftercare@oakparkps.vic.edu.au](mailto:aftercare@oakparkps.vic.edu.au)

# Team Holiday Program

Team Holiday is a multi-award winning holiday program that provides full day programs for children aged 5-12 each day of the school holiday break from 8am-6pm.

All programs are rebatable for Child Care Benefit and Child Care Rebate, which means you may be eligible for a discount on the full program price.

All staff are qualified, carrying a Working With Children card, and are either a teacher or studying in the education field.

For more information, please visit [www.teamholiday.com.au](http://www.teamholiday.com.au) or call 03 9532 0366 to speak to one of Team Holiday's friendly team members.



# School Contacts

<b>Principal:</b>	Mr Bryan Nolan Email: <a href="mailto:william.nolan@education.vic.gov.au">william.nolan@education.vic.gov.au</a>
<b>Assistant Principal:</b>	Sally Morath Email: <a href="mailto:sally.morath@education.vic.gov.au">sally.morath@education.vic.gov.au</a>
<b>Assistant Principal:</b>	Maria Giordano Email: <a href="mailto:maria.giordano@education.vic.gov.au">maria.giordano@education.vic.gov.au</a>
<b>Business Manager:</b>	Annette D'Elia Email: <a href="mailto:annette.delia@education.vic.gov.au">annette.delia@education.vic.gov.au</a>
<b>Office Manager:</b>	Fran MacDonough Email: <a href="mailto:frances.macdonough@education.vic.gov.au">frances.macdonough@education.vic.gov.au</a>
<b>Address:</b>	Willett Avenue, Oak Park 3046.
<b>Phone:</b>	9306 9182
<b>School Website:</b>	<a href="http://www.oakparkps.vic.edu.au">http://www.oakparkps.vic.edu.au</a>

## **SCHOOL HOURS**

<b>8.50am</b>	Bag bell – students come inside and set up for the day
<b>9.00 am to 11.00 am</b>	Class time
<b>11.00 am to 11.10 am</b>	Lunch in classroom
<b>11.10 am to 12.05 pm</b>	Lunch break
<b>12.05 pm to 2.00 pm</b>	Class time
<b>2.00 pm to 2.30 pm</b>	Afternoon recess
<b>2.30 pm to 3.30 pm</b>	Class time
<b>3.30 pm</b>	Home Time

# School Fees, Extras and Contributions 2021

Please read through the 'OPPS School fees, extras and contributions 2021' handout.

- **OPPS Business Manager:** Annette D'Elia
- **OPPS Office Manager:** Fran MacDonough

## Contact details:

School email: [oak.park.ps@education.vic.gov.au](mailto:oak.park.ps@education.vic.gov.au)

Phone: 9306 9182

Annette D'Elia: [annette.delia@education.vic.gov.au](mailto:annette.delia@education.vic.gov.au)

Fran MacDonough: [frances.macdonough@education.vic.gov.au](mailto:frances.macdonough@education.vic.gov.au)

# Additional Information

## **School Crossings**

School crossings are located on Willett Avenue and Summit Avenue. Please ensure that your child uses these crossings when coming to school. These crossings are clearly marked with crossing flags during school hours. Parents are reminded to observe the 40 km/h traffic signs when driving within the school vicinity.

## **School Newsletter**

Parents can catch up on all of the news around the school by reading the weekly newsletter via the website [www.oakparkps.vic.edu.au](http://www.oakparkps.vic.edu.au), or subscribe to have the newsletter emailed directly to your email account.

