

ELTHAM EAST PRIMARY SCHOOL VISION

Eltham East Primary School is committed to providing a safe, nurturing and respectful environment which supports and inspires our children to be actively involved in their learning, to grow in self-awareness, resilience and social responsibility and to contribute in a positive way to the world around them.

CHILD SAFE STANDARDS AND COMPLIANCE

Eltham East Primary School Statement of Commitment: Eltham East Primary School is a child safe organisation which welcomes all children and their families. We are committed as a community to ensure that all our students are safe and feel safe. We have no tolerance for child abuse and take proactive steps to identify and manage risks of harm to our students. (Detailed in policies below). We build positive relationships between all members of the EEPS community based on trust and respect. Child Safety is a shared responsibility. Every person involved in our school has a role in promptly raising any issues or concerns about a child's safety.

When child safety concerns are raised or identified, we treat these seriously and respond promptly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, those unable to live at home, students with disabilities, children who identify as LGBTIQ+ and other children experiencing risk or vulnerability.

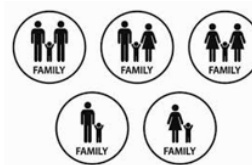
We are committed to regularly reviewing our child safe practices.

www.elthameastps.vic.edu.au/child-safe-compliance

Our Eltham East Primary School Statement of Inclusion



As a school we warmly welcome, respect and embrace all our community members and our rich diversity of beliefs, cultural backgrounds, abilities, gender identities and family structures. We value and appreciate the contributions that all people make to our community and have an ongoing commitment to the continued evolution of our inclusive practices throughout our school.





Eltham East

Eltham East Primary School

Address	Grove Street Eltham
Postal Address	PO Box 396 Eltham 3095
Telephone	
General Office	9439 9793
Out of School Hours Child Care	9431 2228
Email Address	eltham.east.ps@education.vic.gov.au
Internet Address	www.elthameastps.vic.edu.au
Principal	Mr Warren Lloyd
Assistant Principal	Mr David Tyndall
Assistant Principal	Mrs Lisa Joseph
Business Manager	Ms Amy Mullins

How to use this handbook

This handbook is issued to each new family at Eltham East Primary School and it provides general information regarding life at the school. More specific information regarding activities at each year level will be issued to each student at the commencement of the school year.

Table of Contents

Eltham East Primary School Vision and Values	Page 1
Eltham East Primary School contact details	2
Principal’s Welcome	4-5
General Information	6- 8
School Council.....	9
Student Voice, Agency and Leadership.....	10
Curriculum Information	11-22
Connecting Home and School	23-25
Health and Wellbeing	26-31
Safety.....	32-34
School Uniform	35-36
Financial Information	37-38
Outside School Hours Care	39
School Map	40

Principal's Welcome



Dear parents and carers,

On behalf of our students, staff and parents, we extend a warm welcome to you and your child as you join the Eltham East Primary School community. We look forward to your time at our school being a happy and fulfilling partnership.

Living by our motto of '*Learning and Growing Together*' we strive to form interdependent partnerships with all members of the community, this theme underpins our relationships between students, staff and parents.

We actively model our school values of Respect, Teamwork, Learning, Resilience and Enjoyment.

Set on large treed grounds Eltham East Primary School is committed to providing a nurturing, safe and caring learning environment, which supports and inspires our children to value learning and grow in self-awareness and social responsibility. Our strong Student Engagement Policy and supporting personal and interpersonal development programs ensures all of our children are able to reach their potential.

We have 45 equivalent full time staff: 3 Principal class, 2 Learning Specialist teachers and Education Support staff working with our 620 students. We also employ First Aid Officers, a part time ICT Technician, Out Of School Hours Care staff and gardening contractors. We access the Visiting Teacher Service, District Speech Pathologist and Psychologist. Our curriculum, with an emphasis on literacy and numeracy, also embraces rich and rigorous specialist programs in music, physical education, art and Japanese. Eltham East provides a learning environment which delivers proactive environmental and sustainability programs and develops student leadership. Our 21st century facilities include spacious classrooms, purpose built music room, science discovery centre and intensive learning withdrawal areas. We have iMac computers, notebooks, iPads as well as interactive whiteboards in every teaching space throughout the school.

Our dedicated, skilled and enthusiastic staff collaborate in professional teams to plan for a range of innovative approaches as well as proven differentiated teaching practice to provide the very best learning environment for each child. Professional development of staff is given a high priority along with the development of strong teams.

As literacy and numeracy are the foundation stones of the curriculum, they provide the focus of our school strategic plan. We also provide opportunities for personal growth and understanding with integrated programs across the Victorian Curriculum. Opportunities are provided for students to embrace authentic leadership across the many facets of school life such as school captains, ICT leaders, junior school council leaders, visual and performing arts leaders, environment leaders and house captains.

Strong specialist and extra-curricular programs run at EEPS. The Music program is based on the Kodaly method of teaching. A school concert is held every two years. The school's excellent Visual Arts program provides experience in a variety of media. We provide a successful Japanese language program with a global perspective of Asian cultures.

Multi-cultural events are planned every year around our global perspectives. Our students also

experience programs combining traditional library skill building and electronic research methods. Our school is actively involved in recycling and environment programs. Specialised outdoor teaching areas ensure hands on environment lessons, these include, the ELF garden, vegetable, orchard, sanctuary, butterfly, succulent and indigenous bush tucker gardens. Our playgrounds have been updated and include a toddler friendly garden at the Grove Street entrance, and new play equipment throughout.

Physical Education is conducted across Prep to Year 6 with a broadly based sport program in Years 5 and 6. A camping program beginning in Year 3 is supported by a prep breakfast, a barbeque and games evening for Year 1 and in Year 2 a day camp. Intensive swimming programs are conducted from years Prep to Year 6.

Our school community prides itself on a strong interdependent partnership between the school and home. There is a high level of community involvement and ongoing communication between the school and home is encouraged and valued. Families are encouraged to join in the life of the school through a variety of means. Our colourful newsletter is published each week on our website, along with email and Facebook updates. Opportunities to play an active part in our programs abound. The school has high parental support in classroom learning programs as well as in sport, camps and excursions. From a talented pool of parents we have been able to enrich our students in the Arts, science, sustainability, environment and personal development. We ask all parent helpers and volunteers to complete a Parent Helper Course session, which is designed to ensure expectations are consistent and clear.

The School Council operates an active subcommittee system in which dedicated parents and staff work together to benefit the school. Buildings and Grounds plans and oversees school improvement and beautification. Community Activities are organised throughout the year.

An excellent before and after school childcare program is available from 6.45am to 8.45am and 3.30pm to 6.30pm each day.

The school interacts closely with the wider Eltham community and, through its membership in the Banyule Nillumbik Schools Network operates in the spirit of cooperation with neighbouring educational institutions.

We are proud of our academic record and strive to continuously improve and enhance the learning opportunities and results for our students.

Warren Lloyd

Principal



General Information

Term Dates for 2023

Term 1	Friday 27th January – staff resume Monday 30th January – children resume – Thursday 6th April
Term 2	Monday 24th April – Friday 23rd June
Term 3	Monday 10th July – Friday 15th September
Term 4	Monday 2nd October – Wednesday 20th December

Public Holidays

Australia Day (in lieu)	Thursday 26th January
Labour Day	Monday 13th March
Good Friday	Friday 7th April
Easter Monday	Monday 10th April
Anzac Day	Tuesday 25th April
Queen’s Birthday Holiday	Monday 12th June
Melbourne Cup Day	Tuesday 7 th November

School Times



9.00 am	School Commences
10.40 am – 11.10 am	Morning Recess
12.50 pm - 1.50 pm	Lunch
<i>* Lunches are eaten under supervision 12.50 pm - 1.00 pm</i>	
3.30 pm	Dismissal
✦ Dismissal time for the last day of terms 1, 2 and 3 will be 2.30 pm	
✦ Dismissal time for the last day of the school year will be advised in the school newsletter	

Attendance



Regular attendance is important for the education of your child. The school aims for a 95% attendance rate for all students (no more than 10 days absence per year). This information is provided through COMPASS. An attendance rate of less than 95% has a negative impact on a child's academic and social performance.

Children are expected to be punctual in arriving at school. Repeated lateness interrupts the learning of others and shows a lack of respect for the classroom learning program. In order to be in time for the commencement of class children should arrive at school by 8.50am when the classrooms are open to receive students. Please note however, that the school grounds are not supervised prior to 8.50am or after 3.50 pm. In line with DET policy, COMPASS will send an automated SMS message to parents if absence has not been approved by 9:30am.

Absences including Family Holidays

Parents need to approve any absences on Compass. If your child is, or will be, absent for three or more consecutive days, please contact the school office. The COMPASS administration system provides convenient online notification to streamline this process.

The DET policy for family holidays is followed at EEPS. To have an approved absence for a holiday 7 days notice must be given and a Student Learning Plan given. You may find more information at:

<http://www.education.vic.gov.au/school/parents/behaviour/Pages/attendance.aspx>

In general, it is expected that principals would excuse absences for:

- medical and dental appointments, where out of hours appointments are not possible or not appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes
- cultural observance, if the parent notifies the school in advance
- family holidays, where the parent notifies the school in advance (7 days' notice must be given) and the student completes any Student Absence Learning Plan agreed by the school, student and parent.

In general, principals would not be expected to excuse absences, where:

- approval had not been sought in advance or in accordance with school policy
- the student was absent due to participating in leisure or social activities without approval
- the conditions of approval have not been met (e.g. Student Absence Learning Plan for a family holiday not completed)
- the parent has provided no explanation for the absences.

Early Dismissal and Late Arrivals

Please approve on COMPASS to collect your child from school before the normal dismissal time of 3.30 pm.

Parents are asked to sign for *Late Arrival/Collection* into the Compass Kiosk at the general office when a *Student Collection Pass* will be issued to present to your child's classroom or specialist teacher. If your child is returning to school please sign into the *Student Late Arrival/Collection* Compass Kiosk at the office when he/she returns. Children must be collected from the classroom.



Students are not permitted to leave the school unaccompanied, or to meet parents at school boundaries other than at dismissal times.

If students leave school early due to illness, parents are to complete the *Student Late Arrival/Collection* into the Compass Kiosk at the office when leaving.

Home Time Messages

We understand that from time to time you may need to ring the office to change pick up arrangements for your child/children. If you do need to contact the office to change arrangements, please try to do so before 3:15pm. We have a process for children receiving messages while at school.

- The message will be taken on duplicate paper.
- At 3:20pm a message goes out over the PA to call all children (by name) with messages to come to the office with their bag.
- Children are given the message both verbally and in the written form.
- Children wait at office until 3:30pm bell.
- As always, the emergency procedure for any child not picked up by 3:45pm is to go to the office. Please remind your children of this.

School Lunches

Children need to bring a healthy lunch from home. Lunch is eaten in classrooms 12:50pm to 1:00pm. Children are discouraged from sharing food. We have many children across the school with food allergies. Please be aware that there may be some children in your class with food allergies.



All lunches should be labelled. Some children like to have a small snack for morning recess (10:40am to 11:10am). If drinks are sent they should be in a well sealed container. Water is recommended. Glass bottles and cans are not permitted.

We encourage parents to use environmentally friendly wrapping, eg reuse drink bottles, small plastic containers instead of pre-packaged foods that create waste. The Nude Food environmental program is promoted by the school Environment Captains.

School Council

The School Council is responsible for the school's education policy, management of school finances, maintenance and improvement of buildings and grounds and employment of non teaching staff.



It comprises an elected group of parent and teacher representatives, the principal and co-opted members. Elections for half the elected members are held in March of each year, each member being elected for a two-year term. After each annual election, a list of current council members and office bearers will be published in the school newsletter. Council meetings are usually held on the third Tuesday of each month. Notice is given of these meetings in the weekly newsletter and they are open to all members of the school community.

The school council operates using a system of committees including finance, education, community activities, buildings and grounds, and out of school hours child care.

Additional members are always welcome on these committees. Notice of meeting dates appear in the calendar in the newsletter.

Buildings and Grounds

School Council's Buildings and Grounds committee is a group of parents who meet to prioritise and organise work to maintain and improve the school environment. The school newsletter will inform you when special projects are being completed and working bees organised.



School Strategic Plan

This document, planned by teachers, parents and School Council, details what the school is striving to achieve in the longer term. It outlines the school's purpose, values and desired student outcomes, expressed through goals and targets, and summarises the three to five key improvement strategies required to achieve them.

Details of the Strategic Plan are included in the Annual Implementation Plan which describes how the key improvement strategies will be put into operation in each of the four years. At the end of the four year period the plan is reviewed by the school with an independent reviewer appointed by DET. In 2020 EEPS underwent a Review and commencement of a new four year School Strategic Plan.

The school priorities for the current Strategic Plan are focused on continuing to enhance our teaching practices in literacy and numeracy and to build on our work with student voice.

Student Voice, Agency and Leadership

Student Voice and Agency

We value student voice and agency at Eltham East Primary School. The views, ideas and opinions of all students are important, and we strive to incorporate this into classroom activities with the students in areas such as goal setting and the development of co-constructed learning intentions and success criteria for lessons.

Student Leadership

We have a comprehensive student leadership team in Year 6 with School Captains, Junior School Council Leaders, Sustainability Leaders, Visual and Performing Arts Leaders, Library Leaders, Cultural Leaders and House Leaders. This is complemented with two representatives from Year 3-5 as Junior School Council representatives.

Junior School Council



These student leaders meet every fortnight to discuss issues of concern, suggest activities for fundraising and generally make recommendations for general improvement of the school environment. The Junior School Council is one way in which our school supports and provides opportunity for student voice to be developed.

These meetings are convened by the junior school council leaders and are run so all students are free to voice their opinion. Opportunities are made for students to report on recommendations and activities, address school assemblies, staff meetings and school

council meetings.

The students attend a workshop early in the year to learn about the characteristics of positive leaders, problem solving, organising meetings and preparing action plans. Time is also devoted to leadership and communication skills.



Curriculum Information

The high quality curriculum and innovative programs that are designed and implemented at Eltham East Primary School are based on the Victorian Curriculum. The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students at their different stages of learning. Teachers at EEPS have been actively involved in curriculum development.



The Victorian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

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

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

Curriculum English

The English curriculum covers:

Language: knowing about the English language

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

Literacy: expanding the repertoire of English usage.

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



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

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

THRASS (Teaching Handwriting Reading and Spelling Skills) is a phonics teaching tool that has a phonographic, multisensory approach. It is a method used, for teaching learners of all ages, about the building blocks of reading and spelling, that is, the 44 phonemes (speech sounds) of spoken English and the graphemes (spelling choices) of written English.



Reading Recovery is a program that identifies students experiencing reading and writing difficulties after their first year of school. It provides an intensive, individually designed and individually delivered series of lessons and is supplementary to the ongoing literacy activities in the classroom.

Assessing student understandings of English concepts and skills is an ongoing process that informs teachers about students' progress and future learning requirements. It is collected in different ways such as teacher observations and records, reading analysis, spelling tests, student work samples and reflections, common assessment tasks or formal tests. Helpers are welcome and strongly encouraged to become involved in Literacy block activities in their child's classroom.

Mathematics

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



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

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

Statistics and Probability – logic, chance and data.

All areas involve problem solving, modelling and investigation. Mathematics lessons will usually begin with the whole class where the focus of the lesson is explicitly

outlined. Students are then given opportunities to consolidate and establish their understandings of concepts in different ways such as in small-focused teaching groups, participating in rotational activities, working with a partner or independently completing tasks. Lessons conclude with student's reflecting on what they have learnt, and strategies they have developed from the lesson.

Learning tasks are differentiated to scaffold student learning to a level that will challenge and extend their current understandings whilst allowing them to experience success.

Various programs in different levels across the school are used to target specific learning needs of groups of students. Rotational Maths Activities, needs based maths groups, Maths Swap, Maths Olympiad, ICAS (International Competitions and Assessments for Schools) are programs that are utilised to enhance student learning.

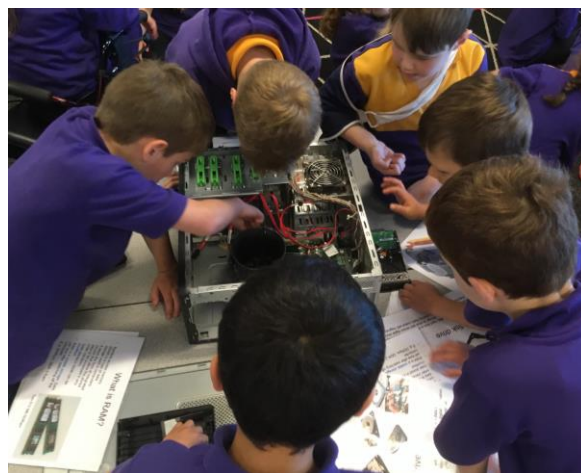
Assessing student knowledge of mathematical concepts is an ongoing process that informs teachers about students' progress and future learning requirements. It is collected in different ways such as teacher observations and records, student work samples and reflections, common assessment tasks or formal tests.

Parents are always welcome and strongly encouraged to become involved in mathematics lessons in their child's classroom.

Science

The teaching and exploration of science is incorporated into the Integrated Learning Units at each year level. Chemistry, biology, environmental science, health science are some of the scientific components in units based on real life experiences and the age-appropriate scientific view.

The profile of science is high at EEPS; we hold many special events often student led. We have traditionally held an Annual Science Night during term 1. Science Night provides fun and exciting opportunities for families to have hands on experiences to gain and develop scientific knowledge and ideas. Parents with expertise in different areas of science are encouraged to work with teachers to provide tasks, activities and experiments on the night.



Eltham East proudly participates in the Science Talent Search each year, which is a science based competition open to all primary and secondary students in Victoria. Science Talent Search competition aligns with the curriculum disciplines of chemistry, biology, physics and earth and space science.

Values and Citizenship

There is a strong emphasis on building a sense of community through our school values and interpersonal development programs. Every year classes engage in "Start Up" programs to proactively set the scene for harmonious and positive relationships, reinforce and develop age appropriate knowledge of our school values and to establish class norms. Cyber safety, learning to be safe online and appropriate use of technology compliments the values being reinforced daily.



EEPS CORE

EEPS CORE is a whole school approach to improving emotional and social competencies. Students are taught skills and strategies to support self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem solving.

Teams plan and take action to be a positive community; one that is founded on respect and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

Encompassed in our programs to build social competency are the Respectful Relationships pedagogy and The Resilience Project GEM (Gratitude, Empathy and Mindfulness) principles. Other resources provide students with opportunities to learn a mindset that helps them develop their resilience, the skills to reach their academic, emotional and interpersonal potential.

A “buddy” program which matches each Prep child with a Year 5 buddy also promotes a supportive environment where children feel valued and accepted.

Extended Learning Opportunities (ELO’s) across years 1 to 4 and Senior Learning Opportunities (SLO’s) for our year 5 students, provide opportunities for community ties to be strengthened.



Differentiated Learning






Students present with talents and abilities in a range of areas. It is our school’s quest to provide for the development of these talents and abilities in the following ways:

Classroom programs

- ‘Like ability’ and ‘mixed ability’ groupings.
- Open ended learning activities in which students are able to explore a vast range of possibilities.
- Child directed learning activities where the teacher acts as a facilitator.
- Learning activities which cater for the range of learning styles, thinking styles and multiple intelligences (Howard Gardner). The multiple intelligences are logical – mathematical, linguistic, musical, spatial, bodily kinaesthetic, interpersonal, intrapersonal, existential and naturalist.

EEPS Active Instructional Model

All key lessons at Eltham East Primary School follow our Active Instructional Model consisting of 'Tuning In, Launch, Explore and Wrap-up'.

LEARNING INTENTIONS AND SUCCESS CRITERIA	 <p>Eltham East Primary School</p> <h2 style="text-align: center;">EEPS AIM</h2> <h3 style="text-align: center;">Active Instructional Model</h3> <p style="text-align: right;"><i>Learning and Growing Together</i></p>	ASSESSMENT AND FEEDBACK
	<h3 style="background-color: #007bff; color: white; padding: 5px; text-align: center;">TUNING IN</h3> <p>The teacher engages the students and prepares them for learning by activating prior knowledge, engaging in collaboration, or providing a 'hook' to stimulate curiosity through a short, sharp activity. Students participate, make connections, and think about their prior knowledge.</p> <p>This might look like:</p> <ul style="list-style-type: none"> - A collaborative discussion about a prompt - An activity that revises prior knowledge - Engaging with a stimulus 	
	<h3 style="background-color: #fd7e14; color: white; padding: 5px; text-align: center;">LAUNCH</h3> <p>The teacher introduces a learning concept by providing explicit instruction or introducing a problem for students to explore. Students ask questions, share ideas, listen attentively, take risks or participate in guided practice.</p> <p>This might look like:</p> <ul style="list-style-type: none"> - Teachers and students constructing the learning intention and success criteria - Setting or referring to student learning goals - Establishing expectations and task instructions - Modelling, use of worked examples or guided practice - Questioning - Unpacking misconceptions 	
	<h3 style="background-color: #6c757d; color: white; padding: 5px; text-align: center;">EXPLORE</h3> <p>The teacher supports students to consolidate and challenge their thinking through tasks designed to target the learning intention and individual goals. Students actively engage in activities addressing the learning intention by working independently, collaboratively or with the teacher.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="343 1462 722 1686"> <p>This might look like:</p> <ul style="list-style-type: none"> - Students working independently - Students working collaboratively - Focus group targeting student needs - One-on-one conferences - Whole class working together - Student choice </div> <div data-bbox="722 1462 1102 1686" style="background-color: #00ff99; padding: 10px;"> <h4 style="text-align: center; margin: 0;">CATCH</h4> <p>The catch can occur at any point in the EXPLORE phase in response to formative assessment of student progression.</p> <p>This might look like:</p> <ul style="list-style-type: none"> - Checking in with individuals, small groups or whole class - Clarifying or unpacking misconceptions - Providing enabling or extending prompts </div> <div data-bbox="1102 1462 1294 1686">  </div> </div>	
<h3 style="background-color: #dc3545; color: white; padding: 5px; text-align: center;">WRAP UP</h3> <p>The teacher draws together the learning and guides reflection on the learning intention. They collect evidence of understanding, provide feedback and support students to set goals for future learning. Students articulate their learning and the strategies or processes they have applied to address or achieve the learning intention. They participate in self, peer and teacher feedback and set goals for future learning.</p> <p>This might look like:</p> <ul style="list-style-type: none"> - Linking back to learning intention - Written or verbal reflections on their learning - Clarifying misconceptions or explicit teaching - Self, peer or teacher assessment and feedback - Sharing effective strategies or successes 		

Curriculum Enhancement

Camping Program

Camps are held each year for students from Years 3 to 6. Prep students are involved in a breakfast activity, Year 1 students come to school for a barbeque and games evening and Year 2 students participate in a day camp in term 4.

These experiences play an important role in the curriculum Eltham East offers to its students. The camping program supports the language, physical education, interpersonal/personal development, and integrated studies components of the curriculum.

Design Technologies

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



Digital Technologies (ICT)

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

Pictured is a polycom connection with scientists specialising in "Frogs"

Our school is fully networked with up to date interactive whiteboards, computers, iPads and notebooks available in all classrooms. Digital technology is used to provide access to the internet and programs that meet specific curriculum needs. Cybersafety strategies are established across the school. Due to our security and software specific builds, we do not have students' personal devices (BYO) at school.

The students are introduced to a wide range of computer software across the curriculum with classroom and specialist teachers incorporating the use of computer technology into their programs. Our students continue to impress us with their creative use of the many software programs they have available. They create mind maps using Inspirations, movies and sound tracks using iMovie and Garage Band. Other programs such as Comic Life, Explain Everything, Scratch and KidPix are used to provide opportunities for students to present their work in original and imaginative ways.

The Eltham East Primary School website provides electronic access to the newsletter along with details about our school vision, community activities and learning programs.

Our work in the Digital Technologies continues to grow. Our eLearning team works with students and teachers to investigate digital systems, data, programming and robotics with Sphero, Edison and Lego robotics and online environments through GSuite. They explore earth and space science, biological, chemical and physical sciences using STEM kits, MakeyMakey, Circuit Scribe, MakeDo, digital microscopes and more.

Environmental Education & Sustainability

The school promotes environmental education through policy, curriculum and practice. Staff and student commitment and participation are an integral part of the program.

Reduce Reuse Recycle

The school has a commitment to reduce waste generated by the school community by:

- Reusing as many paper and plastic products as possible
- Reducing consumption of materials, eg paper, rubbish free lunches
- Recycling as many materials as possible: paper, aluminium, cardboard, plastic, organic waste as compost

Conservation

At Eltham East we develop an awareness of conservation strategies by encouraging students to minimise energy and water consumption at school. This is accomplished by the installation of water tanks for the use of toilet flushing and garden watering, as well as ensuring taps are turned off and power is turned off when classrooms are not in use. Solar power is also used by our school. Children are encouraged to reduce rubbish by bringing Nude Food to school. They are also encouraged to walk some or all of the way to school.

School Environment

The school community is actively enhancing the school environment with indigenous flora to retain the natural character and provide habitat for native wildlife. Students are encouraged to develop an appreciation and responsibility for the care of the school environment. We retain an area of the school grounds on the Luck Street boundary as a sanctuary where classes can observe indigenous flora and fauna. The partnership project “Bringing Back from the Brink” has ongoing benefits promoting local environmental issues. The Butterfly Garden was established to encourage the Eltham Copper Butterfly regeneration.

Broader School Community

We encourage the broader school community to be waste wise by presenting them with environmental friendly alternatives. We actively encourage parents to participate in the maintenance of the natural school environment. Our school participates in various competitions to highlight our positive practices and have been acknowledged as one of the best schools in Victoria for our waste minimisation practices.





EEPS Gardening Program

Our vision for the EEPS gardening program is to provide our school community with an opportunity to work together to provide a unique experience for all involved. Students and the whole school community were involved in the designing and building of the Community Garden. Everyone is engaged in the continual upkeep and nurturing the gardens. This is an exciting learning area to foster curiosity. Students are actively involved in

outdoor activity, working with other children and adults to build, plant, harvest and maintain the garden.

We have now established a Koori Bush Tucker garden, butterfly, succulent, vegetable garden and orchard within the school grounds. The gardens and grounds form part of our extensive environmental and science programs. The ELF garden has a fantasy flower focus for our Early Years students. Students have the opportunity to assist in the creation of garden art and join in the fun of crafty activities relating to the garden. The whole school community will continue to enjoy reaping the rewards and the fruits of their labour when harvesting and devouring the delicious produce they have helped grow in the garden.

Excursions

Activities outside the classroom and school grounds are seen as a fundamental part of a child's learning program. During the year you will be asked to consent to your child attend various excursions.

Consent by a parent or guardian authorising the child's attendance and informing of any necessary medical attention in the event of an accident or illness is done in events on Compass. Payment for excursions and special activities is included in the *Term Excursions and Activities* payment. As an additional safety measure, students must wear full school uniform and an individual ID tag while on excursions. To help on an excursion you must have a Working with Children check and have completed our Parent Helper's Course.



Extended Learning Opportunities (ELOs) Senior learning Opportunities (SLOs)

Extended Learning Opportunities, better known as ELOs, are activity groups involving Years 1 to 4. Student Voice is activated, giving students a role in directing the learning opportunities in which they are involved.



Groups of students from different year levels work together on an activity or skill that they find interesting or challenging. They work with students from different year levels and classes, encouraging them to make new friends and be involved in peer-to-peer learning. Students have the opportunity to work with teachers from across the school and step inside a new and

different classroom. ELO activities are a rich and rewarding way for students to be creative, inventive, to learn from others, make new friends and contribute to their school community.

Senior Learning Opportunities, or SLOs, are offered to our Year 5 students and include being a helping partner for the ELO program as well as many creative and enriching activities.

Health and Physical Education

In the early years our Physical Education program, emphasis is on building confidence, cooperation and enjoyment through fundamental motor skills. Our program seeks to promote the belief that participation in physical activity and maintaining healthy lifestyle choices is essential. This complements our “Active Transport” to school activities.

All students participate in a 50 minute session of physical education building their individual and team skills in gross and fine motor coordination, balance, agility, strength and power. The students engage in team sports learning the rules, skills and sportsmanship. Sporting experiences include netball, basketball, soccer, football, volleyball, korfbal, rounders, bat tennis. In Year 5 and 6 house sports and interschool sport feature.

Participation in the EEPS Athletics carnival, swimming carnival and cross-country competitions are yearly events. Specialised clinics in sports such as lacrosse, football, golf and volleyball also feature. Other **extra-curricular programs** have included road safety and Bike Education, gymnastics, swimming/water safety lessons.

Health based units teach students about the role of food in meeting dietary needs and the factors that influence food choice. The students’ progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

Homework

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning.

Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

In line with the DET guidelines our homework consists of:

- Regular reading (variety of text types)
- Student designed tasks related to classroom foci
- Development of time management skills

Inclusion

Eltham East Primary School is sensitive to the significant individual differences in students’ skills, interests and experiences. Our program for students with disabilities, coordinated by the Assistant Principal, supports students with disabilities to participate in the education programs and social life of the school. Teachers and education support staff, who work with the students and parents, work together to ensure all our students have access to the support they require to maximise their engagement and potential.

Language–Japanese and Global Connections

Japanese is studied at EEPS from Prep to Year 6. Our accredited language teacher provides experiences learning the language and understanding Japanese culture. We also enrich this program with global connections in Asia. We have partnerships with Thailand, Korea, Malaysia and Vietnam. Some of the highlights of the program:

- Visits from delegates and students from overseas
- Japanese Day and Asian Studies Day



Library

The library program aims to develop a love of literature and skills in research and library usage. We have books suitable for the interests and reading levels of all students. Classes have access to the library throughout the week. All students are welcome to borrow from the library during their class's scheduled library time or during one of the lunchtimes where the library is open. Students are encouraged to use a library bag and to borrow on a weekly basis.

Music

The performing arts program is music based but includes elements of drama and dance. The program is based on the Kodály method of teaching music. The Kodály method is a highly regarded teaching approach which:

- is singing-based
- is a sequential, developmental program
- teaches children to sight sing and to read music, skills that can then be applied to instrumental work.



The program also includes instrumental development using both tuned and untuned percussion. Activities are based on the Orff Schulwerk approach.

At Prep to Year 2 the program addresses principles of:

- Dynamics [loud-soft]
- Tempo [fast-slow]
- Sound quality [timbre]
- Rhythm [longer – shorter]
- Beat
- Accent
- Skipping songs and stepping songs
- Phrasing
- Form [same and different]
- Melody [higher- lower]
- Music reading and sight singing

Studies show that consistent teaching of these principles assists children in all areas of their academic work.

At Years 3 to 6 these principles are further developed and form the basis for more complex rhythmic, melodic and tonal learning. Students become more confident sight singers and sight readers and apply their skills to composition and to instrumental work.

The program comprises one 50 minute period per week at each year level.

Junior Rockers is an opt-in after school program designed to teach primary school students music in a fun and contemporary way. On offer are guitar and keyboard lessons. It is a requirement for parents to remain and supervise their children.

Perceptual Motor Program (PMP)

Preps participate in perceptual motor program sessions. During this time the children rotate through a variety of physical activities to improve their spatial awareness, body control, balance, strength, ball handling and hand, foot and eye coordination.

The activities are much enjoyed by the children and their progress over the weeks becomes very evident. Studies have shown that these types of activities assist children in their academic as well as physical development.

Parent help is vital to ensure a safe and effective session.

Percussion, Ukulele Ensemble and Year 2 Strings

The Percussion Ensemble studies at a very advanced level and is involved with its director in the creation of new music for percussion instruments. Students play both tuned and untuned percussion instruments and perform regularly at school, in competitions and by invitation in the wider community.

The Ukulele Ensemble was established in 2018 and they have built a bright and breezy repertoire and perform at assemblies.

In 2022, the Year 2 strings program was introduced. Families have been able to opt into a weekly violin lesson during school hours and this will continue for Year 2 and 3 students in 2023.

School Concert



This is a biennial event offering the opportunity for all Eltham East Primary School children to perform on stage. The program usually consists of each year level performing an item which reflects particular topics undertaken at the school. Students in Years 5 and 6 may undertake extra roles as backstage crew, tutors for younger students. In 2022, we held our long anticipated “All In This Together” production. With over 650 students and staff on the stage for the finale, it was certainly a sight to be seen.

Visual Arts



A specialist program operates in this subject area with students being provided with the opportunity to experience a wide range of media. Activities are planned so that students can extend their skills and express their own creativity. The program comprises one 50 minute period per week at each year level.

All students are expected to bring and wear an art smock as protection for their clothes. It must cover the body and arms with a back opening if possible. The material should be hard wearing with an optional plastic panel at the front. An old, hard wearing shirt (not a business shirt), with elasticised neck and cuffs and sewn through the button holes is suitable.

Connecting Home and School

Assemblies

Whole school assemblies are Monday mornings at 9.00am in the hall. This is a time to celebrate learning as a whole school community. All parents are welcome. It is important that this full school assembly is attended by all students as it supports the development of whole school pride.

EEPS Newsletter and *Learning@EEPS*



The fortnightly EEPS newsletter and fortnightly *Learning@EEPS* are the major communication vehicles between home and school. They contain important information of coming events, administrative processes, interesting school happenings and reports informing you of

programs active in the classrooms. The newsletter is sent electronically to all families and is also available on our website. Items for inclusion in the newsletters should be emailed to the school or left at the school office no later than the Monday morning prior to publication. Advertising space in the newsletters is made available to local businesses.

A Facebook Eltham East Primary School- Official page is not used as a formal information vehicle. It does offer updates and photos of happenings in classrooms and around the school.

COMPASS

Compass School Manager is a parent portal that allows you to access up to date and meaningful information about your child and our school. Compass is a web based system that is accessible on any modern web browser.



Most communication between home and school is delivered via the Compass portal.

Upon receipt of enrolment or at the start of the year every **new** family will receive a separate login to Compass. To access the parent portal, go to our school website

www.elthameastps.vic.edu.au and click on the Compass link on the homepage. Alternatively you can go to <https://elthameastps-vic.compass.education>. When you first log on you will be prompted to change your password, confirm your email address and mobile phone number.

You will receive an email advising you when there is a new item in Compass for you to view.

Click on the link which takes you directly to the Compass log on screen where you will be asked to enter your username and password. These features are currently available:

- Update your registered email and mobile number details
- Approve or enter upcoming or past absences for your child
- Access information regarding upcoming events and news
- Book your three-way conferences
- View up-to-date class and school attendance information
- Provide consent for upcoming excursions
- Pay school fees, charges and contributions
- Access school reports

Parent & Carer Assistance



Parents, stepparents, guardians, nanas and grandpas are welcomed at Eltham East. We invite you to be involved in as many ways as you can. We have helpers providing assistance on incursions, excursions and camps, literacy groups, the making of teaching aids and sport activities. The list is endless and experience is rewarding for both children and parents by extending student access to adult assistance. Invitations to participate in your child's learning are advised via Compass.

Attendance at the **EEPS Parent Helper's Course** is required for parents and volunteers helping in the classroom. Parents are required to sign in at the office and collect a Class Helper Badge upon arrival.

A current Working With Children Check must be held on record at the school office and be produced any time a parent or volunteer is helping in connection with the school.

Reporting to Parents

Parents are provided with two written reports per year, one at midyear and one at the end of the year and two formal interviews -Three Way Conferences. You will be invited to meet with your child and their teacher for this 15 minute appointment.

All students attend the conference with their parents, as involving them in the goal setting and reporting process helps them to understand the importance of their learning. It also allows them to witness firsthand the partnership that exists between the school and home.

Parent/teacher contact is available either by contacting the office for an appointment time or by informal contact with teachers at times other than teaching times, that have been mutually agreed upon.

Appointments with Teachers

Another way we maintain a strong partnership with the community is to encourage you to speak with the appropriate person if you have a question or concern.

The best person to speak with is your child's teacher or the specialist teacher concerned. If, after doing this, you wish to follow this up, the best person to speak to is the team leader. A list of these leaders is published at the beginning of each year and is on our website.

We suggest that it is always **best to make a time** to meet as teachers have meetings and yard duty responsibilities which often make it impossible for them to just 'chat' about an issue. You can contact them personally, write an email or leave a message at the office asking them to phone you. If your concerns continue you are invited to make a time to meet with the Principal or relevant leadership team member.



It is usually best to either visit the office or phone to make a meeting time so that we can concentrate on your concerns rather than be distracted by other responsibilities.

Community Activities

The organising of social activities for the EEPS community is a special part of school life, new members and ideas are warmly welcomed. The aim, under the umbrella of School Council, is twofold:

- To organise social activities and events to bring together the various members of the broader community to mix socially. e.g. event to welcome new parents at Eltham East Primary School during the first weeks of school
- To raise funds to improve the wide variety of resources we provide across the school

The school has a team of volunteers, who target individual special events which have included icy pole sales, Baker's Delight and Sushi Lunches, Pie Drives etc.

Caring Community

When we hear about a situation where there is a need to provide support, the classroom teacher/principal/assistant principal would contact the family to let them know that there is support in the school community and those who would be willing to offer some assistance. Of course, there may be times when there is a need for strict confidentiality, which can also be provided as needed. The aim is to provide care for students, staff and families, in times of stress.



Health and Wellbeing

EEPS Student Engagement and Wellbeing Policy



The school has a student engagement and wellbeing policy which is founded on the assertion that student engagement is the basis for learning and on the expectation that children have the right to be safe and secure at all times. **The school values underpin this policy and supporting programs.**

Part of the policy is the student **behaviour management plan** which encourages students to take responsibility for their own behaviour. It helps them to understand that if their behaviour is not in line with the school values, related

consequences will follow.

The school provides every family with a copy of the student behaviour management plan at the beginning of each school year and we encourage parents to read this document carefully and discuss it with their children. Copies of the policy are available on the school website or from the office.

Student Welfare

All staff are devoted to the welfare of our students. Welfare is on the agenda at all staff and teacher meetings.

A wide range of additional support is available to students with particular needs through programs provided by a number of visiting staff, including a speech pathologist, guidance officer (educational psychologist), the school nurse and visiting teachers for hearing impaired and vision impaired students.

First Aid Officer

A first aid officer provides quality first aid care during daily peak times. The first aid officer contacts parents as deemed necessary regarding injuries and illnesses and acts as a resource person regarding matters pertaining to health and hygiene.

Chronicle entries on Compass provide information and actions to parents whose child has presented at first aid.

All EEPS Staff have basic first aid training and undergo refresher courses in line with DET guidelines. The first aid room is located in the Administration Building.



Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction when a person is exposed to an allergen. Some common allergens are eggs, peanuts, tree nuts (e.g. cashews, hazelnuts), cow's milk, fish and shellfish, wheat, soy, certain insect stings and some medications.

At the beginning of the year every child with a severe allergy should provide an individual Anaphylaxis Action Plan that has been developed in consultation with and signed by a health professional. DET staff are provided education in the recognition of allergic reactions and anaphylaxis and their emergency management.

The school will implement practical strategies including a food sharing process to avoid exposure to known triggers. The school community can support us in caring for the well being of our students by providing school lunches that do not contain the known triggers. These include nuts and nut products, e.g. peanut butter/Nutella and whole eggs or egg sandwiches.

Asthma

It is vital that the school is aware of whether your child suffers from asthma. Every child with asthma (even if it is mild) attending the school should have a **School Asthma Action Plan** completed in consultation with and signed by the child's medical practitioner. This is kept in the first aid room and a copy given to the class teacher and Out of School Hours care. School Asthma Action Plans are available from the first aid officer or the general office. Any changes to this plan need to be communicated to the first aid officers.

Celebrations – Food Sharing Process

We do not share food at school due to the number of children with dietary restrictions. Please do not send food treats to school for the children. If you would like to send a treat for celebrations such as birthdays, Christmas etc... please send tokens or mementos some examples are pencils, balloons, erasers. Food that is sent to school for sharing will be returned.

On a very small number of occasions a celebration may be organised by the school. For these events special arrangements will be communicated to all parents.

Emergency Information

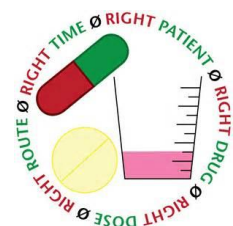
When your child starts at the school you are required to complete a form with details of your child's medical history. Please make sure that this is kept current. Addresses, telephone numbers, work phone numbers and addresses and phone numbers of emergency

contacts must also be kept up to date.

Not having up to date information causes unnecessary concern to an injured or unwell child. The need for updating of information cannot be stressed strongly enough.



Medication at School



All medication should be brought to the office at the start of the day in its original packaging with a completed **Medication at School** authority form (located on the website). No student should be in possession of medication of any type. The exception to this rule pertains to children who have asthma, who are encouraged to have their reliever medication nearby.

Whilst it is not the role or responsibility of teachers to supervise or administer medication, exceptions to this occur when a child with an ongoing illness has need for supportive medication or treatment such that the child's welfare and ability to attend school is not affected. This may occur with children suffering asthma, diabetes, etc. Each case will then be considered on its merits and teacher, parent and principal must be agreeable to the procedures involved. The first aid officer will administer medication for more serious ongoing concerns after consultation with parents. Written instructions outlining the health care professional's directions need to be provided. All medication requests must be made on the Medication at School form.

Notification of Illness or Injury

If your child becomes ill or is injured at school you may, if the circumstances warrant it, be notified to collect your child from the first aid room. If a parent cannot be contacted, the person indicated as an emergency contact on the confidential student information details form will be contacted. In the event that neither parents nor emergency contacts can be located and urgent medical attention is required, at the discretion of the first aid officer or teacher in charge, contact with your nominated local doctor will be made.

If an ambulance needs to be called.....

The responsibility to call an ambulance lies with the staff member present, exercising duty of care.

Parents need to clearly understand that the cost of ambulance transport **will not** be borne by the school. The school does not have insurance to cover costs associated with injuries to students.

Private health insurance may cover ambulance transport but each family needs to check the details of their own cover if they have any. Families can also take out ambulance cover through the Metropolitan Ambulance Service.

Immunisation



All children who begin school in Prep should have completed their immunisation program during their pre school year. It is a legal requirement that an immunisation certificate is presented prior to a child commencing school. There is no immunisation program for Prep to Year 6 children. Families will be advised in Year 7 of the secondary school immunisation program.

Health Assessments

All students in Prep are given a health assessment by the School Medical Service. This includes vision and auditory testing and a general health check up. Parental permission is required before this takes place.

Illness

For the benefit of both your child and other children in the school, please do not send your child to school if he or she is ill.

If your child is to be absent from school due to illness for more than three days, please advise the school of how long they are expected to be absent. Consent via Compass is required.

The Department of Education and Training has a policy regarding the length of time a child should be excluded from school for particular illnesses, some of which are:

Illness

Exclusion of cases

Chicken pox

Exclude until fully recovered or at least five days after the eruption first appears

Conjunctivitis

Exclude until discharge from eyes has ceased

Diarrhoea (all types)

Exclude for 24 hours after diarrhoea ceases

Herpes (cold sores)

Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible

Impetigo (school sores)

Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with watertight dressings

Influenza and influenza type illnesses

Exclude until well

Measles

Exclude until at least four days after onset of rash

Meningitis (bacterial)

Exclude until well

Meningococcal infection

Exclude until adequate carrier eradication therapy has been completed

Molluscum contagiosum

Exclusion not necessary

Mumps

Exclude for nine days or until swelling goes down (whichever is sooner)

Parvovirus B19	“Slapped cheek disease”, “fifth disease”, “erythema infectiosum”. Exclusion is not necessary however the school must be notified. This is in order to protect people at risk of potentially serious complications from parvovirus. The school will inform staff and parents/guardians if there is an outbreak of this virus
Pediculosis (head lice)	<i>Students with live head lice are excluded from school.</i> They may return to school the day after appropriate treatment has commenced. Parents/guardians must inform the school if your child has head lice. For further information refer to the head lice policy or contact the first aid officer.
Pertussis (whooping cough)	Exclude until at least five days after starting antibiotic treatment
Ringworm	Exclude until the day after appropriate treatment has commenced
Rubella	Exclude until fully recovered or at least five days after onset of rash
Scabies	Exclude until the day after appropriate treatment has commenced
Streptococcal infection	Including scarlet fever Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.

For any other infectious diseases you should contact the school before your child returns. If your child has a rash he or she should be assessed by their GP to identify the cause of the rash, so that appropriate action can be taken.

Head Lice Procedures at EEPS

Rationale

While children are at school many families will have contact with head lice. The information contained here will help to treat and control head lice. Head lice have been around for many thousands of years. Anyone can get head lice and given the chance head lice move from head to head without discrimination. Head lice is not a notifiable condition and head lice do not transmit any infectious diseases. People get head lice from direct hair to hair contact with another person who has head lice. This can happen when people play, cuddle or work closely together. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Broad Guidelines

Staff at EEPS will be made aware of the issues pertaining to head lice control, including the Exclusion Table for Infectious Diseases. When head lice are detected, the parents of the children are to be notified. Classes are informed through Compass when cases occur.

An authorised person is one who has been nominated by the Principal to conduct head inspections to check for head lice. This person must be acquainted with head lice inspection procedures that take into account the comfort of the children.

Implementation

- Consent forms for head lice inspection will be given to all new enrolments.
- Consent forms remain for the duration of the child's schooling at EEPS.
- Students with long hair are strongly encouraged to tie their hair back at school.
- Families are encouraged to regularly inspect (preferably once per week) their child/children's hair for lice or eggs using the conditioner and head lice comb method.

Where head lice are detected on a child at school:

- A person authorised by the principal will conduct head lice inspections on children with indications of head lice at school.
- Parents are notified through the Compass first aid system that their child may have head lice.
- Parents will be contacted to make arrangements to collect their child(ren).
- Families in the class will be notified through Compass that head lice may be present.
- Children are able to attend school the day after treatment has commenced providing: appropriate treatment has commenced and the reply slip outlining the treatment is received by the school and the child is checked by an authorised person on the day he/she returns to school and there are no live head lice.
- Presence of eggs and / or new hatchlings is not cause for exclusion.
- An authorised person will conduct a follow up head lice inspection a week after the return of the child to school.

Safety

SunSmart

Based on a cooperative notion where all EEPS community members work together to ensure the safety of our students EEPS SunSmart policy is designed to teach students about their skin and ways to protect it from the sun to prevent skin cancer. It encourages them to protect themselves now and develop good habits for the future.

All students are to wear a school SunSmart hat during recess and lunchtime and for all outdoor activities line with SunSmart guidelines. Students are given reasonable time to apply their own sunscreen prior to recess and lunch. **We remember to put hats on in September and hats are away the 1st of May.**



Yard Supervision



The schoolyard is officially supervised from 8.50 am until 9.00 am before school and from 3.30pm until 3.50 pm each afternoon.

At recess (10.40am to 11.10am) and lunchtime (1.00pm to 1.50pm) teachers supervise children in the playground and are easily identifiable in their brightly coloured, iridescent vests. Teachers also carry a first aid bag to treat minor scrapes and have special cards they issue to students if they need to attend the first aid room.

Dogs in School Grounds

As potentially dangerous incidents can occur, we request that dogs are not brought into the school grounds. We simply cannot compromise the safety of our students.

Access and Transport

Access Points

We provide access to the school for parents and visitors from both Grove Street and Luck Street. In line with occupational health and safety best practices, all visitors and classroom helpers are requested to report to the Administration building to sign in and receive identification lanyards.

Car Parking

The car park inside the school grounds is for staff cars only.

Parents collecting or dropping off children by car should park with careful regard to the safety of children and the free movement of traffic, either:

- ✦ On the north side of Luck Street
- ✦ Along both sides of Grove Street where permitted
- ✦ The small Grove Street car park is only available for parking during the hours of 9.30am and 2.30pm. The gates will open at 4.00pm for after school care pick up.



We ask parents to exercise absolute care in these restricted parking areas. The signage and designation of car parking on the surrounding roads is under the jurisdiction of Nillumbik Council. Parking officers frequently patrol these areas.

School Crossings

School crossings with attendant supervisors are provided in Main Road, Beard Street, Luck Street and at two points in Grove Street. Children walking to school or crossing to meet parents in cars should be directed to use the crossings.



Parents should note that these crossings are supervised by employees of Nillumbik Council and only supervised until 9.00am in the morning and 4.00pm in the afternoon.

Walking School Bus™



In an effort to ease traffic congestion and improve the safety, health and fitness of pupils, several Walking School Bus™ routes were established in 2004.

For 2023, we require adult volunteers to supervise these routes.

A Walking School Bus™ requires two trained adult volunteers who walk along a predetermined safety audited route. Children wait with a parent/carer at designated “bus stops” where they join the walk to school.

Parents/carers must sign a consent form for children to join the Walking School Bus™ and children are required to sign a behavioural agreement. Trained parent volunteers who act as “drivers” and “conductors” are identified by a brightly coloured vest.

Training for volunteers involves a one and a half hour training session which covers issues such as safety, first aid, traffic management and emergency procedures. Volunteers are required to undergo a Working with Children check.

For more information or if you would like to be trained as a volunteer walker, please contact **Mr Tyndall, Assistant Principal, on 9439 9793.**

Bicycles and Scooters

For safety reasons it is school policy that:

- Parents/carers are responsible for children riding bicycles, skateboards or scooters to and from school.
- Before the **age of nine or ten years**, children should not ride without adult supervision. Depending on their cycling skills and experience, some children over this age may still require supervision.
- Bicycle, skateboard and scooter security is the child's and parent/carer's responsibility.



It is vital that students travelling to school on bicycles, scooters and other wheeled recreational devices do so in a safe manner. Parents need to be confident that their child is a safe rider. It is Victorian law that helmets must be worn while riding to and from school. It is School Council Policy that students are not to ride any of these devices in the school grounds.

The consequences for students who do not follow this school policy are that they will lose their chance of riding to school for a specified period of time.

Parents will be contacted where a child does not wear a helmet and/or has been reported to have been riding in an unsafe manner.

We ask parents for support in the implementation of this important safety policy.



School Uniform

The wearing of full uniform at Eltham East Primary School is compulsory and we offer a number of choices to suit different needs. Footwear at school needs to be safe for the conditions and activities the students engage in; thongs and open toed sandals are not allowed.

The uniform shop is located on level 2 and operates each Monday and Wednesday from 8:45am to 11:15am. Uniforms may also be ordered through the office on any day of the week, using an order form which is available from the office or on the website. Payment may be made by cash/cheque/debit card or credit card (MasterCard or Visa).

Uniform items are:

Jumpers with school logo

Purple bomber jacket
Purple hooded jumper

Polo Tops with school logo

Purple short sleeve polo
Purple long sleeve polo
Purple and gold polo

Dresses

Plaid summer dress
Grey winter pinafore

Accessories with school logo

Slouch hat or bucket hat (A hat is compulsory 15th August to 30th April)
Winter beanie
School bag (this is our preferred school bag)
Communication folder



Items available from the uniform shop and or external retailer

Pants: Plain solid black

Track pant reinforced knee
Straight leg pant
Leggings (not available from the uniform shop)

Shorts and Skorts

Plain solid black
Please note – shorts/skorts to comply with the SunSmart policy

Items to purchase from external retailer

Footwear

Black leather school shoes
Sports shoes
Please note – shoes are to have enclosed toes

Accessories - other

Art smocks
Black or white long sleeve top to wear with winter pinafore

Dress Code

It is school policy that all students wear school uniform.

Footwear

In the interests of safety, all footwear will have closed toes and be such that students can participate safely in physical education and sport. Thongs or open toed shoes are not permitted to be worn at school.

Hair

Hair should be neat and tidy. Students are encouraged to tie long hair back for safety and health reasons.

Makeup

Students are not permitted to wear makeup at school.

Jewellery

For safety reasons, only sleeper and stud earrings are able to be worn, no other jewellery except a tight fitting watch is permitted.

Additional Requirements

Parents are asked to provide the following for their children:

- A library bag
- An art smock
- A lunch box
- A drink bottle



Lost Property



Clothing, bags, lunch boxes, etc found around the school are placed in the lost property area. Items are sorted by volunteer parents into named and unnamed. The named items are returned to students, the unnamed items remain in the cupboard until the end of term. All clothing should be clearly marked with the owner's full name.

Children are encouraged to leave precious items such as watches, jewellery, electronic devices at home.

In the event that property belonging to other children makes its way to your home, please send it back to school as soon as possible.

Financial Information

Parent Payments

School Councils are responsible for developing and approving school-level parent payment charges in line with the DET Parent Payment Policy. We can ask for contributions from payments under three categories – Curriculum Contributions, Other Contributions and optional Excursions and Activities

Curriculum Contributions

Prep \$144 Years 1-6 \$125-136

Curriculum Contributions are voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum. They include all the consumable items and resources that students use, make or take home throughout the school year.

Book packs are a part of the Curriculum Contributions. Parents are asked to supply stationery for their child at the beginning of the year. This can be organised through the school but parents have the option to source their own supplies.

Note: If parents/guardians choose to provide equivalent materials themselves, this should be done in consultation with the school, and items should meet the specifications provided by the school. However, there are some items (e.g. food provisions for cooking) which, due to their nature, can only be provided by the school.

Optional Items and Activities

In addition to the Curriculum Contributions parents have the opportunity for their child/ren to participate in other activities as part of their school experience. This category is called 'Optional Items and Activities'. Items and activities that enhance or broaden the schooling



experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

Excursions and special activities are an important part of the day-to-day programs and we encourage full participation. Parents are notified at the beginning of the school year of the expected costs of these activities throughout the school year.

Voluntary Other Contributions

EEPS Kitchen Garden

Parents and carers are welcome to make specific voluntary contributions towards supporting our EEPS Kitchen Garden program.

ICT infrastructure

Parents and carers are welcome to make specific voluntary contributions towards supporting our continual upgrade of ICT equipment to enhance the Digital Technologies curriculum.

Building and Maintenance Fund

Your contribution is invited to the Building and Maintenance Fund which will be used to continue to improve and maintain our buildings.

Donations to the Building and Maintenance Fund may be claimed as a deduction for income tax purposes.

Donation to the Library Fund

Your contribution is invited to the Library Fund which will be used to update and extend the supply of high quality literature and reference materials available to our students.

Donations to the Library Fund may be claimed as a deduction for income tax purposes.

Financial Assistance

Parents who anticipate financial difficulties in meeting costs for student requisites and school charges and/or term excursions and activities should contact the school office to arrange an alternative payment plan. All discussions are treated with sensitivity and in the strictest confidence.

Extra-Curricular Camps, Sports & Excursions Fund (CSEF)

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF.

The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is \$125 for primary school students.

Outside School Hours Care (OSHC)



Eltham East Outside School Hours Care (OSHC) provides high quality care by ensuring a safe, stimulating and caring environment for all children inclusive of their age, abilities, background, gender and race. We provide a service that supports and nurtures children's wellbeing and enhances their development through different experiences and opportunities. Through these experiences' children will develop friendships, independence, positive attitudes and respect. We offer care for both before and after school hours.

The OSHC program operates under the guidance of the Eltham East Primary School Council. The program is licensed with the Department of Education and Training, and is bound to follow the National Law and Regulations outlined by The Australian Children's Education & Care Quality Authority (ACECQA). OSHC operates from the school hall and various sites on the school grounds, all of which have been approved by the Department.

HOURS OF OPERATION

Before School Care (Breakfast provided <u>until 8:00am</u>)	6:45am to 8:45am
After School Care (Afternoon tea provided)	3:30pm to 6:30pm
Pupil Free Days (Breakfast and afternoon tea <u>only</u> provided – no lunch or morning tea served unless otherwise stated)	7:00am to 6:00pm

ENROLMENT AND ATTENDANCE

The service uses the QK Enrol System. Families are required to complete an enrolment form for each child, using the parent portal called My Family Lounge (MFL). Families need to print, sign and hand this enrolment form into the OSHC Office with bank details, copy of their immunisation history and any medical information uploaded.

Through My Family Lounge families will be able to:

- Manage their own account information
- Make booking requests through the QK enrol system
- Provide and update information including medical, diet and emergency contacts.

FEES

Before School Care Permanent	\$17.00
After School Care Permanent	\$21.00
Pupil Free Days	\$55.00
Casual Before School Care	\$19.00
Casual After School Care	\$23.00

Eltham East OSHC parents that are approved by the Family Assistance Office (FAO) are entitled to claim Child Care Subsidy (CCS).

CONTACT NUMBERS

For all bookings, cancellations or general enquiries please feel to contact the service by:

Email: oshc.eltham.east.ps@education.vic.gov.au
Phone: 9431-2228 or 0419 754 939

Eltham East Primary School

