Parents’ Handbook

Shepherd Road, Glen Waverley, Victoria 3150
TelephoneNumber: 03 9560 0471

www.mountviewps.vic.edu.au
School Contacts

School Office
Tel: 9560 0471 Fax: 9560 8750

Principal
Colin Dobson
dobson.colin.j1@edumail.vic.gov.au

Assistant Principals
John Kennedy
kennedy.john.g@edumail.vic.gov.au
Alison Rees
rees.alison.m@edumail.vic.gov.au

Accounts Manager
Joanna Meehan

HR Manager
Lesley Shipston

Reception
Sharyn Asquith

Deaf Facility Coordinator
Sara Kenfield

Library Technician
Helen Styles

School Council President
Mark Dean
dean.mark.d@edumail.vic.gov.au

Parents' Association President
Tony Lee: Tel: 9561 4295

School Email
mount.view.ps@edumail.vic.gov.au

School Website
www.mountviewps.vic.edu.au

Family Services

Before School Care
School days 7.00 - 8.45 a.m.
Contact: Camp Australia
8851 4140 or 9574 8712 (during hours above)

After School Care
School days 3.30 - 6.30 p.m.

School Nurse
School days 10.30 a.m. - 3.30 p.m.
Contact: Carol Pickford
9561 3905 (during above hours)

Canteen:
Open every school day.

Services by CMS
Menu supports healthy eating guidelines

Term Dates for Students

2012
Term 1: 1 February to 30 March
Term 2: 16 April to 29 June
Term 3: 16 July to 21 September

2013
Term 1: 29 January to 28 March
Term 2: 15 April to 28 June
Term 3: 15 July to 20 September
Mount View Primary School is a Victorian Government school located in Glen Waverley, Victoria, Australia. The location offers a selection of preschools and government and private secondary schools. Excellent community facilities, including recreation parks, are in close proximity.

The school is recognised for its high academic standards and the outstanding achievements of its students, matching the high aspirations of parents for their children. Our aim at Mount View PS is to enable students to become life-long learners and to equip them with the academic and life skills in order for them to be responsible citizens in a rapidly changing global world.

In 2008 Mount View began its journey as a Candidate International Baccalaureate School (IB) and in 2012 we will continue to implement the Primary Years Programme (PYP) across all areas of our learning and teaching practice. In the PYP the importance of the traditional subject areas is acknowledged: language, mathematics, social studies, science, the arts and personal, social and physical education are specified as components of the PYP curriculum model. Overall expectations for each subject, within each age range, are specified in detailed scope and sequence documents.

At Mount View PS, as a Victorian Government School, these expectations are outlined in our Victorian Essentials Learning Standards (VELS) documents. The PYP does not replace the curriculum set by the Victorian Government but rather integrates all subjects traditionally taught under the ‘umbrella’ of this approach.

Our school motto is Achieve Succeed Together.
Our Mission is: Mount View Primary School provides challenging and engaging programmes which promote inquiry and reflection to develop internationally minded citizens.

Our Vision is: People who are motivated, compassionate, life-long learners helping to create a better and more peaceful world through intercultural understanding and respect.

The social environment is based on students developing and demonstrating all attributes of the IB Learner Profile – balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, risk taker, reflective and thinker. Inclusive in this is the development of the IB PYP Attitudes of appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Learning programs are conducted in three broad domains: Physical, Personal and Social Learning, including Health and Physical Education; Discipline Based Learning, including English, Mathematics and Science; Interdisciplinary Learning, including Information and Communications Technology.

These learning domains provide a developmental learning continuum beyond the seven years of primary education, by soundly preparing students in lifelong learning skills including transition to secondary education.

The school is also noted for its sporting achievements and exceptional programs in visual arts and performing arts, including music and musical instrument tuition. The school’s Language Other than English (LOTE) is Mandarin. Students with special talents are challenged by individual and group classroom programs and those who require additional support are assisted within the classroom and through special programs such as Reading Recovery and individual tutoring.

Health is a key focus and a school nurse program provides daily support to students. Eating fresh fruit, drinking water and taking sun protection are established student practices and supported by staff. Health, safety and the wellbeing of students and staff are high priorities.

The school is set in extensive, secure grounds and has an ICT Learning Centre and specialist areas for visual arts, performing arts and physical education. The spacious Library contains a wide range of reading and resource material. ICT systems in each classroom also support student learning from the Preparatory Year to Year 6. The school is committed to continuous improvement and collects performance data, including parent opinion, to inform improvement initiatives.

The Mount View Primary School community is culturally diverse. Community building and engaging parents as partners in their children’s learning are key focus areas.

The school expertly provides for students with disabilities and impairments with appropriate support and specialised learning programs, particularly for students who are deaf or hearing impaired.
Staff offer experience and enthusiasm, are committed to their own learning and are proud to be members of the school community. Staff are exemplary role models in their relationships with colleagues, parents and students. The school strives to provide a harassment-free environment for students and staff, and principles of employment merit and equity are valued and applied. The School Council and the Parents Association are very active in promoting community involvement.

**School Strategic Plan to 2010 - 2013**

- To ensure that all students attain literacy and numeracy performance standards appropriate to their learning capacity.
- To provide an individually enriching curriculum for all students through the implementation of the Victorian Essential Learning Standards and the International Baccalaureate Primary Years Programme (IBPYP) that reflects students’ interests and widens their understanding of the world and their place in society.
- To provide a safe and socially secure school environment for students, staff and the community, and promote positive contributions to wider environments.
- To implement and continually improve an effective Prep transition program and Middle Years transition program.
- To improve student transition from level to level throughout the school in alignment with the Victorian Essential Learning Standards of learning.
- To establish links with other schools; locally, nationally and internationally.

**School Council**

The role of the School Council is to serve the interests of Mount View Primary School students and staff and to promote the school in the wider community.

The School Council is a legally constituted body obligated under the Education and Training Reform Act (2006) to fulfil the following responsibilities:

- developing the strategic plan (the document that tells people what the school wants to achieve in the future and how it plans to get there);
- approving the annual budget (the financial plan for the calendar year that tells people how the school is going to provide money so it can implement its strategic plan in that year);
- setting and reviewing policies (guiding principles designed to influence decisions, actions that the school makes);
- developing, reviewing and monitoring both the Student Code of Conduct (how the school expects students to behave, how bullying will be managed and the school's approach to managing student behaviour) and the School Dress Code (this includes how students are expected to dress during school hours including travelling to and from school, if the school has a uniform and what that looks like, and any arrangement with clothing suppliers that the school might enter into);
- raising money for things that the school needs;
- making sure the school’s grounds and buildings are maintained;
- entering into contracts for things like cleaning the school or a school council building project;
- creating interest in the school within the community; and
- principal selection.

**The Constituted Membership of the School Council:**

The Mount View Primary School Council shall be constituted as follows:

- Maximum of 9 parents elected by the parents of students.
- Maximum of 5 staff members elected by the School Staff.
- One Parents’ Association representative.
- The Principal is a member ex-officio.
- Maximum of 3 persons co-opted by the School Council if deemed necessary.
All parents are eligible for nomination to the School Council, with those elected normally serving a two-year term, being eligible for re-nomination when their term expires.

School Council meets at least eight times each year and parents are welcome to attend. The various sub-committees of School Council meet at least once per Term.

**School Hours:**
There is a school assembly each Monday afternoon in the Physical Education Centre at 2:50 p.m. The Educational program begins at 9:00 a.m. Students should be at school **8:45 am** and have access to classrooms at 8:50. **The school ground is supervised from 8:45 each day until 3:45 p.m.** Students still in the grounds after 3:45 p.m. will be supervised at After School Care and normal charges will apply.

Morning recess is 10:40 – 11:10 a.m. Luncheon recess is from 12:50 p.m. until 1:50 p.m. Children eat lunch in their classroom. The school day concludes at 3:30 p.m. and at 2:30 p.m. at the end of terms 1, 2 and 3, and 1:30 p.m. on the last day of the school year.

The school buildings are secured between 9:15 and 3:15 each day and visitors may only enter through the main entrance off Shepherd Road during these times and **must sign** in at reception.

**Early Leave/Late Pass**
An **Early Leave Pass** must be prepared by the office staff for the class teacher if a child is being collected by a parent, or other responsible person, prior to 3:30 p.m. Please notify the office if your child is to be collected by another person. If your child is late to school parents will have to fill out a **Late Pass** to give to your child’s teacher.

**Community Building Programs**
In addition to joining School Council and the Parents’ Association, there are many opportunities when parents will be invited to participate in school activities. These include:

- Curriculum Information Forums
- Performing Arts Evenings
- Cultural Festivals
- School Carnival
- Social Evenings
- Classroom support for teachers
- Library processing
- Accompanying school excursions/camps as a group supervisor
- Assisting and coaching of sports teams
- Assisting with Perceptual Motor Program activities
- Giving talks on crafts, travels and special skills
- Assisting with the Annual Art Show/Carnival

**Uniform**
School uniform is strongly supported by Mount View families. A SunSmart hat is compulsory headwear in Terms 1 and 4. Our School Council believes that the uniform provides children with a proud identity and helps to develop in a child a sense of belonging within the school community. It also provides a measure of security when groups are on excursions. A uniform list is provided upon enrolment.

**Reports to Parents**
Parents are encouraged to contact teachers or the Principal/Assistant Principals at any time if information or assistance is required in relation to a student’s academic or social progress.
Student Report Cards are issued at the end of terms two and four and opportunities for a discussion with class teachers in relation to reports are provided. Students are invited to take an active part in goal setting and reflecting on their progress. Mount View’s reports are based on Victoria’s Essential learning Standards (VELS) and provide a comparison of progress against these highly regarded courses of study.

Curriculum Overview

Mount View is on a learning journey as a Candidate International Baccalaureate School (IB) and is implementing the Primary Years Programme (PYP) into its learning and teaching practice. At the heart of the programme’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

At the heart, the IB organisation is motivated by a mission to create a better world through education. It promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

The Primary Years Programme is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

The PYP:

- enables teachers to make connections between learners’ existing knowledge and their individual styles of learning, in the context of new experiences, by providing opportunities for children to build meaning and refine understanding, principally through structured inquiry.
- believes that teachers’ structuring of new experiences, and support of children’s ideas of new experiences, is fundamental to the process of incremental growth of knowledge and formation of concepts.
- emphasises that children’s learning, and their attempts to make the world around them understandable, are essentially social acts of communication and collaboration.
- emphasises the importance of children making connections between their experience and the incremental pieces of new information they encounter.
- supports the child’s struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identifying what is real and what is not real, to acknowledging what is appropriate and what is not appropriate.

To do this the child must integrate a great deal of information and apply this accumulation of knowledge in a cohesive and effective way. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems.

IB Mission

In being an IBO PYP Candidate School, Mount View aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural
understanding and respect. We encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

We aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**What do we want learners to be? - IB PYP Learner Profile**

| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

**What do we want students to feel, value and demonstrate? - IB PYP Attitudes**

| Appreciation | Appreciating the wonder and beauty of the world and its people. |
| Commitment | Being committed to their own learning, persevering and showing self discipline and responsibility. |
| Confidence | Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices. |
| Cooperation | Cooperating, collaborating, and leading or following as the situation demands. |
| Creativity | Being creative and imaginative in their thinking and in their approach to |
problems and dilemmas.

<table>
<thead>
<tr>
<th><strong>Curiosity</strong></th>
<th>Being curious about the nature of learning, about the world, its people and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empathy</strong></td>
<td>Imagining him/herself in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</td>
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<tr>
<td><strong>Enthusiasm</strong></td>
<td>Enjoying learning and willingly putting the effort into the process.</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Being honest and demonstrating a considered sense of fairness.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Respecting themselves, others and the world around them.</td>
</tr>
<tr>
<td><strong>Tolerance</strong></td>
<td>Being sensitive about differences and diversity in the world and being responsive to the needs of others.</td>
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**What do we want students to be able to do? - IB PYP Skills**
The five sets of transdisciplinary skills acquired in the process of structured inquiry are:

- thinking
- communication
- social
- research, and
- self-management skills

**School Goals**

**Curriculum Achievement**

✓ To ensure that all students attain literacy and numeracy performance standards appropriate to their capacity as learners.

**Curriculum Provision**

✓ To provide an individually enriching curriculum for all students based on the eight key learning areas that reflects students’ interests and widens their understanding of the world and their place in society.

**Environment**

✓ To provide a safe and socially secure school environment for students and staff, and promote positive contributions to wider environments.

**Management**

✓ To develop an effective and vibrant professional learning community to support staff in pedagogical and leadership skills.

**Resources**

✓ To develop and maintain resources and facilities according to identified school priorities and available finance.

**Essential Agreements** (Student Code of Behaviour & Staff Code of Practice)
Each class, and team of teachers, develops its own personalised Essential Agreement outlining how each group will work and learn together to achieve the schools mission and goals outlined above. These are displayed throughout classes and offices.

As part of developing each Agreement, students and teachers have also negotiated strategies, roles and responsibilities, and discussed consequences of not working towards that goal.
Curriculum – Victorian Essential Learning Standards (VELS)

The Victorian Essential Learning Standards (VELS) are a whole school curriculum framework which has three interwoven purposes:

To equip students with capacities to:
- manage themselves and their relations with others
- understand the world and act effectively in that world
- prepare themselves for success in education, work and life.

These purposes are achieved through the three illustrated core, interrelated strands.

The Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning strands are entwined with each other and detail the knowledge, skills and behaviours required by students if they are to achieve the three purposes.

The strands are to be applied across the three stages of learning: Years Prep – 4 (Laying the foundations), Years 5 - 8 (Building breadth and depth) and Years 9 and 10 (Developing pathways).

Each school has the responsibility of designing a curriculum, using the three strands, to enable all students to achieve the essential state-wide learning standards.

The Victorian Essential Learning Standards provide an approach to curriculum from Prep to Year 10 for all Victorian Schools. The Standards outline what is important for students to learn and develop during their time at school. They are designed to encourage deep understanding of essential knowledge, skills and behaviours. The Standards are also used to plan student learning, assess student progress and report to parents.

Students continue to develop knowledge and understanding in the traditional subject areas, such as English, Science, Mathematics, Humanities, Languages and The Arts. These traditional areas are closely linked to other key learning areas of physical, personal and social skills development and the ability to apply knowledge to the real world such as building social relationships, developing thinking skills and communication.

The Standards aim to meet the challenges of preparing young people for a world in which knowledge is highly valued and constantly changing, a world in which work, society, community and personal relationships are subject to increasingly complex pressures. Young people need a broad range of knowledge and social, personal and thinking skills to be successful.

Assessment ~ Testing Program

- Pre and post tests such as; ‘What do you know? What do you want to know? What did you learn?’ are undertaken with students for teachers to use this information about the students' knowledge, skills and behaviours to inform their teaching and assessment.
- A variety of tools and tests are used by teachers for observing, recording and analysing a student’s abilities in order to inform future teaching. These include: Standardised and diagnostic tests, as well as observational surveys
- Appointments and informal meetings are requested when necessary & formal interviews are conducted half yearly
- Written reports are provided to parents twice a year at mid-year and end of year
✓ Individual Learning Improvement Plans (ILIP’s) have a specific focus and are a record of what is being done to assist students requiring additional assistance to achieve short and long term learning goals. Parents are notified and are asked to be supportive of the goals at home. Individual Learning Plans are signed off when the goal has been achieved.

**Student Portfolios**

Portfolios are a collection of evidence to demonstrate individual student growth and development using:
- work samples and tests that are completed each term
- samples from a variety of VELS Domains, Dimensions and specialist programs
- student learning goals - each child records their personal aims for the year
- Student self assessment may include such things as; handwriting expectations, spelling, record chart of results
- Peer assessments, reports

**Catering for individual learning needs**

All Mount View teachers have been trained in programs which identify and support the wide spectrum of student talent and abilities. Additional programs which identify and develop the abilities of gifted and talented students include lunchtime and after school chess tuition and a range of competitions with students from other schools. These include:
- Excursions and visiting programs are offered on a regular basis and are linked to the current unit of study
- School camp ~ begins with a Year 2 sleep over to prepare children for the Year 3 - 6 camping experiences
- Other enrichment opportunities include:
  - School Concerts
  - Instrumental Music Program
  - Chess Club
  - School Band
  - Choir
  - Involvement in external competitions e.g. ICAS, Maths Olympiad, Science Talent Quest, etc.
  - Art club

Those students who require additional support are assisted within the classroom and through other support programs, with advice and guidance being sought from a wide range of professionals including a: Psychologist, Audiologist, and Speech Therapist.

**Home Learning (Homework)**

- Teacher’s role: To set achievable learning goals
- Students’ role: To practise reading and learning tasks.
- Students may also need to complete unfinished class tasks.
- Parents’ involvement: To encourage and support your children’s learning and education, particularly homework tasks that are to be completed and practised at home.

**Parents’ Support**

Learning at Mount View is a partnership between a student, their family and our school. It can only be successful when all three parties work closely together for the benefit of the child. Please be actively involved in all aspects of your child’s education. E.g. Participate in school activities, join committees, read newsletters and notes, but most importantly talk to your child’s teacher. A quick conversation or email is sometimes all that’s needed to explain what might be happening at home or at school that could be having an impact on your child’s learning; be it a celebration or an issue. This also sends a strong message of support to your child and demonstrates our shared belief in him/her.
Student Welfare Policy

1. General:
Student welfare is a cornerstone of all the school’s policies, programs and activities. It addresses the health, safety, wellbeing and guidance of students and recognises that all young people need care and support as they grow towards maturity. Welfare encompasses the physical, social, emotional and educational growth of students. Instances of bullying are managed in the context of this policy.

Student welfare is a fundamental aspect of all staff roles and the school requires the best possible strategies to support the creation, maintenance and development of students’ individual and collective wellbeing.

2. Outcomes:
2.1 To create, and continually improve, an environment that provides a sense of belonging, especially by peers, and promotes wellbeing.
2.2 To ensure strategies for primary prevention are established and built into the school’s protocols and programs.
2.3 To design and implement early intervention strategies to reduce risk and strengthen the coping skills of vulnerable students.
2.4 To provide appropriate intervention programs, preferably in partnership with parents, for students in crisis or chronic difficulties, including social difficulties and bullying.
2.5 To promote adherence to mandatory reporting requirements.
2.6 To prepare, and implement as required, strategies to support students dealing with trauma.
2.7 To provide staff with appropriate support to fulfil their student welfare responsibilities.