

# PREPS- 2016



KENT PARK PRIMARY SCHOOL



Together  
Everyone  
Achieves  
More

*EVERY CHILD, EVERY OPPORTUNITY to SHINE*

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## BEGINNING SCHOOL

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# HOW TO ENROL YOUR CHILD

1. Fill out the special admission form and card, available from school.
2. Provide us with proof of the child's age (e.g. Birth Certificate/Extract of Entry) - this can be photocopied at school.
3. Bring the child's Immunisation Certificate which may be obtained from Knox Council Offices.

N.B. Your child must turn at least 5 years old by 30<sup>th</sup> April of the year of entry to school.

PLEASE ENROL AS EARLY AS POSSIBLE - Prep enrolments are to be finalised at the end of July.

The Kent Park Primary School "Transition from Kinder" program on page 7 of this booklet (blue page), outlines the way the school supports kinder age children to become ready for entrance to school.

The Kent Park Primary School "Beginning School" handbook has been provided to assist parents and students with preparations for primary school.

We look forward to seeing you at Kent Park Primary School.

Alison Macauley  
Principal

Glenda A'Vard  
Assistant Principal



Dear Parents/Guardians,

Welcome to Kent Park Primary School.

Our primary goal is to provide and promote a healthy, supportive and secure environment for all children. We feel most privileged to be given the opportunity to nurture the social, emotional and educational needs of your child for the next seven years.

Kent Park has an established tradition of excellence where the highest standards are expected and maintained. The school enjoys an outstanding reputation through its provision of quality learning programs. The school's dedicated classroom teachers, support staff and leadership team are strongly committed to maximising each child's potential and providing *every child with every opportunity* to succeed.

This information booklet has been produced to help provide answers to some of those important questions you may want to ask. Please don't hesitate to contact the school if you have any other queries regarding the school which are not covered in this booklet.

The *Kent Park Primary School 'A – Z' Information Booklet* is also available on the website.

We look forward to developing a strong partnership, one which reflects and fosters a shared responsibility for your child between school, home and the community.

Yours Sincerely,

Alison Macauley  
Principal

Dear Parents/Guardians,

Welcome to the Junior School of Kent Park Primary School. Your child's first year at school is an exciting and important time in his/her life. With your support, the teachers at Kent Park Primary School will endeavour to make this a very positive and successful experience, as your child takes the first steps towards becoming a literate, numerate, happy and independent member of our society.

Our programs are designed to encourage your child to achieve success to his/her maximum potential. With a positive approach to your child's school, an awareness of the skills required and the provision of a caring, supportive environment, you will help your child to face new situations and respond positively to challenges. The classroom teachers provide a safe and happy environment where the children are valued, praised and encouraged to 'have a go'.

The early weeks at school can be very tiring and at times overwhelming for Prep children, especially on days of high temperatures, even with air conditioning. We endeavour to adapt our program during this time to ensure that children do not become over tired, as this can produce anxiety and some stress. We are careful to provide a relaxed and happy environment, thereby laying the foundation work for a positive and enthusiastic attitude to school, for all beginning students.

The information provided in this booklet is designed to answer queries regarding organisation and curriculum. However, Junior School Staff are always happy to discuss individual concerns with you after school hours and appointments can be made to speak with either Alison or myself.

We are looking forward to working together with you and your child over the next few years.

Yours Sincerely,

Glenda A'Vard  
Assistant Principal

# TRANSITION FROM KINDERGARTEN

At Kent Park Primary School, we have developed a comprehensive Kinder to Prep transition program which has been very well received by parents and teachers and is of excellent benefit to the children.

1. **March** Kindergarten teachers are invited to visit new Prep classes/consult with teachers re settling in of individual students from last year.
  
2. **May** Kindergarten communities invited to visit the school during Education Week  
\*\*\* **Enrolments** All 2016 Preps preferred be enrolled by 31<sup>st</sup> July, 2015.
  
5. **Term 3**
  - (a) Excursion to Kent Park Primary School– Transition sessions begin for all children enrolled for Prep at Kent Park.
  
  - (b) Information Evening for Parents N<sup>o</sup> 1 “Readiness For School”  
(Parents will be advised of times and dates in the forthcoming transition Newsletters).
  
6. **Term 4**
  - (a) Transition visits for children enrolled into Kent Park Primary School to include experiences in current programs:
  
  - (b) Proposed **Prep Orientation Day - Tuesday, 9<sup>th</sup> December, 2015.**  
Children to meet teachers and work in their new classrooms.
  
  - (c) Information Evening for Parents N<sup>o</sup> 2 on Wednesday, 10<sup>th</sup> December, 2015  
from 7.30 pm to 8.30 pm - meet the teachers, Questions and Answers.
  
8. **Term 4** Meeting with Kindergarten teachers to discuss the individual needs of students enrolled at Kent Park Primary School and classes for the new school year. A brief questionnaire is sent home requesting parents to complete and return to school in the pre-paid envelope.

## 2016 PREP ARRANGEMENTS

### *FIRST DAY*

**Prep children will commence school: Friday 29<sup>th</sup> January 2016 at 9.00am and will be dismissed at 3.30pm.**

**(Teachers commence on Wednesday 27<sup>th</sup> January 2016 and students from Year One to Six begin school on Thursday 30<sup>th</sup> January 2016 unless otherwise advised).**

Prep children will have a 4 day week at school attending on Monday, Tuesday, Thursday and Friday until the first week in March. From then on the children will attend school for the five days with the rest of the school. The four free Wednesdays will be a welcomed rest day for the Prep children and the teachers will use this time to assess the children individually as required by Department of Education. During the first week of school, the Prep teachers will make an appointment time for each child on one of these Wednesdays.

**Prep children will commence school for 5 days a week from Monday 28<sup>th</sup> February 2016.**

### *2016 TERM DATES*

- Term 1: 27<sup>th</sup> January to 24<sup>th</sup> March
- Term 2: 11<sup>th</sup> April to 26<sup>th</sup> June
- Term 3: 11<sup>th</sup> July to 16<sup>th</sup> September
- Term 4: 3<sup>rd</sup> October to 20<sup>th</sup> December

### *SCHOOL TIMETABLE*

- 9.00 am Start
- 10.40 am - 11.10 am Recess
- 12.50 pm – 1.00pm Supervised Lunch
- 1.00 pm - 1.40 pm Lunch play
- 3.30 pm Dismissal

(These times may change)



### ***EARLY CHILDHOOD LEARNING - TRANSITION TO PRIMARY SCHOOL***

Early childhood is acknowledged as being the period from birth to eight years of age.

It is attributed as being a separate and coherent period of development.

#### ***CHARACTERISTICS OF EARLY CHILDHOOD LEARNING:***

- \* pre-logical thinking
- \* a developing conscience and perception of morality - i.e. what's fair and just
- \* decreasing egocentricity - i.e. thinking only of yourself
- \* a developing ability to take into account the feelings and views of others.

In developing curriculum programs for children at this level, we take into account:

- a variety of backgrounds and home experiences
- a diversity of learning rates
- the need for a range of learning experiences which consolidate, challenge and extend the variety of skills children already possess
- that learning occurs through the interaction of thinking with active exploration.

A developmental approach based on children's acknowledged individual differences is seen as the preferred approach for catering for the widest variety of needs at early childhood level.

At Kent Park Primary School, we:

- believe that all children learn things at different rates, have different interests and cannot be expected to achieve the same objectives at the same time
- have a learning environment emphasising active exploration and interaction, discovery and understanding of the environment, communication and play
- have adopted an inquiry approach to learning which is child centred, interest based, promotes problem solving and fosters self-esteem and individual differences.

#### ***PREP ENTRY ASSESSMENT PROCEDURE***

The Department of Education has introduced the English Online Interview. Teachers carefully assess each child individually using Department of Education supplied testing materials. The main purpose is to improve students' learning and the quality of the learning programs. The individual interviews will occur on Wednesdays during February, as mentioned on Page 7.

## FIRST DAY PROCEDURES AND ARRANGEMENTS

To make each child's introduction to school life enjoyable and rewarding, we ask that you read the following information carefully:

- \* Your child will have been issued with a NAME BADGE for easy identification, which should be worn each day for the first two weeks.(Teachers may choose to keep the name tags at school).
- \* All books need to come to school on the first day.  
Please name books, clipboard and all items of clothing.  
Please do not name all other items from the booklist, e.g.pencils, glue sticks etc...
- \* Please accompany your child into their classroom at 9.00am via the Prep Assembly area. Parents are invited to stay in their child's classroom for around 5 to 10 minutes before saying good-bye.
- \* In the classroom the children will explore and become familiar with their new room, furniture, equipment, materials, etc. They will be encouraged to renew and make friendships with other children and to share activities together.
- \* Parents are invited to attend the School Council and Parents' Association provided morning tea following their classroom visit, a great opportunity to meet and chat with other Prep parents.

### ***YOU CAN HELP YOUR CHILD TO COPE WITH CHANGE***

#### **A. Saying Goodbye**

- Establish arrival routines - lining up with their own grade, greeting their teacher
- Tell your child when you will be back - e.g. "I'll be back at 3.30 at home time"
- Say goodbye, with a kiss, hug or wave, then leave. Be firm and friendly!
- Parents are asked to move away from assembly points, so that children can line up with their grade independently.

#### **B. When you return**

- Maintain a predictable pick-up schedule.
- Try to avoid asking your child "Did you miss me?"
- Share your child's enthusiasm and re-telling of their school experiences, positively.
- Establish goodbye routines with teacher and classmates. "We'll see you tomorrow morning" - then leave with your child.

\*\*\* Children who are confident and secure in the knowledge that they are unconditionally loved and accepted at home, and who are self-controlled, are better able to face any uncertainties of starting school.

## ***PLAY***

The Prep children have their own separate play areas and are under constant supervision by a teacher on Yard Duty, while at play.

## ***LUNCH ARRANGEMENTS***

The daily procedure is for all children to eat their lunches under teacher supervision.

You will need to ensure that your child brings a prepared lunch to school DAILY, commencing on the first day.

## ***PLAYLUNCH ARRANGEMENTS***

Most children are hungry by Morning Recess (10.50 am) and enjoy a small snack e.g. sultanas, cheese stick, piece of fruit, etc.

Make sure your child knows the difference between playlunch and lunch, by wrapping them separately.

### Other points to remember about lunch:

- \* Your child's lunch should be in a clearly named lunch box.
- \* Drinks must be in a clearly named unbreakable container.
- \* Do not give your child too much lunch.
- \* Clear wrap/plastic film is often difficult for young children to undo. Also zip top cans can be very difficult to manage.
- \* Explain and practise at home before starting school, an order of eating, e.g start with the sandwiches, then the sweeter items, followed by fruit. Practise opening packets and wrappers.
- \* At this stage, the Canteen is open for lunch orders on Monday, Tuesday and Thursday. Lunch may be ordered from the School Canteen, and parent volunteer workers are welcomed and needed by the Canteen Committee. Canteen Price Lists are provided to all families. Children are asked to lodge orders first thing in the morning with money wrapped in a paper bag which clearly lists the child's name and grade, the order and the amount enclosed. Spending money is discouraged until children understand Canteen procedures.

## ***DISMISSAL - GOING HOME***

All parents are requested to wait in the designated area. Teachers will bring each class outside to meet the parents. Please leave doorways and walkways clear for easy dismissal and do not come into the learning street to help your child pack up.

## THE FIRST WEEKS AT SCHOOL

### ***DISMISSAL***

It is very important that your child is collected by a parent or by a person known by the Classroom Teacher/Principal to represent the parents. Please inform your child's teacher and your child, who will be collecting them. The school must be notified in writing or by telephone in advance, if a person other than the parent is collecting your child.

### ***EARLY DISMISSAL/LATE ARRIVAL***

If an occasion occurs when you want to take your child earlier than normal time, you are required to notify the Principal/Class Teacher - special forms must be filled in at the main office prior to collecting your child and then presented to the class teacher. A note explaining a child's lateness after normal commencement time is also required.

### ***WHOLE SCHOOL ASSEMBLIES***

Whole school assemblies are held on Mondays at 9.00 am in the Assembly Hall.

NOTE: Parents will be notified when Preps are to attend their first Whole School Assembly

### ***MEETING STAFF - INVOLVEMENT IN SCHOOL PROGRAMS***

During their first weeks, Preps will meet and participate in programs conducted by other staff, e.g. Performing Arts, Art, Physical Education/Perceptual Motor Program (P.M.P.). To assist with their transition into school, class teachers will accompany their children to specialist classes for the first couple of weeks. They will also meet staff on playground supervision. Encourage your child to approach staff to introduce themselves, to tell them their problems, or just to have a chat. Each child in the school is every teacher's responsibility.

### ***SWIMMING PROGRAM***

Prep children will NOT participate in the intensive swimming program held for children from years 2 to 6.

### ***PREP/YEAR 5 BUDDIES***

Each Prep child is paired with a Year 5 student to be their buddy. They will assist them with some activities in the classroom and playground, and explain school procedures in the first weeks to help the Prep children settle into school life. Occasional Prep/Year 5 Buddy activities are held at various other times during the year. In Term 1 Preps must play on the Prep side of the school, which is solely for them.



### ***PERCEPTUAL MOTOR PROGRAM (P.M.P.)***

This is a motor/movement based program in which children are given challenging activities which develop their ability to perceive, interpret and respond to information. The program helps in developing co-ordination and confidence not only with physical activities, but also with their academic ability.

The success of this program depends on the support and help of parents to supervise a small group of children at each activity.

A notice will be sent home with your child early in the year seeking your support in the implementation of this important aspect of their education.

### ***PARENT / TEACHER MEETINGS***

Parent / Teacher Meetings will be held in February by School Staff where the curriculum and teaching strategies are outlined. This is an opportunity to get to know the teacher and discuss your child.

### ***WHOLE SCHOOL PROGRAMS***

The participation of school community members in school activities, such as Classroom Helpers and Information Sessions enables everyone to become better informed about curriculum matters (what your child learns and how) and leads to children's learning being more effective when understandings are shared.

### ***ACCESS TO COMPUTERS***

All Prep children will have access to computers and will learn basic operational key board skills, use the computer for specific programs and for publishing of stories under supervision of a teacher or parent helper. Each Prep class has five computers. Each class also has a regular timetabled session in the school's computer learning centre (C.L.C.).

### ***WET DAY PROGRAM***

There is provision of under-cover shelter to enable all children to eat playlunch, visit toilets, etc during recess times during wet weather.

When it is too wet, or too hot, for children to play outside at RECESS or LUNCH RECESS, provision is made for them to be supervised in the classroom.

Please ensure your child wears appropriate coats, hats, and shoes on wet days, and that they are clearly named.

A colouring or puzzle book from home for each child would be a helpful addition for wet days.



***Parents often ask: “What can I do to help in the early weeks of Prep?”  
The following areas of concern can be treated with some forethought before they become problems.***

### ***EATING***

*(see Lunch Arrangements)*

The Prep teacher cannot be expected to miraculously change a reluctant eater's habits - she can only supervise and discourage wastage of food, establish acceptable eating habits and order of eating lunch. The amount of food provided by you should be based on experience of your child's eating habits. Uneaten food will be returned home each day in lunch boxes, which may provide an indication of “too much” - “too little” and individual food preferences, etc.

### ***A SENSE OF RESPONSIBILITY***

Please remember that a child's reliability in looking after belongings, taking home messages, etc. doesn't automatically develop upon starting school. It will develop as children are encouraged to take on a greater role in looking after themselves and belongings at home and school, e.g. packing bags, looking for names on labels, listening to directions. Each Prep child has a satchel and clipboard. Notes, notices, work and lunch orders, etc are to be put in clip boards. Reading books and clip boards go in satchels. Please teach your child to be responsible for packing and unpacking their school bag.

### ***INDEPENDENCE***

Children in Prep will be encouraged to individually, and in groups, tackle new tasks without fearing failure (risk taking) and to learn from errors as well as from successes: solving problems individually and with others; making decisions; to analyse, evaluate and to take action; and use a developing range of thinking skills.

By allowing your child to tackle some things for themselves and solve their own difficulties, you are encouraging the growth of independence and resourcefulness.

Encourage your child to organise clean clothes and prepare their books and bag (e.g. putting their take home book straight back into their satchel after reading it with you).

### ***NO FRIENDS TO PLAY WITH***

Try not to increase your child's anxieties by constantly asking “Who did you play with today?” Focus on the POSITIVE, wait for your child to volunteer information on “happenings” at school - allow time for children to assess the new situation. Remember, they all play together on the "Prep side".

### ***THE CRYING CHILD***

We know how distressful it can be to parents if children are reluctant to be separated from them, however, children usually settle in to activities after the parent has left. Your child will need to understand that going to school is part of the process of growing up.

AVOID “You can stay home just this once” - this can teach the child that they can manipulate the situation. Of course, if the child is genuinely ill or extremely tired, staying at home is necessary.

### ***DISCIPLINE***

The school has established a Welfare / Discipline Plan which aims to foster a healthy school culture in which high levels of achievement can take place within a safe, positive social environment.

## HEALTH AND ATTENDANCE

We have included a copy of the Infectious Diseases Exclusion Table in this booklet. Other aspects of health not mentioned in the regulations are:

- If you even suspect any disability, especially in sight or hearing, it is wise to have a doctor examine the child. Ensure that the school and your child's teacher are fully aware of any disability or health problems.
- It is unfair to your child, other children and teachers, to send a child to school who is obviously not well or not fully recovered from illness. If you think your child is not well, be firm and YOU make the decision. A child may want to come to school even if they are ill. Such children are not receptive to learning or school routine, and our facilities for caring for them are limited.

### **THE BEST PLACE FOR A SICK CHILD IS AT HOME UNDER FULL TIME CARE**

There are occasions when parents need teachers to give prescribed medicine to their children. The School Policy on medication being administered is as follows:

“Written authorisation must be given by parents/guardians/doctors for any medication needs to be given at school.

All medication must be labelled with medication name, the dose and frequency of dosage, and the child's name.

Documentation of when medications are administered is required.”

### ***ABSENCE - ILLNESS OR OTHER***

A written excuse is required for each absence. This is a requirement by law, and such absence notes must be filed in the school for inspection.

Parents of asthmatic children should ensure that information on the treatment of the child's asthma, is regularly kept up to date by dropping in to the office or telephoning 9763 8055. School needs to be informed of any allergies your child has and treatment and any change of treatment.

### ***\*Epipen Requirements***

All children are required to have 2 Epipens at school – one to have in the classroom, and one to be left in the office.



## PARENTS' EXPECTATIONS

High expectations are held by parents for successful outcomes for their children as they begin school.

A responsible parent:

- \* respects and values the child's ability in relation to the level of development.
- \* believes that learning takes place through encouragement, shared responsibilities and allowing the child to make choices and decisions.

The school recognises and expects the wide range of abilities and skills of children and plan for the child to develop physically, socially, emotionally and intellectually.

Parental expectations that are too high or too low, will result in discouragement.

Show interest, ask questions, be ready to see their work when they wish to show it, share their reading with them, but be careful that you do not become over-concerned.

**A hint:** When discussing children's artwork, a good strategy is to say "Tell me about your drawing; construction; model; etc.". This avoids the pained and shocked faces of little children to questions such as .....  
"What have you drawn?" - it is obvious to the child that you do not recognise their efforts.

Prep Drawing

## **PREPARING YOUR CHILD FOR SCHOOL**

Together, parents and teachers can provide the support and encouragement needed to make your child's introduction to school a positive and enjoyable experience.

### ***ENCOURAGE YOUR CHILD TO DO AS MANY OF THE FOLLOWING AS POSSIBLE:***

- \* Know full name, address and if able, their telephone number, and be able to state these clearly when asked.
- \* Be able to TAKE OFF AND PUT ON outer clothing unaided and to manage socks, zips, buttons and ties, and to put these items away. SHOELACE TYING REQUIRES PERSEVERANCE - VELCRO OR BUCKLES ARE EASIER TO MANAGE.
- \* To visit the toilet independently, to flush after use and then wash hands and adjust clothing.
- \* Be able to use tissues or handkerchief and know the importance of covering the mouth and nose when coughing or sneezing. N.B.: a box of tissues or a handkerchief is required by each child at school.
- \* Be able to pack away playthings, books and materials neatly and tidily after use.
- \* Recognise their own name on possessions, clothing, lunch boxes, etc. in modern infant cursive writing (see appendices) or capital letters.
- \* To be able to eat from a lunch box, unwrap food items and deposit litter in the bin.
- \* Be able to share things (not food), take turns and co-operate with others. This includes listening to others, instructions and stories.
- \* Know the safest and most direct route to school and how to use a school crossing.

### ***WARN YOUR CHILD***

- \* Always to wait with a yard duty teacher if you are delayed.
- \* To always come straight home from school without loitering or visiting a friend's home without prior permission.
- \* To NEVER accompany or accept inducement from strangers. To NOT accept a car ride from anyone unknown by them, a neighbour or acquaintance without being directed to do so by you.

### ***SAFETY HOUSE***

Kent Park supports the Safety House Program. Prep children will be introduced to the Safety House sign/logo and that Safety Houses are safe places to go to anytime they feel unsafe or unsure.

## LANGUAGE - LITERACY

Your child in Prep will learn about the functions of print through using real language for real purposes. The school program expands what children have learnt about language and literacy before they begin school. A wide range of experiences are provided in an environment which expands with the natural growth and development of language.

Children are “immersed” in a rich and varied language environment and are constantly exposed to good “modelling” by teachers and others in reading and writing.

### ***POINTS TO NOTE ABOUT LANGUAGE DEVELOPMENT***

- \* Children need to experiment with their reading and writing, to predict words and invent symbols in spelling and writing.
- \* Teachers and parents should provide children with positive feedback about their attempts to use language.
- \* Children will learn different things about reading and writing at different times and at different rates.
- \* Children need to feel safe about making approximations (guesses) and to have real and worthwhile reasons for reading and writing.
- \* Children should be supported in their learning and feel secure in seeking help and taking risks (having a ‘go’) in their exploration of language.

### ***EARLY YEARS PROGRAM***

In the early years, the emphasis is on establishing and understanding literacy and numeracy skills giving children the confidence to learn and participate in everyday life.

The early year’s classroom is an exciting and stimulating place where your child will be challenged and supported during a range of activities.

## LEARNING AREAS

The Victorian curriculum follows AusVELS, which is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS is based on three interconnected areas of learning called strands.

The three strands are as follows:

<b>Physical, Personal and Social Learning</b>	Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.
<b>Discipline-based Learning</b>	Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.
<b>Interdisciplinary Learning</b>	Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

Parents are invited to assist with literacy activities in the classroom. A notice will be sent home when assistance is required.



## READING TOGETHER AT HOME

Teaching our children to read and write is a responsibility shared by teachers, parents and the community.

Parents have an important role to play.

- \* Reading together with young children actually helps them learn to read and write.
- \* Reading together requires no special training or skills - it always works.
- \* It isn't only for parents - everyone can join in and help.
- \* It is important for children to learn the basic reading and writing skills before finishing Year 3 at school.
- \* Reading time should be happy - not a chore. Reading stories and nursery rhymes at bedtime is a good way to end a day.
- \* Give books for presents, join the Library at Knox or Ferntree Gully, encourage borrowing from the School Library. Children take great pride in reading their own published books and those of other children.
- \* The world is full of words. Read street signs, food packets, advertising notices, etc.
- \* Children are never too old to have stories read to them. Sharing the reading of a chapter book is fun and rewarding.

### ***TAKE HOME BOOKS***

Your child will bring home books to read. Please take the time to share these books with your child each night or morning and return it to school each day in their satchel.

A booklet is included for your comments on children's enjoyment, development, etc.

Do not expect your child to know words and sentences yet. They are "reading" for enjoyment and familiarisation with print and language.

More details about "Helping Your Child with Reading" will be discussed at the special Parent / Teacher Meetings in February.

### ***HANDWRITING***

Children in Prep will be taught the writing style called "The Victorian Modern Infant Cursive".

A sample of this script has been included to familiarise your child and yourself with this style and the correct formation and starting points.

They will use a variety of paper types, sizes, and writing implements as part of their learning experiences.



## SCHOOL REQUIREMENTS

### *PARENTS ARE ASKED TO PROVIDE THE FOLLOWING ITEMS:*

- \* An art smock - full covering with sleeves with elastic cuffs, or an unwanted shirt.
- \* Sensible school shoes that the child can manage.
- \* Slippers to be kept at school.
- \* A spare pair of briefs/underpants in a named plastic bag would be advisable for accidents that do happen from time to time.
- \* A Chair bag purchased from the Uniform Shop.
- \* Colouring or Puzzle Book for wet days.
- \* A Library bag which can be purchased from the Uniform Shop.

### *LOST PROPERTY*

Unfortunately, children tend to misplace windcheaters, jumpers, coats and even socks. With Kent Park uniform being compulsory wear, it is a difficult task to find owners for these items unless they are clearly named.

Names on the inside of shoes helps greatly, too.

A basket for “Lost Property” is situated in the sick bay.

### *SCHOOL FEE REQUIREMENTS - PARENT CONTRIBUTIONS*

School Council determines the amount of money to be requested from parents each year. School Council expects all families to contribute the full amount of money in the Parent Contribution Requirement.

Parents will be pleased that the Parent Contribution Requirement is much less than Kindergarten Fees.



## ***SCHOOL COMMUNICATIONS***

1. Prep children are issued with a clip-board as part of their supplies. This is used to carry notices between school and home. The clip-board needs to be checked and cleared, and returned to school each day in their satchel.
2. Every Thursday the school sends out a Newsletter via the eldest child in the family at the school. Please check your child's bag for the Newsletter.
3. Notices of excursions, including your permission form, will be sent home with children as the need arises.
4. Notice of any change of dismissal time, when and if such need arises, will be given beforehand.
5. All monies for excursions to be sent to school usually in named envelopes in their clip-boards.
6. No child is able to attend excursions if money is not paid and completed permission slip returned prior to the day of the excursion.

## ***BANKING***

The Commonwealth Bank issues to each child starting school, a deposit booklet and a letter of explanation. If you do not wish your child to have a bank account, simply return the bank's correspondence. Issue of bank books takes a few weeks.

## ***BANK DAY IS WEDNESDAY***

Parent volunteers collect the deposit books and the money. We encourage children to develop regular saving habits.

## ***REPORTS***

- \* Progress reports are issued during each term.
- \* June written reports are sent home, and approximately one week later Parent/Teacher Interviews occur to further explain the half year report.
- \* A written end of year report is provided in December.

## ***MERIT AWARDS / EXCELLENCE AWARDS***

Special certificates of merit and cloth badges are awarded by staff to children who have achieved some form of personal excellence. Two Merit Awards are presented to each prep class and one award is presented to all other year levels. These merit awards are presented at Whole School Assemblies. Excellence Awards are awarded by staff to children who have shown outstanding achievement in each of the Learning Areas.

# School Uniform

## PHILOSOPHY/PURPOSE

The Kent Park School Council has made school uniform compulsory on all occasions. Procedures have been put in place to enable all students to have school uniform. The purpose is three fold - to improve general morale through a sense of identity and belonging, to promote the school through more readily identifiable groups of children and to ease the financial burden on parents through the removal of pressures of fashions.

## GUIDELINES

- 1.1 A Uniform Committee will run under the guidance of the convenor, who will be selected by School Council. Interested parents/staff will be invited to join this committee.
- 1.2 The Uniform Shop Supervisor/s will receipt monies collected and forward this to the office for banking. Any profits will be used to support school Fund Raising targets.
- 1.3 The Uniform Shop will be open on days and at times as notified annually, for the purchase of uniforms.
- 1.4 The Kent Park Primary School list with prices will be published annually for parents' reference but may be varied due to price rises.
- 1.4.1 Prices of uniform items will not exceed more than a 10% mark up and be rounded to the nearest dollar thereafter to ensure this service continues to be provided for all parents at affordable prices.
- 1.5 The basic uniform for Kent Park Primary School is as follows:-

- SUMMER:
- Girls \* Maroon and blue gingham dress or shorts or maroon school skirt. Maroon bike shorts can be worn under school dress or skirt.
  - \* Pale blue school T shirt or polo shirt
  - Pale blue, white or grey socks
  - Black school shoes or runners
  - \* Bucket hat with school logo
  - Boys \* Grey school shorts or \*maroon shorts – (No Cargo Pants)
  - \* Pale blue school T shirt or polo shirt
  - Pale blue, white or grey socks
  - Black school shoes or runners
  - \* Bucket Hat with school logo
- WINTER:
- Girls \* Maroon and blue gingham dress or shorts, maroon bootleg pants, maroon track pants, maroon school skirt or grey pinafore.
  - \* Pale blue school long or short sleeve polo shirt or T shirt
  - Pale blue skivvies
  - Pale blue, white or grey socks
  - Maroon, pale blue or grey tights
  - \* Maroon windcheater or maroon bomber jacket with school logo
  - Black school shoes or runners
  - Scarf pale blue, white or maroon
  - \* School beanie
  - Boys \* Grey \*school pants or shorts or \*maroon track pants – (No Cargo Pants)
  - \* Maroon windcheater or maroon bomber jacket with school logo
  - \* Pale blue school long or short sleeve polo shirt or T shirt
  - Pale blue skivvies
  - Pale blue, white or grey socks
  - Black school shoes or runners
  - Scarf pale blue, white or maroon
  - \* School beanie
- \* Denotes available at Uniform Shop

- 1.6 Additional items as variations to the above will be notified to the community.
- 1.7 Year 6 will have the opportunity to purchase a special Year 6 Graduation windcheater to wear throughout their final year.
- 1.8 A sports uniform on loan will be provided for children to wear when competing in inter-school sports competitions.

- 1.9 As School Council supports the “SunSmart” principles, the wearing of school hats when outside during Term 1 and Term 4, are compulsory at Kent Park Primary School.  
All Preps will be given a complimentary school bucket hat before they commence at Kent Park Primary School. Other caps etc are not allowed.  
School hats will be as approved by School Council and currently there is only one approved - the maroon bucket hat with school logo.  
Special sports hats will be provided for students when in teams where standard school uniform hats are not appropriate.
- 1.10 It is deemed inappropriate for children to wear make-up and nail polish at school.
- 1.11 For safety reasons, children may not wear jewellery to school. This includes rings, necklaces and bracelets, with the exception of sleepers or studs for pierced ears. Watches are permitted. For health and safety reasons, other forms of body piercing jewellery are not allowed.
- 1.12 Hair accessories should be maroon, pale blue or white. Hair colours should be in natural tones. It is deemed desirable that children with long hair should have it tied back for hygiene and safety reasons.
- 1.13 For hygiene reasons, all children are expected to wear socks with shoes and runners.
- 1.14 For safety reasons, children are not permitted to wear thongs or scuffs during school hours.
- 1.15 Students are to remove their shoes on entering the classrooms. It is expected that children will wear slippers indoors for health and safety reasons.

## **SCHOOL UNIFORM - IS COMPULSORY**

The compulsory school uniform is available from the Uniform Shop. **Please ensure that each item has your child’s name on it.**

Parent volunteers are needed to help us provide this valuable service to families. If you are able to assist, please let the Principal know.

**Thongs are not permitted at school for health and safety reasons. Socks must be worn with shoes or sandals.**

School Council provides each new Prep with a gift of a new school hat.



## INFECTIOUS DISEASES EXCLUSION TABLE

Disease or Condition	Exclusion of Cases	Exclusion of Contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until diarrhoea has ceased.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chickenpox	Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis ( <i>Acute infectious</i> )	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by the Secretary.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have dried	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
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.	Not excluded.
Human immunodeficiency virus infection (HIV/AIDS)	Exclusion is not necessary unless the child has a secondary infection	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded.
Measles	Exclude until at least 4 days after the onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.
Meningitis (bacteria)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.

Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.
Worms (Intestinal)	Exclude if diarrhoea present.	Not excluded.

Exclusion of cases and contacts is **not** required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).