

MOONEE PONDS WEST

PRIMARY SCHOOL

2025

PARENT INFORMATION
BOOKLET

We think, we create
and learn together



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Principal's Welcome

Thank you for choosing Moonee Ponds West Primary School (MPW) as the school for your child.

As Principal I look forward to our partnership in guiding the learning journey for your child.

Our **school vision** is to provide a learning community where *we think, create and learn together*.

Our **Purpose statement** outlines how we are going to activate the vision in all aspects of our school life. Our challenge is to foster a community of lifelong learners. We strive to develop socially responsible and resilient individuals who are engaged in working towards achieving their full learning potential. The learning is focused on developing the 'whole' child through a continuous focus on academic learning and wellbeing.

Our teachers plan in **Professional Learning Teams** which enables collaboration in the planning of learning experiences suitable for specific groups of students. Collaborative planning reduces the occurrence of variation between classes making curriculum delivery more consistent.

Our teaching through an agreed model of instruction has improved learning and our performance in key areas of reading and number are at or above the expected level. Our school's learning goal is to have at least one years learning growth for all students especially in reading and mathematics.

The Strategic Plan and the Annual Implementation Plan provide the frame for our work across the school for continuous improvement.

The engagement and wellbeing of our students underpins all our interactions and teaching. We foster and value positive and respectful relationships with all members of our community. We use a 'restorative practices' model for managing student behavior which sits within the Department of Education Framework of School-wide Positive Behaviours. Our ongoing commitment to strong relationships is the foundation of a positive learning environment. At MPWPS each class collectively develops the class Rights and Responsibilities for class operation. These are displayed for whole of school communication.

The information in this booklet is to assist you and your family in ensuring the best possible educational, social and emotional outcomes for your child/ren. It should give an overview of the school, how it works and your role as a partner.

Jarrod Sutton
Principal

History and Facilities

MPWPS was established in 1888 and is located in the historic inner western suburb of Moonee Ponds. Reflecting the Victorian era, the buildings have been updated to keep the period façade with internal improvements to provide optimal learning conditions for the students.

The school has a mix of gracious Victorian and modern buildings, with newly renovated and refurbished specialist rooms for Library, Japanese, Instrumental Music Practice rooms, a Performance Space and Creative Arts.

The Library is centrally located within the school and boasts an extensive range of student, teacher and parents and carers resources.

The Gymnasium caters for a variety of indoor sports and includes a spacious performance stage, with adjoining Music Practice rooms.

Many artistic creations such as ceramic totem poles and mosaic stepping stones can also be found within the school grounds. All the artwork throughout the school is a product of our Creative Arts opportunity including the Year 6 project created by our graduating students.

The school grounds offer active and passive areas for student play, two adventure playgrounds, a synthetic oval, soccer pitch, basketball court and athletics sandpit, a Gaga Pit as well as a courtyard and Centenary garden. The amphitheatre provides a pleasant environment for learning and social interaction.

In 2024, both our main play spaces, new Little Adventure Courtyard and Big Adventure playground, were updated with support of our Junior School Council as part of a capital works grant.



Our Vision & Values

Our vision: We Think, Create and Learn Together

Vision

**“Young people will leave MPW as knowledgeable, independent, critical thinking individuals able to take their place in the world with capacity and courage to create a better future.
“The MPW community do this by nurturing compassion, creativity and a love of learning”**

Values

- Respect
- Collaboration
- Resilience
- Creativity

Each year the classroom develop a ‘Learning to Learn’ plan which builds the behaviours associated with the school values. The values are reflected in the classroom Rights and Responsibilities framework where children discuss and learn about their role in ensuring a safe and orderly environment not only in their class but across the school.

The classroom Rights and Responsibilities are visited frequently and supported by techniques in line with restorative practices and circle time. These are two important tools for teaching about social cohesion within a classroom.

The school’s buddy process and Junior School Council provide opportunities for students to be responsible within and across the school.

Philosophy Statement

The social, emotional, physical and academic wellbeing of our students underpins all practices at MPWPS. A positive self-image is necessary for effective learning to occur. These aspects of the whole child need to be equally nurtured to ensure that students experience success.

Children are at the centre of planning and are unique individuals with a powerful capacity to contribute and learn. MPWPS is child centred with an emphasis on deep inquiry, critical thinking and creativity. Inquiry through exploration, investigation and play in meaningful experiences provides opportunity to engage and involve children. Through structured and unstructured, teacher and student-led experiences, children construct their understandings of the world.

Learning is a continuum and each child is supported to move along the learning continuum and build on their achievements, ability, interests and knowledge. Children are supported to feel secure to take risks.

All children and their opinions are valued. Learning experiences are planned to challenge bias and stereotypes where respect for the rights of individuals, and an acceptance for difference enable children to participate in society.

Lifelong Learners

Our aim is for students to develop a lifelong love of learning, a strong sense of self-worth, confidence, independence and self-discipline. We strive to be a positive, safe and caring school that bases its teaching and learning on a breadth and depth of real life experiences.

Learning takes place within a framework of social interaction with peers, teachers, parents and carers and community members. We take pride in the positive environment we have created and continuously create in enabling students to learn.

Curriculum at our school



Learning at MPWPS is supported through the Department of Education's Framework for Improving Student Outcomes (FISO) and the documented Victorian Curriculum.

The school's learning philosophy, vision and values are embedded in the framework and the curriculum. There is a strong academic emphasis on literacy and numeracy and on student's social and emotional wellbeing.

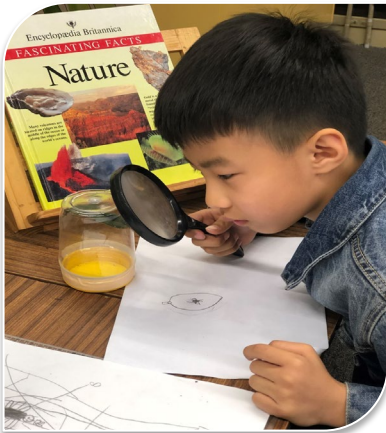
Teaching and learning is planned through an inquiry focus that develops concepts and skills, with language acquisition at the centre of this model. Students are provided with authentic opportunities for deeper levels of thinking. The approach engages students in their learning and encourages them to take responsibility as self motivated and directed learners. The teacher is the activator and guide in this process, monitoring and adjusting the learning to fit the student's learning needs. Team collaboration through Professional Learning Teams enables continual active monitoring and adjusting of learning.

Our class groupings are arranged into multi-age clusters which enables individual students to mature and learn at their own rate. Children at MPWPS are known by their Room number not their Grade grouping.

The content of our curriculum is drawn from the Victorian Curriculum including Health and Physical Education, Interpersonal development, Personal Learning, English, the Humanities, Geography, History, Civics and Citizenship, Languages (Japanese), Mathematics, Science, The Visual Arts, and Technologies.

We focus on developing in our students the following Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal, Emotional and Social learning across the curriculum. All learning situations attend to the development of these capabilities.

Intervention has been part of our delivery since 2019. We target development in the Junior School (year 1 and year 2) particularly. A mixture of approaches involving reading 'just right' levelled texts, phonics, word work and daily writing formed the intervention strategies. Intervention is generally for a period of 10 weeks.



Our Specialist Classes



Every government school offers a range of Specialist Programs offered as part of a general week of learning. The Specialist Programs are offered within class time and are attended weekly. In 2025 we will be continuing to offer the following :

- **Physical Education each week and Senior School Sport**
- **Creative Arts (Visual Art),**
- **Japanese (an immersion language learning program)**



Our Hall space in the junior area offers social and emotional learning through play based experiences and exploration.

All classes have a timetabled one hour session in our well resourced Library to conduct a literature session and student borrowing.

Additional learning outside the class includes user pay opportunities:

- Moonee Vale Instrumental Music Program (MVIMP) for students in Year 2-6
- Sound-Garage Music instruction for students in Year 1 to Year 6
- Chess club runs on Wednesday after school
- Dance Club runs at lunchtimes



As part of our Japanese Program we have a Sister School in Yokohama, where our senior students engage in virtual presentations and communication.

Students also have the opportunity to participate in Junior School Council, Interschool sports, our class Buddies and camping program.

You are invited to visit at designated times to view students at work within and across the school.

We also run a parent helpers course for parents who would like to volunteer time in the classroom.



Communication

Please refer to the school's communication policy on our school website for detailed information in line with the following platforms used for school communications.

Compass

Moonee Ponds West Primary School's primary communication tool is Compass School Manager. Once your child is enrolled at our school you will receive a family account for Compass.

This platform allows two way communication between home and school.

The school uses Compass for the following:

- Announcements, reminders through News Feed notifications
- Email between parents and teachers
- Whole school community calendar
- Online Excursion and school activity information, consent and payments
- School Reporting opportunities through out Ongoing Reporting Learning Task, Progress Reporting on behaviour and effort and formal Semester Reports
- Reporting absences

<https://mooneewestps-vic.compass.education>

Our Website

Our school website is our public online space where you will find additional information about our school, including:

- School Information
- Policies
- Term Dates
- Newsletters
- Enrolment Information

www.mooneewestps.vic.edu.au

Newsletters

Newsletters are published on our school website fortnightly on Tuesday afternoons. Our newsletters contain crucial information for families and is an important part of staying informed.

Please subscribe to our newsletter to receive notifications when it is posted online.



Partnership with Families and Friends of MPWPS

Research shows that parental involvement improves student achievement. We believe in a strong learning partnership between home and school.

To demonstrate this commitment we encourage parents/carers and other community members to be involved in all areas.

The school has committed to:

- **Parent Representatives** at each class level. The Parent Rep is a link between the classroom teacher and the community of parents/carers within the class.
- **Classroom Helpers:** Parents/carers who wish to assist in the classrooms are provided with training in the Classroom Helpers program. This is offered each year in Term 1.
- **School Council:** Each year in February you are invited to nominate for the vacancies on the MPW School Council.
- **School Council Sub-Committees:** Sub-Committees are the working groups of School Council and opportunities arise to be involved. The involvement is a monthly meeting.

MPWPS is committed to active participation by staff, families and the wider community. Whilst an open door policy is important, it is also appropriate for parents to make appointments or arrangements with staff for discussions. This allows staff to give you time and attention to deal with questions, concerns or information requiring discussion.

We have a strong emphasis on involvement by pupils and families in school activities. These activities are communicated through COMPASS, the Newsletter and our Social Media pages. Teachers will put a call out when requiring additional assistance for activities, such as excursions or in school support.

Teachers develop strong relationships with families and encourage their regular engagement in classroom activities. Children are welcomed into class at 8.50am for a soft entry to get ready for their day. The students are dismissed at 3.30pm each day.

School Dates

Foundation students will commence on Tuesday 4th February. Our Foundation students commence three days after our main school. This is to allow for the Foundation assessments to take place. An appointment time will be communicated to families.

Foundation students are to be collected by an adult at the school gate. The class teacher will welcome and dismiss your child at the designated gate.

Our first family fun event is the Community Basket Tea: This is a social event for the whole school community. As this is really a community get together the teachers will be present at the start to welcome and introduce themselves and the Class Parent Rep. The Basket Tea is a historical event, and has been a focus for many years. It is a wonderful time to come along and get to know your new community. The 2025 Basket Tea will be held on **Friday 21st February** so put this important date into your calendar.

2025 Term Dates

Term One:

28th January - 4th April

- Students in Years 1-6 commence on 30th of January
- Foundation students commence on the 4th of February (Foundation testing will be held during the 30th of January – 3rd of February). You child will receive a date and time for their testing during the period.

Term Two:

22nd April – 4th July 2024 2:30pm

Term Three:

21st July – 19th September 2:30pm

Term Four:

6th October – 19th December 1:30pm finish

CURRICULUM DAYS 2025 – Please note these are subject to change

Term One:

Tuesday 28th January

Wednesday 29th January

Term Two:

Monday 2nd June

Term Three:

Thursday 21st August

Term Four:

Monday 3rd November

*****End of term dismissal is at 2.30 pm*** for Terms 1, 2 & 3. Dismissal on the last day of the year is 1.30pm.**

Student Engagement and Wellbeing

Student engagement and wellbeing underpins all that we do at MPWPS. These important elements are founded in successful learning for all students.

The **Engagement and Wellbeing Team** work with students, staff and the wider community to ensure that there is consistency in our approach and the language used to continuously create a positive environment for learning in every class every day.

Our school has its own **Speech Pathologist** (one day per week). Access to these services comes through a referral pathways model and parental contact. The Assistant Principal is the contact person for such support.

In order to ensure your child learns to their potential, it is important that your child attends school every day and are punctual. If for any reason your child is absent, please use the **COMPASS attendance module** to indicate your child's absence. If arriving late please come to the General Office to sign in your child. Parents need to explain any absence of their child from school. This is a legal requirement.

We recognize the diversity of all children and take into account the needs of Aboriginal and Torres Strait Islanders, and children with disabilities.

All staff, families, volunteers, visitors and the broader school community are required to observe Child Safe principles and expectations for appropriate behaviour towards and around children. The school has several Child Safe policies that can be found on our school website.

At MPWPS, classrooms are open from 8.50am. Our students are welcome in their classroom at this time to allow them to settle into the school day before class instruction begins.

All parents have contact with the class teacher through the COMPASS portal and of course additional time outside of class time can be arranged to discuss issues or seek feedback. The school has a strong Communication Policy and this is available on our website.



School Hours

The school day is arranged so that students can have a maximised learning time balanced with active outside activity.

Our school gates opening and closing times are :

8.50am and 3.40pm. The Community Gate near the soccer pitch remains open until approx. 5.30pm.

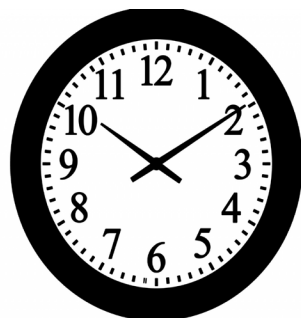
The general school day is organised into the following sessions:-

8:50am	-	9:00am	teachers and students prepare for the day.
9:00am	-	11:00am	1 st session
11:10am	-	12:00pm	Lunch
12:00pm	-	2:00pm	2 nd session
2:00pm	-	2:30pm	Recess
2:30pm	-	3:30pm	3 rd session
3:30pm	-		Dismissal

The beginning of the day (8:50-9:00am) is a great opportunity for you to assist your child to get ready for the day. Please encourage them to unpack their bags, get their reading satchels out and be ready for learning. This time is also a good opportunity for you to make contact with the teacher and or make an appointment during this time. Your child's classroom teacher is always the first point of call.

The lunch break is early in the day (11:10-12:00) as children are usually hungry and can eat most of their lunch at this time. The children are given time inside to eat. This is usually 10 minutes but in the younger classes this time is flexible.

Please aim to have your child at school by 8.50am. Being on time allows your child to have a relaxed start to the day and be organised for their learning. Coming in late when the class has started can sometimes be difficult for children.



Student Attendance

Our school wide goal for attendance is 98% for every child. This ensures continuity and connection to friends, and learning.

By definition a child with 30+ days absence is heading to the category of having **chronic absence** from school!

If your child is absent from school (including illness), it is necessary to inform the school. Our **COMPASS Portal** can be used to inform the school of an absence or appointment. The COMPASS link is below. We do encourage you to make any appointments outside of school hours. You can also call the school to report this absence, entering the absence through Compass (see link below), or by advising the office or classroom teacher directly.

<https://mooneewestps-vic.compass.education>

If your child is sick it is advisable not to send them to school. Rest at home is the best treatment.

Are you picking up your child early?

Moonee Ponds West Primary School Early

Dismissal Process

This process is designed to avoid interruption to our student learning.

Parent/Carer Informs Classroom Teacher

And/or The General Office

(via COMPASS, note, verbal, or email)



Collection For Early Dismissal Can Not Be During the Following Times:

Lunch: 11.10am -12.00pm

Recess: 2.00pm– 2.30pm



Student Comes To The General Office and is Electronically Signed Out

(due to Child Safe requirements no classroom pickup)



Student Is Dismissed Into The Care Of The Parent Or Designated Adult.

The School Council at your school

MPWPS has an active School Council which has half of its members change each year in March. School Council and the school community are committed to maintaining and improving the school, its facilities and resources for the benefit of our students. A strong sense of positivity and community supports successful community events and fundraising opportunities.

School Council is a governing body responsible for the planning and policy development, and management of school finances.

The current School Council includes:

President:	Mr. Brian Stanley
Vice President:	Mr. Robert Thorp
Treasurer:	Mr. Tom Rundle
Secretary:	Ms. Sandra Monaghan
Executive Officer:	Mr. Jarrod Sutton (Principal)

The Sub-Committees are the working elements of the School Council. They meet monthly prior to the meeting. The Sub-Committees recommend actions to School Council. An effective Council has active and involved Sub-Committees. At Moonee Ponds West we have the following Sub-Committees:

- **Education**
- **Resources (Finance and Buildings and Grounds)**
- **Environment and Sustainability**
- **Community Engagement**

All members of the community are invited to be members of a Sub-Committee. The requirements are one meeting per month usually commencing between 6-7pm.

Supervised Playground times & Out of School Hours Care

The Department of Education policy sits within the Duty of Care requirements for all schools. These requirements are outlined in our Child Safe policies (on the website under Child Safe).

The school ground and classrooms are supervised from 8.40am and to 3.45pm. Students are welcomed into their classrooms at 8.50am when the classroom teacher is present for a soft entry.

For development of independence it is important that children pack and carry their own bags so that they can confidently know where their tools for learning are when required. This enables an easy exit in the morning when things can be frantic!

If your child is at school prior to 8.50am or after 3:45pm, adult supervision is required otherwise the school offers an **Out of School Hours Care** program provided by an accredited provider Camp Australia. The service operates 7.15 - 8.45 am in the morning and 3.30 to 6.30 pm in the afternoons.

To enrol your child please go to www.campaustralia.com.au

Camp Australia runs a well managed and organised program during the school term, on Curriculum Days and offer a School Holiday Program which again is excellent.



Lunch Orders at school

Moonee Ponds West has a well established relationship with the Darling Street Café on our corner of Darling St.

An online lunch ordering system called Spriggy Schools makes lunch orders more convenient for families, school staff and the café.

Lunch orders will continue to be offered on Wednesday, Thursday and Friday. The cut off time for placing orders is 9.15 am on the day of the order.

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Steps to get started:

1. Go to www.spriggyschools.com.au to register and download the app or scan the QR code on the accompanying flyer.
2. Add a profile for each of your children, making sure you select Moonee Ponds West Primary School and your child's class.
3. Start placing lunch orders! You can place orders up to 4 weeks in advance.

If you have any questions, please contact Darling Street Espresso at darlingstreetespresso@hotmail.com or Spriggy Schools via their website.

The 2025 menu and price list can be found here:

https://www.mooneewestps.vic.edu.au/uploaded_files/media/2025_lunch_order_menu_mpwps_draft.pdf

Environment Policy and Healthy Free Rubbish Lunches

Our school has an Environmental policy, which includes the practice of **Rubbish Free Lunches**.

We ask you send as little pre-packaged food in your child's lunch box, reusable packaging and drink bottles are preferred. Please ensure all items are clearly marked with your child's name.

At MPWPS sustainability and care for the environment is a constant focus. There are **no rubbish bins outside** and so children are encouraged to take the packaging (if they have some) from their food before leaving the classroom.

We also promote eating a balanced and healthy lunch. Our Lunch is the **FIRST BREAK** and so that is when lunch items are eaten. Time is given in the class and under supervision for the eating of food.

At the next break the children eat the remainder of their food. Uneaten food will be returned home in lunchboxes. Children need carbohydrates at the breaks to help with concentration.

The sharing of food is not encouraged as some children have food allergies.

Sharing food for celebrations such as birthdays should be discussed with your child's classroom teacher prior to the day, food is then generally handed out at the end of the day to allow for parental knowledge of the shared item.

We request your consideration with items such as nuts and sesame, are not included in the lunchbox as some children may have high allergies to these items.

The school has a focus on hydration and so an individual clearly labelled **water bottle** is a must. Children are encouraged to drink during the day from their drink bottle. No fruit juice or cordial in these please. Water is recommended as a healthy option.

We have bubble taps and outside taps for the filling of water bottles.



Incursions & Excursions



At the beginning of the school year we ask that parents and carers sign a local excursion permission form, which allows students to undertake activities such as excursions to the local park or surrounding area.

During the year various excursions/incursions will be arranged for students that are valuable learning experiences.

Excursions which require buses or public transport require notification and consent, these are processed through Compass.

Classroom teachers may require or ask for parental assistance for excursions. We are unable to include pre-schoolers on excursions.

If you would like to attend an incursion/excursion you require a current Working With Children Check.

Applications are available from the Post Office or via the Victorian State Government - Working with Children site:

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

A copy will need to be provided to the office as we are required to keep a register of Working With Children eligible parents and visitors.



School Uniform & Sunsmart

A Moonee Ponds West the school uniform is fully compulsory.

Our Dress Code Policy and uniform list can be found on our website.

Price lists, information and articles of clothing in various styles and combinations of navy blue and gold are available from Lowes, Airport West Westfield Shopping Centre or online at Lowes. Closed toe shoes that are fit for the day's activities are encouraged for safe play.

MPWPS has a Sunsmart Policy, which can be found on our Website ([About Us > Policies and Forms](#)) which states that students should wear a suitable hat (wide brimmed or legionnaires) outside from mid-August to end of April and that they need to dress appropriately with shoulders and back of their neck covered. Foundation students are given a Yellow bucket hat for their first year. When in Year 1 the blue school hat becomes the norm.

Sunsmart dressing is something that needs parent attention before leaving for school.

Each classroom has a bottle of approved Sunscreen and children are encouraged by their teacher initially to wear sunscreen before going out at the breaks. Sunscreen is to be applied on the face, arms and legs.

Teachers encourage students to wear sunscreen at each of the breaks and be responsible for their protection in this area.

Weather timetables: At school on days of inclement, hot or severe weather warnings the children will be required to stay inside under the teacher's supervision.

Our Wonderful Music Programs

MPWPS has two programs available and both are user pay:

- Moonee Vale Instrumental Music Program (MVIMP)
- Soundgarage

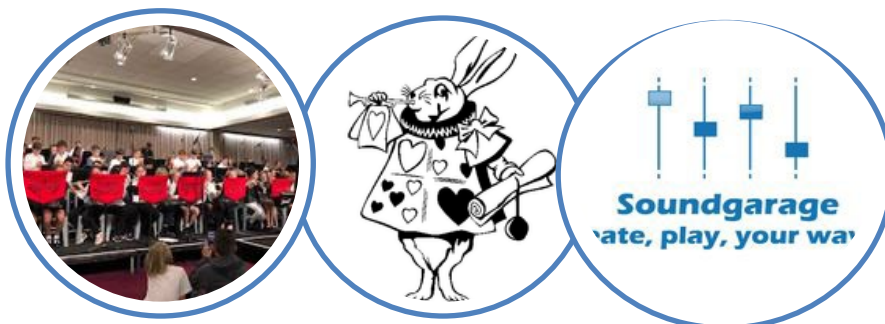
MVIMP

The Moonee Vale Instrumental Music Program is a school based instrumental program that is available to students from Grade 2 upwards and involves the Orchestral instruments listed below. More information is available through the office and school Website.

Bass Guitar	Cello	Clarinet	Euphonium
Flute	French Horn	Percussion	Saxophone
Trombone	Trumpet	Viola	Violin
Guitar			

Soundgarage

The Soundgarage program is a user pay, run by an external provider, available for students from Year 1 to 6. Children are able to be involved in learning Keyboard, Singing and Performance, and the Ukulele. More information is available from Soundgarage directly, call at the General Office or visit our website.



Reporting to Parents and Families

Moonee Ponds West supports Ongoing Reporting of achievement across the school year. This ensures that parents are always in the loop of learning and can see the progression of their child.

Since 2020 Ongoing Reporting has been the focus for all staff in all classes. As part of this process we offer a Progress Report at the end of each term which gives important information about behaviour and effort of the children during class time. The Ongoing Reporting items are uploaded onto individual parent COMPASS pages three (3) times during the school term. Each term there is a Reading Task, a Writing task and a Number task. There is also a task for each Specialist area each term.

In line with the Department of Education Guidelines, our school reports to parents in a more formal way each term.

- **Term One:** We provide time for a Parent Teacher Interview (meet and greet) in the middle of Term 1. The purpose is to share information about your child to teacher and discuss any learning goals to begin the year.
- **Term Two:** We provide a formal written report which indicates the achievement levels of your child in subject areas against the Victorian Curriculum
- **Term Three:** We provide the time for a Three-Way Conference where child, teacher and parent collectively review and discuss the learning progress and discuss the goals going forward.
- **Term Four:** There is a final formal written report and the invitation to discuss this should parents wish. The discussion is between the teacher, parent and child.

Should you wish to discuss a Students' progress at anytime:

If you have any concerns about your child's progress your first point of call is your child's classroom teacher. Please arrange a meeting with their teacher as soon as you have concerns. Meetings can be arranged at any time of the school year.

Information Sessions

During the year Information sessions are held about curriculum, student wellbeing, class programs and other important areas concerning your child and the school's progress.

For our Foundation (Prep) students, there will be a Classroom Information Session held in Term 1. Please look for this information on COMPASS.

Infectious Diseases & Conditions

There are a number of reasonably common childhood diseases or conditions, which are subject to regulation and require either exclusion or special treatment.

The following list should act as a guide, but please seek medical advice when in doubt.

Diseases or Condition

Chicken Pox

Conjunctivitis

Diphtheria

Diarrhoea

Infectious Hepatitis

Hepatitis B

Impetigo (School Sores)

Measles

Meningococcal Infection

Mumps

Head Lice

Whooping Cough

Ringworm

Rubella

Scabies

Streptococcal Infection

Exclusion

Until fully recovered or at least one week after the eruption first appears.

Until discharge from eyes has stopped.

Until receipt of a medical certificate of recovery from infection.

Until it has stopped.

Until receipt of a medical certificate of recovery.

Until recovery from an acute attack.

Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has begun and that sores on exposed parts are properly covered with moisture-proof dressings.

Until at least five days from the appearance of the rash.

Until receipt of a medical certificate of recovery.

Until fully recovered.

Until appropriate treatment has been carried out.

Two weeks after the onset of the illness and a medical certificate of recovery is received.

Until appropriate treatment has begun.

Until fully recovered or at least five days after the onset of the rash.

Until appropriate treatment has begun.

Until receipt of a medical certificate of recovery.

MPWPS

Management of Concerns and Complaints Policy

PURPOSE

Moonee Ponds West recognises that involving parents in their child's education is critical to children's development and learning. We value positive relationships with parents and families and strong school community partnerships.

From time to time parents/carers may have concerns that they wish to take up with the school. We welcome feedback and encourage parents/carers to raise any issue so that it can be dealt with in a timely and professional manner.

In the development of this policy and procedures, it is important to clarify underlying principles and values which underpin our roles and accountabilities, including the recognition that complaint/conflict management is a shared responsibility. All issues and complaints should be resolved at the school level if possible.

AIMS

MPW's approach to addressing concerns and complaints is based on a commitment to:

- Providing a safe and supportive learning environment for students
- Building relationships between students, parents and carers and staff
- Providing a safe working environment for staff.

Concerns and complaints covered by the policy

The concerns and complaints covered by this policy and associated procedures include issues related to:

- General issues of student behaviour that are contrary to the school's policies including incidents of bullying and harassment
- Learning programs, assessment and reporting of student learning
- Student class placements
- Communication with parents and carers
- School fees and payments
- General administrative issues

Full policy details are available from our Website or the office.

http://mooneewestps.vic.edu.au/uploaded_files/media/1544399614management_of_parentcarer_concerns_and_complaints_policy_final_29th_may_2017.docx_amend.pdf

Management of Concerns and Complaints Policy

continued

Raising concerns or complaints

In the first instance, any concerns or complaints should be raised directly with the school as per the policy and guidelines.

Contact with members of staff can be made directly or through the school office on 9370 6875. If you are not sure who to contact, please contact the Principal.

Please contact:

1. The **student's classroom or specialist teacher** about learning issues and incidents that happened in their class or group
2. The **team leader** if students from several classes are involved
3. The **student welfare co-ordinator** relating to student issues of a confidential or complex nature
4. The **Principal** about issues relating to school policy, school management, staff members or very complex student issues

If you feel your concern or complaint has not been dealt with, please address your concern in writing to the Principal.

School Information

General Office

Office hours are : 8:15am – 4:45pm

Telephone:

9370 6875 / 9375 1197

FAX:

Business Manager

Administration Officer

Administration Officer

9370 1909

Sandra Monaghan

Sharyn Reinke

Xavia Bicheno

Connecting with us:

Principal:

jarrod.sutton@education.vic.gov.au or via COMPASS

Assistant Principal:

elisha.katsonis@education.vic.gov.au or via COMPASS

Business Manager:

sandra.monaghan@education.vic.gov.au

School Email:

moonee.ponds.west.ps@education.vic.gov.au

Website:

www.mooneewestps.vic.edu.au

Compass:

<https://mooneewestps-vic.compass.education/>

Feedback

MPWPS is always looking for feedback to improve the process and practices of the school.

Website:

www.mooneewestps.vic.edu.au

Compass:

<https://mooneewestps-vic.compass.education>

Appendix

Reading for Parents / Carers

- Ensuring a Successful School Start
- Some important Starting School Tips
- How to raise a child who loves to read

Ensuring a Successful School Start

Your class teacher is the first person you should communicate with if there is a problem concern or a moment of celebration.

The following are a list of possible opportunities to build a successful start for your child.

- If you have a concern, please contact your child's teacher. They are always there to support your child.
- Students should know their address, telephone number and the best route between home and school – if possible.
- Should you need to collect your child from school before the end of the school day please refer to the Early Dismissal Process that is in this booklet. This new process is in line with our Child Safe requirements. Students must not go home during the day for any reason (including illness or an accident) without a parent or carer signing the child out at the General Office.
- If you change your address, job or emergency contact person during the year, please go to COMPASS in the settings section and make the adjustments there. After completing this action email the school to notify.
- Students should be on time for school. Please have your child at school by 8.50am. School hours are between 8.50am (getting ready for the day) to 3.30pm. Classrooms are open at 8.50am and the school gates have supervision at this time.
- Students are to have all school items named including clothing, hats, bags, lunch boxes, and bottles.
- Student Absence: Please notify the school of a student absence via COMPASS on the morning of the absence. Unexplained absences will be followed up by the Attendance Officer.
- Dangerous/Violent items and toys are not allowed at school in accordance with our 'Playground Responsibilities' document.
- Students are not permitted to leave the school grounds during school hours.

Some important Starting School Tips

Reminders for Parents/Carers:

- If you drive your child to school, please observe the Parking notices around the school grounds. Parking Inspectors patrol the area and fines are issued for breaches of the parking laws. Sometimes the Officers take photos of your car registration and the fine appears in the post.
- The Council has provided 'Green Zones' in Athol St and Eglinton St for your convenience. The process that is to be observed in using these areas is:

Enter the zone to collect your child when they are waiting.

If they are not waiting please do a 'block'. That is up to the roundabout and back.

If you double park to wait for a space, you may likely incur a fine.

- Bicycles, scooters and skateboards are not to be ridden in the school grounds during the hours of 8.00am and 5.00pm. A bike shed is available near the Lennox Street entrance to the school for the keeping of bikes and scooters. A lock is encouraged. The school takes no responsibility for bikes or scooters left in the Bike Shed over night or weekends.
- Please ensure your child recognises his/her school bag and if they have a MPW bag please attach a large and distinguishable key tag or coloured ribbon to make recognition easier. School bags can become heavy so please ensure you monitor the weight for your child's back health.
- Mobile phones/smart watches - The increased ownership of mobile phones requires that school administrators, teachers, students, and parents/carers take steps to ensure that mobile phones are used responsibly. Please see our Acceptable Use of Mobile Phones Policy on our website. Mobile Phones or smart watches are not to be used during school time. This is again in line with our Acceptable Use and Child Safe Policies.

Please do not hesitate to contact the school office or your child's teacher for any other information, advice or support.

How to raise a child who loves to read

By Pamela Paul and Maria Russo

From the moment you're expecting your first child, you are bombarded with messages about the importance of reading. Reading to and with your child will give the message that reading is fun and opens up a new world. As a parent or carer or grandparent raising a reader is fun, rewarding and relatively easy.

Start Them Early

First, be a read yourself

If you've let reading slide to the margins of your life, now is the time to bring it back. Make the space, and time, for books you read for yourself, and books you read with your child. **If you want to raise a reader, be a reader.**

Baby Books Are a Necessity

You may think you're off the hook with books until your baby is at least vertical, but not so. Even newborns benefit from the experience of hearing stories (and they can't complain about your taste in books). So take advantage. Here's how:

Read out loud, every day. Any book

You can read anything to a newborn: a cookbook, a dystopian novel, a parenting manual. The content doesn't matter. What does matter is the sound of your voice, the cadence of the text and the words themselves. Research has shown that the number of words an infant is exposed to has a direct impact on language development and literacy. But here's the catch: **The language has to be live, in person and directed at the child.** Turning on a television, or even an audiobook, doesn't count. Sure, it's good to get started reading aloud the children's books that will be part of your child's library. But don't feel limited. Just be sure to enjoy yourself.

Use your senses

Babies who are read to are learning that reading is fun and can involve all the senses: the feel of the pages, the smell of the glue (don't go crazy), the visuals of the illustrations, the sound of the parents and carers voice. **Try it:** Texturised books are especially good for your child's tactile experience.

How to raise a child who loves to read

continued

Be aware of your audience

Make eye contact, engage with your little one. It may seem like babies are not listening, but they are absorbing the experience. The patterns, routines and attentive habits that are set now will last a lifetime.

Get your baby talking

Babies may start making sounds in response to your reading. This is why many books for this age contain nonsense words or animal sounds — they're easier to mimic. **Try it:** If your child makes a noise, respond. It may make no sense to you, but it's communication. There's a straight line from this moment to your first parents and carers child book club.

Toddlers

It's hard to overestimate how important reading is to a toddler's intellectual, social and emotional development. When you read with toddlers, they take it all in: vocabulary and language structure, numbers and math concepts, colours, shapes, animals, opposites, manners and all kinds of useful information about how the world works. What's more, when you read out loud, **your toddler connects books with the familiar, beloved sound of your voice — and the physical closeness that reading together brings.** You are helping build a positive association with books that will last a lifetime.

Keep these points in mind:

Reading happens throughout the day

Nightly bedtime reading is a familiar routine for parents and carers of toddlers — what better way to get your little ball of energy to relax before bed? Make sure the atmosphere is soothing and not rushed, and choose some of the many books that end, strategically, with a peaceful going-to-bed scene (though friskier books about sleep-avoiding children are fun, too). But **read with your toddler during the day, as well.** Offering to read books with toddlers is one of the best ways — some days, it can seem like the only way — to get them to slow down and focus. Sit close, and enjoy these moments of connection while it's still light outside.

How to raise a child who loves to read

continued

Introduce your own taste in reading to your child/ren

You've been reading a long time, and you have a sense of what you like in grown-up books. As a parent and carer, you have the chance to rediscover your taste in children's books. Pull out your old favourites, and find what's new that catches your eye when you're in bookstores, libraries or friends' homes. The good news is that the best authors and illustrators of children's books aim to please their grown-up audience, too.

Try it: Tweak the text when you're reading out loud. Many classic children's books are now considered sexist, racist, outdated and, in certain ways, downright awful. Feel free to make them better.

Respect your child's preferences

Your child is already surprising you with independent tastes and opinions. Just as your child doesn't like your kale salad, he or she may not appreciate the exquisite black-and-white crosshatching of Robert McCloskey's "Make Way for Ducklings" as much as you did as a child. You may not be all that excited about fairies or talking trucks, but your child might be. Encourage children to express what *they* like about their books, and find more books like those.

The parents and carers child pas de deux

The more you can make reading mutually satisfying, the more it will be associated with pleasure and reward. If your child doesn't like your silly ogre's voice, don't use it. Remember, it's your child's story time, too. **Try it:** Let your child turn the pages, to control the pace. (It's also great for developing fine motor skills.)

How to raise a child who loves to Read

continued

It's O.K. to interrupt

Don't get so caught up in your own reading that you ignore your child's comments and queries. Interruptions show that your child is engaged. **Try it:** If you find yourself saying, "Just let me finish this page," stop and ask your toddler to repeat the question. If children don't seem engaged by the words, ask what they see in the pictures. Point at things and invite them to explain or narrate the action.

Expand your toddler's world

Sometimes toddlers seem "stuck" on a certain book you're not crazy about. Don't deny them the books they like, but try to actively steer them towards other books as well. Most important, **don't be afraid to expose toddlers to subjects they don't have any context for.** All topics — even geology, the history of art, and life in different cultures — can be broken down into small parts and made interesting by a great children's book. Try it: At a certain age, children may start to gravitate exclusively to stories that feature a protagonist of their own gender. This is not true for toddlers. Take advantage of this time to expose them to a balanced menu of characters.

Choose diverse books

All children need to see themselves reflected in the picture books around them. If your child is a member of a racial or ethnic minority, seek out books that feature children who look similar to yours — they are getting much easier to find. White children also benefit from books that show children with different skin tones and ethnicities. All children need to encounter books that present the variety of cultural traditions and family structures that co-exist in our communities. **Exposing children to diversity in books will prepare them for life in a diverse world.**

**Immerse your child in language of all sorts.
It's the best way.**