



# Reservoir Views Primary School



## Foundation Information Handbook 2023

*Reservoir Views Primary School acknowledges the Wurundjeri People of the Kulin nation as the traditional custodians of the lands where we live, learn, work and play*



# Welcome!

On behalf of the School Council, staff and parents/guardians/care-givers of Reservoir Views Primary School, I'm delighted to welcome you and your child to our school community.

At Reservoir Views, engaging and connecting drives our work; with staff, students and families engaged in a *learning community*; working together to support the growth and educational opportunities for all students. We are committed to providing positive and rich learning environments for our students.

The Reservoir Views Primary School community provides a rich, diverse and inclusive culture that is embraced by all and is underpinned by our school values of Respect, Resilience and Love of Learning.

We look forward to developing relationships with you and your child over their learning journey.

Once again, welcome!

Steve



Steve Stafford  
Principal



Hayriye Ali  
Assistant Principal

## Contact information

Website.....[www.reservoirviewsps.vic.gov.au](http://www.reservoirviewsps.vic.gov.au)

E-mail.....[reservoir.views.ps@education.vic.gov.au](mailto:reservoir.views.ps@education.vic.gov.au)

Telephone.....(03) 9460 6995

# Term Dates 2023

Foundation students start **Tuesday 31<sup>st</sup> January**

Term	Start Date	End Date
Term 1	30th January	6 <sup>th</sup> April
Term 2	24 <sup>th</sup> April	23 <sup>rd</sup> June
Term 3	10 <sup>th</sup> July	15 <sup>th</sup> September
Term 4	2 <sup>nd</sup> October	20 <sup>th</sup> December
Summer Holidays	21 <sup>st</sup> December	30 <sup>th</sup> January '24

## School Timetable 2023

Time	Session or Break
8.50	Smooth Start – students at school to prepare for the day.
9.00	School day begins. Session 1 begins (Literacy).
9.55	Fruit Snack – fruit or vegetable brain break in class.
10.00	Session 2 begins – (Literacy)
11.00	Lunch – eaten inside the classroom.
11.15	Lunch outside play session.
12.00	Session 3 begins. (Maths)
1.00	Session 4 begins. (Inquiry, Specialist, SEL)
2.00	Recess – outside snack and play
2.30	Session 5 begins (SEL, Library, Specialists)
3.30	Home time

**Families are invited to attend whole-school assemblies each Monday at 9am in the multi-purpose room.**

# English Online Interview

The English Online Interview is an online tool to assess the English skills of students between Foundation and Year 2. All Foundations students across Victoria complete the mandatory assessment 1:1 with their teacher. At RVPS, students complete their assessment on **Wednesdays** between February 1<sup>st</sup> and March 1<sup>st</sup>.

During this assessment period (5 weeks), Foundation students **do not** attend school on **Wednesdays** unless they are attending their allotted 1 hour interview session with their teacher.

Time for the assessment is extremely limited, so it is important to select a time that will work for you and your family. Appointment times will be made in consultation with parents and carers during Foundation transition sessions. Please let staff know if you need a particular day, as all other times will be scheduled according to availability.

On your child's allotted date and time, you will need to drop your child to the classroom teacher, and return after 1 hour to collect them.

Dates	
Wednesday 1st February	No school for Foundation students (English Online Appointments only)
Wednesday 8 <sup>th</sup> February	No school for Foundation students (English Online Appointments only)
Wednesday 15 <sup>th</sup> February	No school for Foundation students (English Online Appointments only)
Wednesday 22 <sup>nd</sup> February	No school for Foundation students (English Online Appointments only)
Wednesday 1st March	No school for Foundation students (English Online Appointments only)

**Students will commence full time school on the week  
beginning Monday 6<sup>th</sup> March**

# School Uniform

All students are required to wear a school uniform every day. Our school uniform can be purchased through the office. The full range of items and sizes is available except for shoes. Our uniform consists of: school jumper or bomber jacket, light blue polo shirt, blue tracksuit pants/leggings or blue shorts/skort and a summer dress. Foundation students also require a school book bag.

Important: Shoes with Velcro are the best choice for Foundation students unless they know how to tie their shoelaces.

**Label everything!!!** Young children often forget where they put their items of clothing so to ensure that items of school uniform are promptly returned make sure that your child's name is clearly visible.

A spare set of clothes should be kept in your child's bag in case of accidents.



We are a SunSmart School



No Hat No Play! All children are required to wear a protective hat for all outdoor activities from the **1<sup>st</sup> of September until the end of April**. School hats are available for purchase through the office. Please remember to label all hats and other clothing items. If your child requires sunscreen, a roll-on sunscreen is preferred and the easiest for them to apply. Encourage your child to practise this skill over summer.

## School stationery and supplies

We pride ourselves on being an equitable and inclusive school. All school stationery and supplies are purchased by the school and available for all students in each classroom and specialist subject. Families can make voluntary contributions towards the cost of schooling under 2 categories: Curriculum Contributions and Other Contributions.

# It's Not O.K to be away!

It is vital that your child attends school regularly. Students arrive at school at **8.50am** for our 'Smooth Start', ensuring that they are here and ready to learn when the bell rings at 9am.

Being on time for school is the parent's responsibility - so keep in mind the unsettling effects of lateness on your child's ability to feel happy and confident at school.

Some families' book extended holidays during the school term but this can be detrimental to your child's ability to learn and thrive at school. Please be mindful of this when looking to travel for extended periods.

If your child is unwell, please keep them home and let the school know via Compass or a phone call as soon as possible.



## Medical

The school needs to know about any medical issues with your child. Allergies, anaphylaxis or asthma needs an action plan from your doctor and a copy provided to the school. Puffers, spacers, epi-pens and medications related to your child's allergy need to be kept at school. Please bring any medication your child needs throughout the day to the office and it will be stored in sick bay. Medication needs to be clearly labelled and in the original packaging. You will be asked to fill in a form with clear instructions on how medication is to be administered.



# Before Starting School



The following are some things to help practise personal, social and emotional skills that will help with the transition to school:

- Talk about coming to school including how you will get there and people you may know.
- Practise sitting down and eating out of a lunch box, opening and closing lunch box lids and water bottles.
- Get your child to dress and undress independently, including shoes and socks.
- Practise packing and unpacking their school bag independently.
- Ensure your child is able to use the toilet and/or urinals independently. Teachers are unable to assist with toileting.
- **Use the resource in the 'Welcome Pack' with your child – help them to identify and write their name, letters and numbers using the correct formation.**
- Read with your child regularly and ask them questions about the books, the settings and the characters. Encourage them to ask question about the books.
- Practise giving your child some simple instructions to follow.
- Provide opportunities for sharing and turn taking.
- Help your child communicate their needs to an adult using full sentences.
- Work on separating confidently from a parent or carer.
- Talk with your child about not always getting their own way and having empathy for others.
- Teach them how to respect their belongings and others' belongings.
- Be positive about starting school and encourage questions from your child.



# First Day of Foundation

The first day of Foundation is a very exciting time for students and families. To help students make a positive start to Foundation, you can:

- Make sure your child knows who will take them to school and pick them up on the first day.
- Ensure you leave enough time in the morning to get ready and arrive at school just before 8:50am to settle your child into their classroom
- Help your child to organise their clothes, hat, shoes and socks the night before.
- Help your child to pack their school bag with a snack, drink, lunch and a hat.
- Place a spare pair of underpants and a change of clothes in a plastic bag. Let your child know these clothes are in their bag in case of any accidents at school.
- Put sunscreen on your child in the morning if it's needed and pack some in their bag.
- Show your child where you will meet them at the end of the school day.
- At the end of the day talk to your child about what happened at school.

## What to expect on the first day

Children love routine and knowing what to expect; therefore, it may be a good idea to discuss what the first day at school will look. The following is an outline of the first day.

Foundation students start school on **Tuesday 31st January**. The music starts at 8:50am and students can come into their classroom with their adult/s to settle in by putting their bag away and completing an activity at a table together. At around 9:10am parents can say goodbye for the day and Foundation students will have circle time on the carpet. During circle time, the teacher will complete the roll, introduce the calendar including the '100 days of Foundation' chart, and students will get an opportunity to share 1 thing to the group. The class will then go for a walk around the school to learn about where they can and can't play, where the toilets are and some rules around play areas such as the sandpit. At around 10am, students will break to have fruit snack and learn what they can and can't eat during this time. Across the rest of the day, Foundation students will meet their buddies, do some getting to know you activities and participate in developmental play.





# Learning at Reservoir Views

## IEPS, Conferences and Academic Reports

Every child at Reservoir Views PS has an Individual Learning Plan (IEP). Teachers work with students to develop 4 learning goals in the areas of: Literacy, Mathematics (Number), Personal and Social Learning and Learning Behaviour. These goals are targeted to the specific needs of each child and based on classroom observations, assessment and curriculum foci. At the end of each term, we hold student-led conferences to reflect on students' progress against that term's learning goals and to discuss the new learning goals for the following term. Parents also receive a digital academic report via Compass of their child's progress against the Victorian Curriculum Achievement Standards in June and December.

## Reading and Writing

Reading and writing skills including phonemic awareness, phonics, letter formation, vocabulary, spelling and sentence writing are explicitly taught through systematic and structured lessons. Students are supported to apply their learning through daily guided and/or independent practice. Students build their oral language and background knowledge through shared reading and classroom discussions.

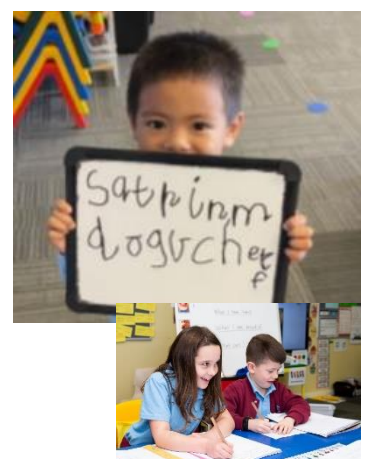
Teachers take 'Focus Groups' to target the different needs of students. They conference with students regularly to assess progress and set goals together. Students' reflect on their learning at the end of Reading and Writing lessons to help consolidate their learning.



## Phonics and Phonemic Awareness

Phonics and Phonemic awareness are crucial to reading and writing success in children. We have a strong focus on explicit and systematic phonics instruction and developing phonemic awareness in our students. It is a focus of our daily program including:

- Using a structured sequence of letters and sounds
- Building awareness of syllables and phonemes (sounds)
- Recognising and working with multiple phonemes within words
- Blending to read words
- Identifying the sounds in words (segmenting) and writing words and sentences using their growing knowledge of letter patterns



# Mathematics

Number plays a large role in the Foundation Maths classroom. Number involves not only counting forwards and backwards, but using one to one correspondence, subitising, estimating, part-part-whole, skip counting and recognising numbers represented in different ways. Maths also includes concepts such as Measurement and Geometry and Data. Daily lessons include review of previously taught skills, explicit teaching, and opportunity for guided and/or independent student practice. Students explore different concepts with the use of hands-on materials and are challenged to explain their thinking. As with Literacy, teachers also take focus groups and set individual goals. Reflection time bring the lesson together where what has been learnt is shared and reflected upon.



# Inquiry

Science and Humanities are taught through our Inquiry lessons. Inquiry is a chance for students to build their knowledge on a range of engaging and important topics in science, history and geography. We usually begin with a shared and engaging experience, and student questions and wonderings are explored. Inquiry topics are linked to Reading and Writing where possible.

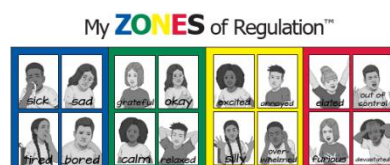


# Social and Emotional Learning - SEL

SEL is our Social and Emotional Learning program. It incorporates aspects of Respectful Relationships, and other wellbeing learning. SEL is an important aspect of Foundation as children learn to work with others, regulate their emotions and understand how to engage in respectful behaviours.

# Zones of Regulation

In every classroom at RVPS, you will see interactive displays of The Zones of Regulation. This framework and curriculum builds students' awareness of their feelings as well as giving them a variety of tools and strategies to regulate their emotions. Students are supported to process and care for their emotional wellbeing through regular lessons and 'check-ins' across each school day.



# Specialist Classes

Your child will take part in 4 specialist areas of study on a weekly basis. These classes are taken by the specialist teacher and are Physical Education, Music, Visual Arts and AUSLAN.

## Music

In Music, Foundation students learn songs and games that tune in their bodies and ears to the Elements of Music, which include high and low, loud and quiet, and fast and slow. By singing, moving, dancing, improvising and playing percussion instruments, students learn to interact with each other, develop their technical musical skills, and build the understanding to begin reading and writing music. A typical Music lesson consists of a welcome song, an improvisation activity, a directed listening or writing activity, an opportunity to perform for the class, and a musical game.

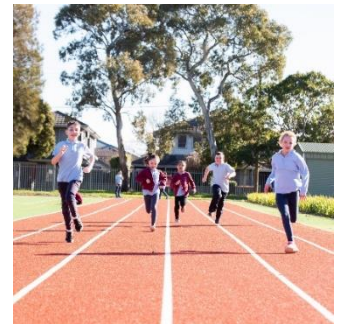


## Visual Arts

In Visual Arts, students learn skills in drawing, collage, painting, threads and textiles, printmaking, modelling, and construction. They are encouraged to make their own art via observations and experiences. They respond to artworks using the elements of art and Visual Thinking Strategies. Students work independently and collaboratively to respond to each other's work, share thoughts, ideas whilst immersing in engaging 'hands on' fine motor hand development activities.

## Physical Education

In Physical Education, Foundation students will learn the importance of safety and teamwork through a range of individual and team games. They will develop motor skills in the areas of eye-hand, movement and balancing skills. Students learn the importance and role that rules and procedures play in games and activities. A typical Physical Education lesson consists of a warm up game, whole class activity and a run on the running track.



## AUSLAN

We are excited to introduce Auslan at Reservoir Views' in 2023. Foundation students will participate in weekly learning activities that involve taking turns, playing action games, making choices and communicating with their teachers and peers through sign. They will learn to translate familiar words and phrases from Auslan to English and vice versa as well as how to create simple texts such as labels, posters and wall charts with Auslan images and English words.

# House Teams

At RVPS, we have 4 house teams - The Cheddar Roos (Yellow), Hickford Crocs (Green), St. Vigeons Vipers (Red) and Darebin Dolphins (Blue). Your child will be assigned to one of the houses at the beginning of the year. There are several house events throughout the year where students can wear their house colours and participate in events. Each year in Term 1 we hold a House Athletics Day where we head to Coburg Athletics Track for a fun-filled day. Families are invited to this day and we encourage them to embrace the fun by dressing up in the family house colours.

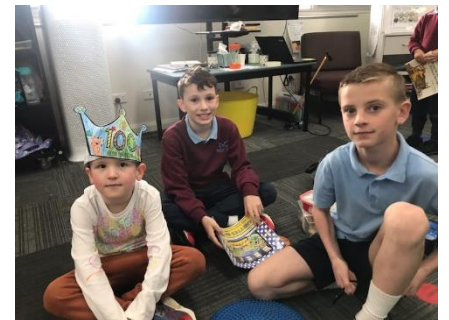


# Lunch Orders

Lunch orders are available through the canteen on each Monday, Wednesday, and Friday. The canteen is also open for counter sales of snacks at lunch on each of these days. Lunch orders can be purchased through the old-fashioned paper bag or through the QKR app.

# Buddies

Foundation and 5/6 students love the opportunity to be part of our buddy program! Before the end of 2022, your child will be assigned a buddy from Grade 5/6. They will receive a letter from their buddy at the end of 2022 and will be involved in structured buddy activities throughout 2023. Buddies are a great source of support for our Foundation students, especially in the yard at the beginning of the year.



# Camps, Sports and Excursions Fund (CSEF)

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like:

- school camps or trips
- swimming and school-organised sports programs
- outdoor education programs
- excursions and incursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. Payment amounts for eligible primary school students are \$125 per year.

## Excursions / Incursions

Excursions and Incursions happen throughout the year and are usually based on the topics being covered in the classroom. Foundation students will also have special visits throughout the year from emergency services such as the Police and the Fire Brigade as well as participating in the whole school swimming in Term 4.

You will be notified of these ahead of time via printed notices and through Compass.

## Homework

We provide weekly activities for students to complete that complement the learning in the classroom. The activities usually include some maths fluency, decoding practice, letter formation and preparing for show and tell. We understand sometimes students have after-school activities and/or events that may impact the time available to complete homework tasks, so please speak to your child's teacher if you have any questions or concerns regarding homework.

## Home Reading

Our home reading program aims to build positive reading habits and develop students' love of reading. Each week, Foundation children will borrow books from the library to be read **to them** by a parent/carer. They will also bring home decodable words, sentences and books **to read themselves** as they begin to build their decoding skills. Students will receive a reading journal for parents to record their child's reading each night. Please ensure students bring their book bag into school each day so the teacher can check and sign their reading journal as well as help to change their readers.

Important note: students are **not** expected to read library books or home readers themselves until they have learnt the letter-sound relationships in class.

## Lost property

Please label everything! It will more than likely be returned if your child's name and grade are clearly marked on the item. There is a small lost and found box in the Foundation area, and a main lost and found tub outside the office.

## Head Lice

Please inform your class teacher or the office if an infestation of lice is detected. We will then endeavour to check the class or send a note home advising parents to do so. To stop an infestation from spreading, it is advisable to check your child's hair regularly. The eggs are white, are attached to the hair and are difficult to remove.

## Wet and Hot Days

All students remain in their classroom if it is raining during recess times until weather clears and it is possible to go outside. Rooms are supervised while children are inside. All rooms are air conditioned. On days of extreme heat, students remain inside and are encouraged to drink plenty of fluids. There is no provision to send students home on very hot days. Children should have drink bottles, hats and sunscreen.

## Out of School Hours Care

Our before and after school provider is *TheirCare*. Students can be booked in to before and after care if you are unable to supervise your child before 8:45am or collect your child at 3:30pm. *TheirCare* operates from our multi-purpose room and are open from 7am until 8:45am each morning and from 3:30pm until 6pm each afternoon/evening.

*TheirCare* also offer supervision on pupil free days, and they run a holiday program based from our school.

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



## School drop-off and pick-up

There are teachers on yard duty from 8.45 am. Students cannot be left unattended at school before this time

Foundation students will need to be collected at approximately 3.25 pm from their classroom line-up area. Students are not just dismissed; they are in the care of their teacher until a parent/guardian/caregiver is sighted and then collect them.

If a student is enrolled in before or after care, staff from *TheirCare* will take them to their classroom in the morning and collect them from their classroom in the afternoon.

## Students Leaving School Grounds / Early Dismissal

Ensure your child knows and understands the arrangements for going home and who will be there to collect him/her. If you make arrangements with another parent to collect your child, please inform the office. I ask you to please ***always use the school crossing areas***. Students are not permitted to leave the school grounds unless signed out by their guardian. If you require your child to leave school during school hours for any reasons (eg. Dentist, Doctor) etc. please contact the office to let us know. It is our policy not to permit children to leave the school grounds alone during school hours. The Sign Out must be completed at the office prior to collecting your child.

## Car Parking

Be aware of parking restrictions around the school; parking inspectors visit on a regular basis. For safety and health benefits we encourage parents to walk their children to school or park in areas around the school and then walk. Please don't access the staff carpark or enter through this area.

## Communication

Communication is key. We have an open-door policy at our school and place great emphasis on developing productive relationships between school staff, students, and families. Teachers are available for quick discussions during our smooth start and after school (except Tuesday and Wednesday afterschool as these are staff meeting days). Should you need to discuss things in greater detail, a mutually convenient meeting time can be arranged. Your child's teacher is also available via email and can call you to discuss any concerns.

We welcome feedback from our community and Hayriye and Steve are available to discuss any feedback or concerns.

## Change or address / telephone numbers.

The school should be notified immediately of any change of address or telephone numbers. Please call the office to inform us of any changes to personal details.

# Newsletters and notices / Compass

Newsletters include all important school dates and information about what's happening in the school. Each year level cohort prepares a page to communicate to parents about the learning or events happening in that year level. Newsletters are available on the school website and sent digitally via Compass each fortnight.

Our school uses the communication platform Compass. This is our main area



where school information is communicated with the community.

It is used to book student-led conferences each term, a platform for families to enter student absences, give consent and pay for excursions and events, student semester achievement is uploaded

here, and teachers can be contacted through here.

Our office staff will assist you with log in details and with supplying help guides as you navigate the platform.

## Late arrivals

Any late student needs to come to the Office to sign in. They will be given a late pass and be taken to his/her class.

## Helping and volunteering at our amazing school

We appreciate your help! Parent/caregiver/guardian volunteers are welcome at Reservoir Views and there are countless ways to volunteer and help:

- From being involved in our parents and friends' association that helps plan school fundraising and student and community events such as Mother's/Father's/Special Person's Day stall, student discos, open air cinema, colour runs and election day BBQs
- Volunteering as a classroom helper
- Volunteering with school excursions and incursions
- Volunteering time on a working bee or helping with gardening/weeding whenever you are available
- Nominating yourself to be involved with our school council
- Volunteering your time on special event days such as election day BBQs at school

We are incredibly flexible with what involvement in our school looks like for our community.

All volunteers at Reservoir Views whether child or non-child related work require a valid Working with Children (WWC) clearance. I encourage all parents/caregivers/guardians to apply for the volunteer check

<https://www.workingwithchildren.vic.gov.au/individuals/applicants/how-to-apply->