

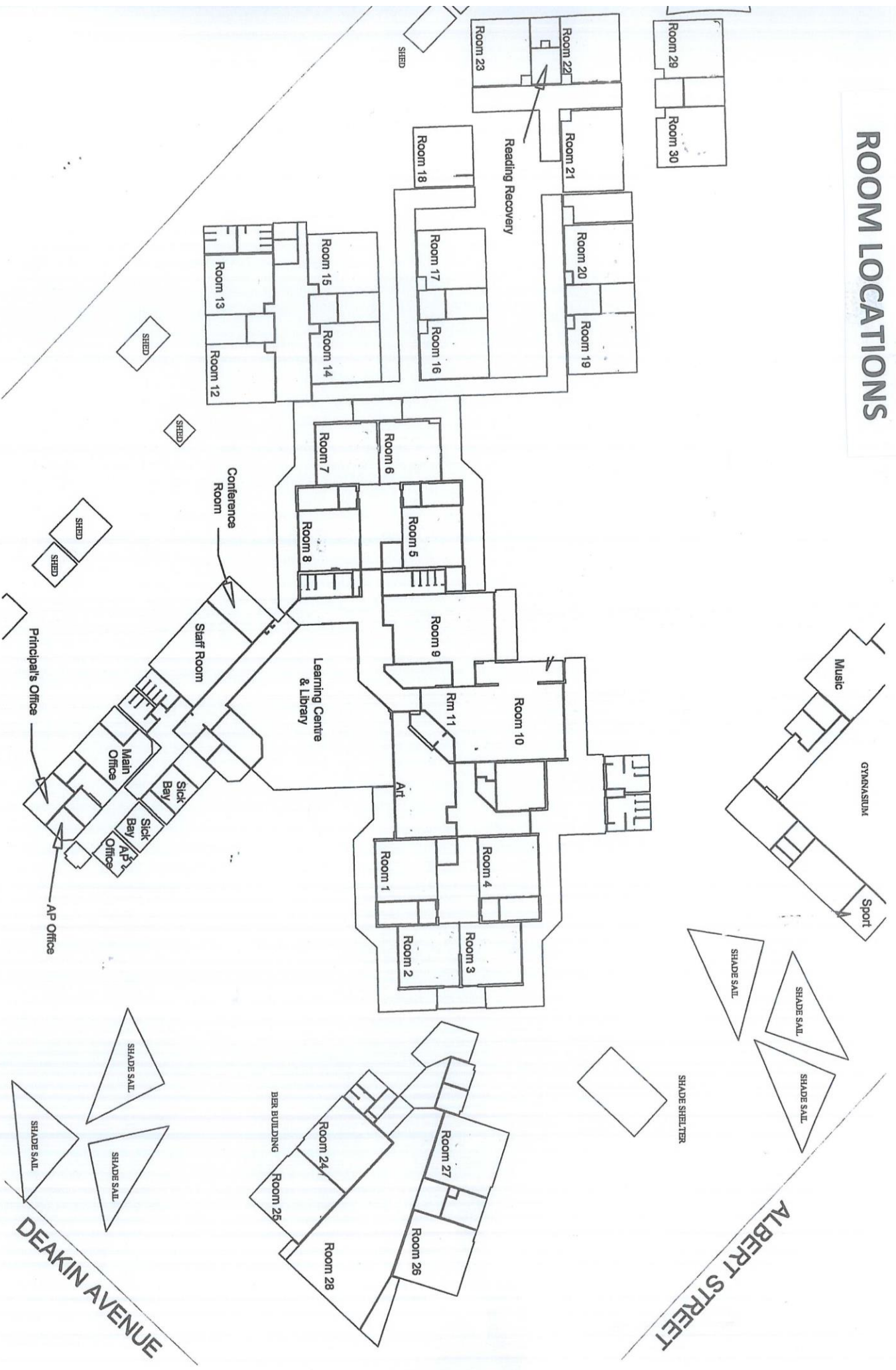
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ROOM LOCATIONS



Principal's Message

Mildura South Primary School is a Positive Education School and a member of the Positive Education Schools Association (PESA). We have many programs in place that build a growth mindset towards being our best selves and loving the work that we do each day.

Tomorrow's Leaders Today (TLT) develops leadership skills in each Grade 6 student, encouraging them to take responsibility for their choices and wellbeing and influencing the positive culture of Mildura South Primary.

The Respectful Relationships Program that is taught from Prep-Grade 6 builds an emotional resilience in our students, where individuals are respected and help seeking is an explicit strategy that we value and teach daily. The Stronger Smarter culture of being stronger in the heart and smarter in head is a part of our everyday lives at Mildura South Primary. We have high expectation relationships, honouring all cultures with an inclusive approach to students within all curriculum areas.

Our Positive Education values hard work and collaboration. Together as a whole school community, we support each other in taking risks and working out of our comfort zone to learn and discover new things about ourselves, our capabilities and what we can accomplish. Each day our students, together with our staff and families adopt Dr Martin Seligman's principle of PERMA. In doing so we flourish as individuals and as a school community.

P – Positive Emotions

We know that we experience positive emotions that we are more open to learning and working with others. Each day we have calm time scheduled so that we can pause and check in with ourselves first, then enabling us to check in with others.

E – Engagement

We have engaging school activities and lessons where we know what we are learning and why we are learning it. Students can articulate the learning intention and success criteria for each lesson.

R – Relationships

We thrive on positive relationships. We listen to each other to learn and understand another person's perspective. We value different people's stories and cultures and we celebrate diversity in our Mildura South Community.

M – Meaningful

Our learning and experiences at Mildura South Primary are in the context of growing our whole selves. We are taught strategies of mindfulness so that as we pause and notice we can identify the meaning of our learning and tasks in context.

A – Accomplish

We are successful at Mildura Primary School because together we work hard. We support one another through challenges and we listen to each other identify "what works" and "why it works". We celebrate our accomplishments, knowing that it is only through making our own choices and mistakes that we can truly grow.

Our Positive Education culture encourages students to seek help to find solutions whether in the classroom or in the schoolyard. We aim as a school community to learn and grow from mistakes and our everyday experiences.



A WORD OF WELCOME

The Mildura South Primary School Council, staff and community extend a welcome to all new pupils and their families. We look forward to an association with you that will be a happy and educationally rewarding experience.

This booklet has been prepared as a ready reference for parents to obtain information about our school's procedures, organisations, and programs. If for any reason you require further information about any school matter, do not hesitate to call or contact the school by telephone. We shall be only too happy to answer your queries.

Our school staff and council believe that good two-way communication lines between school and home are essential to establish the co-operation so necessary to ensure that each child's primary school days will be both happy and successful.

Marie-Therese Milani
Principal

SCHOOL COUNCIL

The School Council is the official body representing the school. It is composed of:

- (1) Parents elected by the parents of children attending the school.
- (2) 1 Co-opted member
- (3) 1 School Principal
- (4) 3 elected staff members.

The School Council has wide responsibilities in the following areas:

- (1) determining the educational policy of the school within government guidelines.
- (2) planning and organising school finances.
- (3) stimulating community interest in the school and assisting school community relations.
- (4) planning, developing and maintaining school resources including the buildings and grounds.
- (5) employing ancillary staff.
- (6) conducting a school canteen.
- (7) conducting an out of school hour's program.
- (8) selection of a school principal if necessary.

SCHOOL COUNCIL MEMBERS 2020/2021

* Elections are held in March each year and any parents are eligible for election.

PRESIDENT

Mrs. Concetta Morgan

VICE PRESIDENT

Mr. Jonathan Belej

SECRETARY

Mr. Roger Kent

PARENTS' CLUB

Ms. Donna Broad

PARENT REPRESENTATIVES

Ms. Monica Doherty

Mr. Jonathan Belej

Mr. ☒0465 ☂02065

☑0 ☂0050005 ☂005

☑00 ☂05000000 ☑00005

STAFF REPS

Mrs. Marie – Therese Milani

Mr Roger Kent

Ms. Christine Callipari (Business Manager)



PARENTS CLUB

Parents can be involved in many ways at the school and a number of activities are dependent on assistance from the Parent body. The Parents Club is a group of interested parents that make up a communication link between the school, the school council and the school community.

PARENTS CLUB EXECUTIVE FOR 2020-2021

PRESIDENT	Stacey Perry
VICE PRESIDENT	Amal Stone
SECRETARY	Donna Broad



OUTSIDE SCHOOL HOURS CARE PROGRAM

The following programs are offered that have been established through the initiative and continuing support of the School Council to assist parents in the community with 75 places available each day.

Before School Care
 After School Care
 Curriculum Day
 Vacation Care

The aim of the program is to provide a safe, warm, caring atmosphere for children in a stimulating environment.

The service follows the National Quality Standard and is assessed and rated by a Regulatory Authority on a regular basis. The service also provides an extensive program of creative and recreational experiences for the children in accordance with National Quality Area 1.

Before School Care operates from 6.45am to 8.45am each weekday during the school term. A healthy, varied breakfast is provided each morning as part of the service. The cost of this program is *\$16.00 per child per session.

After School Care operates from 3.30pm to 6.00pm each weekday during the school term. On the last day of each term the program will start at 2.30pm and is charged at a higher rate than other days. A nutritious snack is provided after school as part of the service. The cost of this program is *\$22.00 per child per session (last day of term *\$25.00)

Pupil Free Days/Curriculum Days operates from 8.00am to 6.00pm on the scheduled days throughout the school year. The cost of this program is *\$60 per child per session.

Vacation Care operates from 8.00am to 6.00pm during the term break for 10 weeks of the year, closing for one week over the Christmas/New Year period. The cost of this program is *\$60 per child per session plus any additional excursion costs.

*The service is funded by the Australian Government to provide Child Care Subsidy to families to reduce the cost of the fee. All families are to complete an assessment with Centrelink to determine the percentage of the Child Care Subsidy.

The school council employs both male and female educators who are trained in Children's Services or actively working towards a qualification. Educators are also trained in First Aid, CPR, Asthma and Anaphylaxis.

The OSHC office details: phone: 5018 6028 / 0408 232 143 email: oshp@msps.vic.edu.au
Office Hours: School days - 6.30am to 10.30am & 2.30pm to 6.00pm / Vacation Care - 8.00am to 6.00pm



THE OFFICE

Books and Requisites Levy

Parents are required to pay a compulsory levy for books and requisites for each child for the year, which should be paid as soon as possible. Our School Council asks for a donation to help defray the costs of computer and technology purchased. Payment of the levy can be made at the office by cash, cheque, Bpay using the Bpay code on the bottom of your Statement or Eftpos (with a \$10 minimum per Eftpos transaction).

Camps, Sports and Excursions Fund

The Camps, Sports and Excursions Fund provides payments for eligible students to attend camps, sports and excursions. If you have a health care/pension card or are a temporary foster parent, you should be eligible to apply. For more information, please contact the school office.

Change of Address

Over the time that your child is enrolled at Mildura South Primary School, family details such as address, phone numbers or place of employment may change. If your details or circumstances change, please notify the school immediately so that our records are up to date. This is particularly important for emergency contact in the case of accident or illness.

Absence Notes

If your child has been absent or you know they will be absent, please write a brief note of explanation and send it along to school or contact the school by telephone on 5023 2148 or by Compass. By law we must keep accurate records and this system ensures that children are only absent when approved by the parent.

Money

Often children need to bring money to school to pay for activities, excursions and performances. Could parents please ensure that the money and signed permission note are marked with the child's name, grade and amount enclosed. The sealed envelope should be dropped into the school's drop box located at the office.



STUDENT BANKING

The Commonwealth Bank offers all children a School Bank service.

On application, children will receive a deposit wallet, which may be brought to school each Tuesday with money for depositing.

These books are then processed by the office staff on behalf of the bank and then returned to children. The small commission paid by the bank for this service goes to the Parents Club.



PARENT/SCHOOL COMMUNICATION

1. There are occasions when queries, problems or difficulties arise. We have found that the best procedure to follow is to contact the principal or teacher by telephone, and then if necessary a convenient time to meet can be arranged. This will ensure the teacher is free to spend quality time with you in discussing the needs of your child. It is very difficult for a teacher to spend time talking with you while a class of children requires the whole attention of the teacher. Informal meetings in the mornings when you drop off your child often are inconvenient, as teachers are busy preparing for the day.
2. If the school staff are aware of a problem affecting a student's learning or well-being, staff will contact parents.
3. Official Parent/3 way conferences & Parent Forum are arranged during the year. The mid-year 3-way conference presents the opportunity for teachers to meet with parents and students providing a full resume of their child's progress to that stage of the year. Samples of the student's work will be available, and details provided as to the student's attitudes, keenness, problems, interest and learning goals. We feel that these interviews have proven themselves the most profitable means of accurately communicating a student's progress, strengths and weaknesses to parents. Involving the student allows them to also take responsibility for their own learning.



WRITTEN REPORTS

Reports will be sent home Mid-year and End of year. Parents are welcome to make an appointment with their child's teacher if they feel they would like to discuss any concerns they may have in relation to the report. Digital copies of reports are also available through Compass Parent Portal.

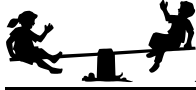


CHILDREN COMMENCING SCHOOL FOR THE FIRST TIME

It is of great assistance to school planning and organisation if parents or guardians of beginner children can complete enrolment forms before the end of the previous year.

At the time of enrolment, parents or guardians are requested to have proof of age available (eg. Birth certificate, extract of birth or passport). An immunisation certificate is required and can be obtained from a Medicare Office or by contacting ACIR on 1800 653 809 or by emailing www.medicareaustralia.gov.au/your_health/our_services/aacir. The following statement must be situated at the end of the certificate: "This child has received all vaccines required by 5 years of age".

Please note it is a Department of Education and Training requirement that students cannot complete the school enrolment process without their Birth certificate and a copy of their immunisation certificate.



PREP ROUTINE AT BEGINNING OF YEAR

REMEMBER that it takes all children at least a month to make the adjustment to school life.
REST DAY: Wednesday 3rd, 10th, 17th and 24th February 2021. No prep attendance on these days.

Monday, Tuesday, Thursday and Friday the children will attend school from 9:00am – 3:30pm.

The large area that adjoins the Prep rooms is called the HUB. As this area is often used for teaching, we ask parents to remain outside until after the bell. The Prep Teachers will bring the children to meet you on the asphalt area near the teacher's car park at 3:30pm.

SCHOOL YEAR FOR 2021

Term 1: 28th January to 1st April

Term 2: 19th April to 25th June

Term 3: 12th July to 17th September

Term 4: 4th October to 17th December

SCHOOL HOURS OF ATTENDANCE

We expect your child to be both regular and punctual in attendance. Children arriving late/leaving early will need to be signed in/out at the office using the electronic sign in for the "Late Arrivals/Early Leavers" by parents upon arrival/departure.

NORMAL SCHOOL HOURS ARE:

9:00am – 3.30pm.

(Lunch is from 11.10am to 12.15pm – Students eat their lunch inside from 11.50 to 12.15).

(Afternoon recess is from 2.00pm – 2.25pm – Students eat their snacks inside from (2.00pm – 2.10pm)



COLLECTING CHILDREN WITHIN SCHOOL HOURS

If it is necessary to collect children from school before the normal dismissal time, please notify the Principal and/or classroom teacher and sign the "Late Arrivals/Early Leavers" book situated at the office so that we know the whereabouts of each child at all times. This avoids the need to instigate "*Missing Children Procedure*" and calling for Police assistance if we cannot locate a child within a short time.

Leaving school is against all rules and children may only leave with a parent, if written permission is provided or the parent has phoned and spoken with the teacher. If you are collecting your child from school during school hours then please use the electronic sign in at the front office and again sign your child back in when your child returns after an appointment.

BEFORE SCHOOL

Children should not arrive at school before **8:30am**, as the yard is unsupervised prior to this time. Parents are reminded that the Out of School Hours Program may be utilised from 6:45am.

COLLECTING CHILDREN AFTER AFTERNOON DISMISSAL

Please ensure that children are collected promptly. Please advise the school if you are delayed.

AFTER SCHOOL ARRANGEMENTS

Please ensure that your children understand the particular arrangements in place for picking up or travelling home after school.

Children can be the subject of considerable stress if they think they have been left at school or have missed the bus.

SPECIAL CIRCUMSTANCES

If there were any special circumstances regarding the collection or care of any child, it would be most helpful if the Principal is notified as to authorised persons and or times.

CHILDREN BEING LATE TO SCHOOL

Please ensure your children arrive on time to school. If your child is going to be late, phone the school or send a note to the class teacher. A few children do arrive late for school in the morning. School starts at 9.00am and instruction starts at that time.

VISITORS TO THE SCHOOL

All visitors to the school intending to spend more than a few minutes here are required to sign in at the office using the electronic sign in and a lanyard and to sign out again when leaving. This lanyard system assists staff and students identify adults who “belong” to the school whilst also identifying who is actually on the premises at any given time, especially in case of an emergency.



SCHOOL CROSSING, CAR PARKS AND BIKE RIDERS

The School Crossings over Deakin Avenue, Walnut Avenue and the service road are supervised by a Crossing Attendant employed by Mildura Rural City Council between the hours of 8:00am – 9:00am and 3:20pm - 4:00pm.

It is essential, in the interest of safety that children cross Deakin Avenue at the supervised crossing point and we request your co-operation in ensuring that all children conform to this rule. Parents who pick up children on Deakin Avenue should take particular note of this.



CAR PARKING

Children may be picked up from the Deakin Avenue Car Park opposite the school. Please watch out for the children as you are backing out of the parking positions. In the interest of safety, ***parents are not permitted to park within the school grounds.***

The staff car park, for safety reasons is not to be used for picking up or dropping off students. This car park is for staff only.

Please do not stop in the bus zone at the front of the school as you will hinder the running of the school buses and run the risk of a parking infringement.

DROP OFF & PICK UP ZONE

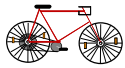
A pick up and drop off zone is located in Albert Street just around the corner from Deakin Avenue where parents are permitted to stop briefly (up to two minutes) to collect or drop off students.

Motorists using Albert Street can assist in maintaining a safe environment for all members of our school community and avoid incurring an infringement notice by -

- Arriving at the pickup zone after school has been dismissed
- Not parking in the drop off/pick up zone or other ‘no parking’ zones
- Driving around the block if your child is not yet at the pickup area
- Delaying your pick up until after 3.40 pm when traffic volumes have eased

Each afternoon staff members supervise waiting students, calling their attention to cars as they arrive to assist in minimizing the time motorists spend in the restricted area.

Our neighbours in Deakin Avenue and Albert Street have asked that parents do not park across their driveways at any time.



BIKE RIDERS/SCOOTER RIDERS

Parents of children who ride bicycles/scooters to school should ensure that their child:

- (a) is a competent bike rider/scooter rider
- (b) has an adequate knowledge of road law
- (c) wears a helmet

Children should house bikes in the racks provided during school hours. Bicycles must be wheeled in the school grounds & along the footpath in front of the school in the interests of safety. Scooters are locked up in the scooter shed.



BUS TRAVEL TO AND FROM SCHOOL

Many of the students travel to and from school by bus.

1. Children waiting to catch the bus home must wait within the school grounds.
2. Children crossing Deakin Avenue to catch the bus must use the school crossing for obvious safety reasons.
3. Children travelling by bus are expected to behave in an orderly manner.

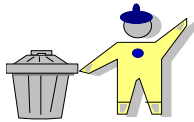
Your assistance in helping children to conform to these regulations would be most appreciated.

** For information on bus routes please contact *Sunraysia Bus Lines* on 5023 0274.



TRAVELLING ALLOWANCE

If your child must travel more than 4.8km to school and if *Mildura South is the nearest State Primary School* to your home then you may be eligible for a travelling allowance to help defray transport costs. Please contact the office if you consider that you may be eligible for a travelling allowance.



LUNCHING ARRANGEMENTS

Please pack children's lunches in a box with a cool pack to ensure the safety of the food you send. Some parents just freeze a small plastic water bottle and include this in the child's lunchbox; this is both inexpensive and provides a cold drink at lunchtime.

Children eating lunch at school eat supervised in the classroom (11:50am – 12.10pm). They play at 11.10am – 11.50am.



SUNSMART POLICY

As part of this school's Sunsmart Policy, the Parents Club supplies a sunscreen dispenser for each classroom and children are encouraged to apply this before going outside. Children are required to wear a broad brimmed hat if they wish to play outdoors during months of the year with high UV levels. Students are not required to wear hats from May to the end of August.



SCHOOL UNIFORMS

The School Uniform

We believe that a school uniform is a desirable way of providing children with safe and practical attire for the best activities of the school curriculum.

Summer-

Green or grey shorts for all, checked dress, bottle green pleated sports skirt/skort, yellow polo top, green windcheater, green or white socks, black footwear to be encouraged, green broad brimmed hat.

Winter-

Grades Prep-2 Green pants/tracksuit, yellow polo top or skivvy, green windcheater, green or white socks, black footwear encouraged, green broad brimmed hat.

Grades 3-6 Grey pants, green pants, green pleated skirt, yellow polo top or skivvy, green windcheater, grey socks, green tights, black footwear encouraged, green broad brimmed hat.

Lost Clothing

Please label all clothing as our lost property box is always full of unnamed articles and clothing is expensive. Unclaimed articles are disposed of at the end of each term. Please place the student's name and grade on the items that are purchased so when the children forget to pick them up, they can be returned to their classes. **TIP:** If there are no tags on the clothing, use a black permanent marker to write the name and grade **inside the back of the jacket or jumper.**

Jewellery is not part of school uniform – stud earrings only.

Hats (and sun protection)

Hats are available for purchase at school suppliers and we strongly encourage children to wear hats as per the schools 'Sun Smart Policy'. (Caps bucket or legionnaire hats not allowed).

Second hand Windcheaters

A small selection of second hand windcheaters and uniform items are available from the Parent's Club for \$2.00 per item.



MEDICAL

Accidents and sickness will occur during school hours. We will try to alleviate the situation:

1. By contacting parents or a friend / neighbour you nominate on the enrolment form
2. There is a sickbay area for children suffering from minor illness or injury
3. In cases deemed necessary, an ambulance will be called.

Ambulance Subscription

Please subscribe to the Ambulance Service (around \$120 per year for a family). If we need to call an ambulance for your child, the cost to you can be huge.

**IT IS ESSENTIAL THAT THE SCHOOL HAS UP TO DATE PHONE CONTACT
NUMBERS AT ALL TIMES**

WE NEED YOUR HELP IN:

1. Providing us with *COMPLETE AND ACCURATE* details of how to contact you or your representative
2. Providing an immunisation certificate when enrolling
3. Informing us of any condition from which your child suffers that could lead to concern
4. Ensuring that your *child / children are well* before sending them to school
5. **Please notify us if you change**
 - Address
 - Phone number
 - Place of business
 - Doctor
 - alternative contact numbers have been changed.



INFECTIOUS DISEASES

The Department of Education has strict provisions that apply to children suffering from infectious diseases.

Common diseases and the patient exclusion details:

GERMAN MEASLES- Until fully recovered or at least 5 days after onset of rash.

INFECTIVE HEPATITIS- Until receipt of a medical certificate of recovery from Infection, or until symptoms disappear.

MEASLES- Until at least 5 days from the appearance of rash or until receipt of a Medical certificate of recovery.

WHOOPING COUGH- Until a medical cert. is furnished or for 2 weeks after the onset of the illness.

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

MUMPS -- Until fully recovered.

RINGWORM (SCABIES) -- Until appropriate treatment has commenced.

IMPETIGO (SCHOOL SORES) - Until the sores are being treated and kept covered with occlusive dressing.

SCARLET FEVER - Until medical cert. is provided.

CONJUNCTIVITIS - Until discharge from eyes has ceased.



FIRST AID & MEDICINES

Definition:

A medicine is any substance used to alleviate a medical condition.

Student Medication Protocol – 2021

1. ***If a student is ill he or she should be kept at home until recovered.*** This will help the recovery of the child and reduce the risk of infection.
2. Class teachers should know of any medications taken by a child and should confer with other teachers when appropriate.
3. Parents are encouraged to come to school to administer medication to their child.
4. All medication (including prescribed drugs) that is to be administered by office personnel must be handed in at the office when the student arrives.

The medication will clearly show:

Student's name

Medicine name

Clear instructions of time and dosage, signed and dated by a parent.

5. Medicines will be kept in office refrigerator or secured area.
6. Asthmatic sprays (*eg Ventolin, Respolin*) may be kept by children trained in their use. This practice must have the parent's written stipulation.
7. Analgesics are to be treated at school in the same manner as prescription drugs.
8. Cough medicines are not appropriate at school and may only be brought under doctor's advice tendered in writing.

MEDICAL RECORDS

1. ***Each child with Asthma requires an Asthma Management Plan to be formulated by a doctor in collusion with parents and furnished in writing to the school.*** Similar plans for other medical conditions such as ADHD, Epilepsy and severe allergies (Anaphylaxis) are also required.
Where a student requires an "Epipen" there must be a current one supplied to the school.
2. Emergency numbers need to be current and parents are responsible for this process.
3. The child's physical and health status need to be recorded at school and updated if changes occur.
4. Each child with known medical conditions will have their photograph and relevant details on record at the office.
5. Student medical details and emergency contact numbers will be kept in the office.
6. Every endeavour will be made to have at least two or three staff members with current first aid qualifications.
7. A staff member will be rostered on First Aid Duty each lunch & recess time.





SCHOOL HEAD LICE POLICY

PURPOSE

The desired outcome of this policy is to achieve and maintain a physical school environment that is free of Head Lice and eggs at all times. However, maximum effort must be made to ensure that the self-esteem and privacy of all individuals who make up the school community is respected.

POLICY

Detection and treatment procedures

1. Parents are to check their children's hair on a regular basis. The school is to be notified as soon as possible of any incidences.
2. When cases are reported by parents, a note is sent home across the year level and is put in the newsletter. A school nurse managed whole school head lice check will be organised at least once a term. All parents are to be advised that they are responsible for their own family members once the school check has been undertaken.
3. When cases are detected at school, students will bring home a note informing you so that you can treat your child's hair immediately.
4. The children can only return to school once they have been treated and all eggs are removed.



CURRICULUM AT MILDURA SOUTH

Learning Areas	
<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <p>The Humanities</p> <ul style="list-style-type: none"> • Civic and Citizenship • Economics and Business • Geography • History 	<p>Languages</p> <p>Mathematics</p> <p>Science/Stem</p> <p>English</p> <p>Health and Physical Education</p> <p>Technologies</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies
Capabilities	
<p>The Victorian Curriculum F-10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. The Victorian Curriculum F-10 has the provision of content descriptions and achievement standards in the four capabilities.</p>	
<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>	

Standards and Levels

The Victorian Curriculum F-10 is structured as a continuum across levels of learning achievement not years of schooling. This enable the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

MINDFULNESS

At Mildura South Primary our students learn in calm, safe and respectful classrooms. We ensure this through developing respectful relationships with each other and practising mindfulness. Mindfulness is a practice that creates awareness from paying attention, developing qualities such as: compassion, non-judgement, acceptance and curiosity. Through mindfulness education, students and teachers develop a capacity for greater self-awareness, concentration, patience and resilience. In order for children to learn we teach them to notice their wandering mind, regulating their attention and emotions so that they are present while learning. Calm time takes place in each classroom at the beginning of the day, after lunch and after recess. Activities such as meditation, yoga, mindful colouring and quiet reading are some of the ways students prepare for learning.



COMPUTERS AND OTHER TECHNOLOGIES

Mildura South Primary School recognises the impact that technology has on our daily lives and the need for children to understand and explore the use of computers and other technologies. Resources such as Netbooks and iPads are seen as a powerful teaching and learning resource, which complement other teaching strategies in all curriculum areas.

Students in Grades 5 – 6 have 1-to-1 access to Netbooks in their classrooms, while Grades Prep to 4 have access to both Netbooks and iPads. Both Netbooks and iPads are used in a variety of ways in classrooms to support student learning. Our computer network extends throughout the entire school, allowing wireless Internet and network access across the school.

Our priorities are to increase the knowledge and skills of students and staff. We also aim to increase access to computers and other technologies, such as iPads, digital cameras, digital video cameras and interactive whiteboards, etc. to enhance student learning and engagement across all curriculum areas and year levels.

eSmart

Mildura South Primary School is an eSmart School. eSmart Schools is a behaviour-change initiative designed to help schools improve cyber safety and reduce cyberbullying and bullying.

Our aim is to establish an eSmart school where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.



THE SCHOOL LIBRARY

The Mildura South School Library/Learning Centre has a computerised Library Management System. All catalogue records are on computer and all resource circulation is also done through the computer. Our Learning Centre also has a smart board, enabling large groups and classes to come in and use this facility.

The Library provides a wide range of literature and information resources for staff and students which include picture stories, fiction, nonfiction, as well as current Australian and World Encyclopaedias, pictures, maps, magazines, kits, Audio and Video tapes, Big Books and teacher reference resources.

All students have a weekly class lesson in the library where they may borrow fiction or non-fiction books and become familiar with their location, use and care, while at the same time be exposed to a wide variety of literature and information resources.

Children have access to the library before school every day.

To reduce the possibility of damage or loss of books all children are required to have a library bag - clearly named in which to keep their library books. We think it only fair that any book, which is lost or deliberately damaged, should either be replaced or paid for.



English (or Literacy) is organised into:

- **Reading**
- **Writing**
- **Speaking and Listening**

Literacy Program – Prep to Grade 6

- Literacy outcomes are based on the Victorian curriculum.
- All Literacy tasks have clear Learning Intentions and Success Criteria and are centred on students learning and identifying a skill, knowledge or understanding.
- When learning to read and write, children are matched to lessons which enable them to learn at their own level.
- 10 hours of Literacy is taught per week.
- Our school is well resourced with a wide variety of reading materials provided in all classrooms and the library, including current literacy based technology programs.
- Children are given small group instruction known as Guided Reading at their level by their classroom teacher. Writing is also taught this way.
- Reading lessons include developing accuracy, fluency and vocabulary development. MSPS teaches students to develop high level comprehension by connecting to text, questioning, visualising, determining importance, summarising and identifying purpose and audience.
- Spelling is taught daily through explicit and incidental lessons using research based methods.



Mathematics (or Numeracy) is organised into;

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Mathematics Program - Prep to Grade 6

- Mathematics outcomes are based on the Victorian Curriculum.
- All Mathematics lessons have clear Learning Intentions and Success Criteria and are centred on students learning and identifying a skill, knowledge or understanding.
- When learning to be numerate, students are matched to lessons which enable them to learn at their own level.
- 7.5 hours of Numeracy is taught per week.
- Our school is well resourced with a wide variety of hands on equipment provided in all classrooms to assist students.
- Digital technologies such as iPads and netbooks and Maths programs such as MathsOnline are used to support and enhance student learning.
- Students are given small group instruction known as Guided Maths at their level by their classroom teacher.
- Mathematics lessons include developing accuracy, problem solving skills and vocabulary development.
- Counting and the learning of basic numbers facts is a part of the daily Maths routine
- MSPS teaches students to develop an awareness of mathematics both in and outside school so that students can learn to apply skills, knowledge and understanding to a wide range of familiar and unfamiliar situations.

Assessment

- Diagnostic tests are conducted prior to learning topics. These provide teachers with valuable information on what students already know and what they need to know next.
- Testing Week occurs at Week 5 in every term. This provides valuable whole school data on the strengths of students across the school which helps drive individual instruction.



HEALTH EDUCATION

Health Education aims to develop skills, knowledge and understanding in the following areas.

Prep

Identifying personal strengths.

Identifying parts of the body and describe how their body is growing and changing.

Identifying people and actions that help keep them safe and healthy.

Practising personal and social skills to interact with others.

Identifying and describing emotional responses people may experience in different situations.

Identifying actions that promote health, safety and wellbeing.

Exploring a range of ways to play and be active in the outdoors.

Years 1 and 2

Describing their own strengths and achievements and those of others.

Identifying and describing significant relationships in their lives.

Practising strategies they can use when they need help.

Recognising their own emotions and demonstrating positive ways to react in different situations.

Examining health messages and how they relate to health decisions and behaviours.

Exploring actions that help make their classroom a healthy, safe and active place.

Recognising that physical activity can take place in a range of different environments.

Years 3 and 4

Examining how success, challenge and failure strengthen a person.

Discussing physical, social and emotional changes that occur, as people get older.

Developing strategies that can be used in situations that make them feel uncomfortable or unsafe.

Identifying and practising strategies that promote health, safety and wellbeing.

Developing strategies, they can use to manage their emotions.

Exploring responsible classroom practices such as recycling, composting and energy saving.

Years 5 and 6

Discussing resources in the community that assist young people.

Practising skills to establish and manage relationships.

Understanding that individuals experience changes associated with puberty.

Examining the influence of their emotional responses on behaviour, relationships and wellbeing.

Recognising how media influences personal attitudes, beliefs, decisions and behaviours.

Investigating practices that help promote and maintain health and wellbeing.

Exploring ways in which people can connect with their community through physical activity.



PHYSICAL EDUCATION AND SPORT

At Mildura South Primary School, students participate in 1 X 50 minute physical education lesson each week with a specialist physical education teacher. Each grade also takes part in regular activity sessions with their classroom teacher. This enables children to be active throughout the week and supports the development of fitness levels and positive attitudes towards keeping fit. Children in grades 3-6 also take part in 1 hour of sport each week.

Facilities

Mildura South Primary School has tremendous sporting facilities for physical education and sports lessons. These facilities consist of a large playing field with football and soccer goals, basketball/netball courts, two supergrass tennis courts and a full sized gymnasium. The school also has an extensive range of sporting equipment.

Physical Education

Physical Education lessons are based on the Victorian curriculum. In the junior school PE, sessions are focused around students developing their fundamental motor skills and being able to play safely with other students. Each student also improves their ability to control their movements as well as follow instructions and rules within games. Prep students also participate in a perceptual motor program during term 2. This program helps children gain confidence when tackling cognitive tasks that they need to be able perform each day at school. As the students' progress through the school, they begin to enhance their skills and tactics that can be used for specific games or sports. Students also explore the benefits of maintaining good levels of health related fitness. Students are expected to participate in all activities. If a student is unable to participate in PE or sport for a medical reason, they will need to provide their teacher with a note.

Sport

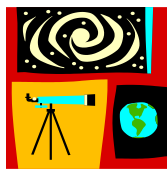
Students in grades 3-6 participate in at least 1 hour of sport each week. During sports sessions the students focus on building the necessary knowledge and skills to be an active participant in various sports. Grade 5 and 6 students also have the opportunity to represent the school in a wide range of sports. These sports include; cricket, cross country, swimming, football, soccer, hockey, netball, basketball, rugby, volleyball, softball, golf and athletics. All of these sports are governed by School Sport Victoria and provide pathways for children to progress from district through to state level competition.

Uniforms

Students do not require a uniform to participate in physical education or sport at school. If children are representing the school at a sporting event they will be provided with a uniform for that particular sport. Due to the fact that children are regularly active at school they should always wear shoes that are suitable for running. Children are encouraged to have a drink bottle with them when attending physical education or sport.

Swimming

All students are given the opportunity to participate in a 1-week intensive swimming program that is run by qualified swimming instructors at Mildura Waves.



SCIENCE & STEM

Prep to Year 2

The classroom teacher teaches grade Prep through to Year 2 Science. Students will investigate Living Things (Biological Science), Properties of Materials (Chemical Science), Changes That Occur in The Sky and Landscape (Earth Science), Push and Pull and Light and Sound (Physical Science).

Year 3 through to Year 6, students have STEM (Science, Technology, Engineering and Mathematics) as a specialist subject. This is a Science Inquiry based subject with Design Technology incorporated into each Inquiry. Each session runs for 50 minutes.

Years 3 and 4 students will investigate:

Earth and Space Science including, how Earth's rotation causes regular changes and how Earth's surface changes over time as a result of natural processes.

Physical Science including, how heat can be produced and moves from one object to another and the effect of forces on objects.

Chemical Science including, the change from a solid to liquid and the properties of natural and processed materials.

Biological Science including, the features of living things and how different living things have different life cycles.

Years 5 and 6 students will investigate:

Earth and Space Science including, the Solar System and geological changes that affect the Earth's surface.

Physical Science including, light and sources of energy.

Chemical Science including, the ways solids, liquids and gases change and reversible and irreversible changes.

Biological Science including, adaptations of living things and how living things are affected by their environment.



HUMANITIES

Topics covered are:

Prep: People that help us, how toys move, living/non-living things, weather.

Grade 1: Safety, Family history/celebrations, Waste wise, seasons.

Grade 2: Water/river, Local produce, Mildura's History, Recycling, nutrition.

Grade 3: Local/pioneer and Aboriginal History, Australia's climate and vegetation.

Grade 4: Health and wellbeing, Laws and citizens, History of Australia

Grade 5: Australia and neighbouring countries, Colonisation, food and fibre production.

Grade 6: Mapping / location of major countries, Australia's connection to other countries, Laws and Parliament.



VISUAL ARTS

Art is an enjoyable, creative learning experience at Mildura South Primary School.

Our aim is for the students to have fun!

Students attend a 40-minute lesson every week in our Art Room.

All grades practise and develop skills in:

- ❖ Painting
- ❖ Drawing
- ❖ Printing
- ❖ Construction
- ❖ Clay
- ❖ Collage
- ❖ Textiles
- ❖ Colour
- ❖ Mixed media

Students are encouraged to reflect on their own work and give positive feedback on the work of others. Students observe and discuss artworks by a variety of artists and use these works for ideas and inspiration.

Art awards are presented each week at the school assembly. A different year level is awarded each week. Students who have created outstanding work from this year level will be presented with a certificate, their artwork will be held up for everyone to see.

Every year, Mildura South Primary School enters selected artworks produced by students into the Mildura Show.



PERFORMING ARTS

Prep – Grade 2

Students from Prep to Grade 2 explore the musical concepts of beat, rhythm, pitch, volume, duration and timbre during first semester. They explore these through a variety of listening, playing and creating activities. They also investigate drama in forms such as games, mime and plays and use the developed skills to problem solving and create short imaginative works.

In the second semester students begin to apply their knowledge of various musical concepts to make musical decisions when creating or exploring pieces of music. They explore ways in which instruments can be used to produce a particular feel or mood within music. There is a focus on using imagination and creativity through simple role play activities to promote good listening skills.

Grade 3 – 4

During semester one in Performing Arts, the Grade 3 and 4 students explore written music, learning about note names and their values on a Treble Staff. They discuss the characteristics of time signatures and how these affect the type of notes and the beats that are contained in a bar of music. Grades 3-6 learn the ukulele and are given the opportunity to join the School Instrumental Program where they have the opportunity to learn instruments such as the flute, clarinet, trumpet, saxophone, piano, violin, percussion and guitar. Many students then go on to perform in the Mildura Eisteddfod.

In second semester students learn Circus Skills in drama, experimenting with apparatus such as juggling scarves, beanbags & rings, spin sticks spinning plates and the Diablo, giving the students another outlet for performance as they create simple routines with the equipment illustrating a variety of learnt skills.

Grade 5 - 6

The Grade 5 and 6 students in semester one are exposed to a variety of western styles of music such as raps and parodies. They explore the components and structures of these styles and recreate them using a variety of instruments and technology. They also explore the history behind these styles and their dominant influences. Circus Skills is continued and the students continue to refine their skill and build their confidence in performing these skills in front of peers and the wider community.

In second semester, the students continue using a variety of resources to compose and perform music. In drama, the students explore communication through verbal and non-verbal means through activities such as Charades and Theatre Sports, learning valuable skills such as improvisation and public speaking. Approximately thirty students are chosen to perform in *The Beat*, onstage at the theatre. This is a multi-skilled performance based on a chosen theme, which incorporates, singing dancing and acting in a short performing arts presentation in front of the wider community.



SCHOOL BAND

In 1983, a concert band was formed at the school to enable children to learn a variety of woodwind and brass and percussion instruments. (A concert band is an orchestra without a string section.) The sight of primary children playing clarinets, trumpets, flutes and trombones, is becoming more and more common in Australia, but is still quite rare in country Victoria. Children may join the band (which now includes string instruments) in Grade 4, 5 or 6 and then continue at any of the secondary schools in the area. The greatest problem is of course the expense of an instrument, which may cost from \$400 - \$1,000 brand new. However, the school can arrange instrument hire for approx. \$150 to \$300 per half year depending on the instrument of choice. A fee of approximately \$150 per term for tuition is also charged.

Parent support is essential if the child is to become proficient on their chosen instrument and it is expected that parents will encourage their children to practice, to assist in fund raising activities for the band, as well as drive children to the performing venues.

STRONGER SMARTER

The Stronger Smarter program is to directly improve the educational outcomes for Indigenous Australian and beyond them, all school children.

At Mildura South we strongly believe all student deserves to feel safe, respected, valued and happy. Every student deserves to dream, believe and succeed. The solution and the Stronger Smarter approach unlocks the belief and confidence of teachers and parents to give all children the opportunity to be the best they can be. We show how High Expectations Relationships and Strength based learning can transform classrooms, improve student attendance, deliver positive numeracy and literacy outcomes, and increase engagement of children and their families in learning that really matters.

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

In the classroom, children will learn problem-solving skills, to develop empathy, support their own wellbeing and build healthy relationships with others.

When children build positive relationships with their teachers and peers they feel safer and happier at school, are more resilient and have positive social attitudes. Positive relationships also increase a child's sense of social connectedness and belonging which can result in better health and academic outcomes.

These age-appropriate and evidence based materials are designed to enable teachers to develop student's social and emotional capabilities to promote positive, healthy and respectful relationships.

Our children learn...

Emotional Literacy

Emotional literacy' is described as the ability to understand ourselves and other people, and in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence.

It includes the ability to understand, express and manage our own emotions and respond appropriately to the emotions of others.

Personal Strengths

Research shows that wellbeing, positive behaviour and achievement are more likely to occur when pupils are aware of their cognitive and character strengths and have opportunities to demonstrate and further develop them at school.

When individuals engage their strengths they tend to learn more readily, perform at a higher level, are more motivated and confident, and have a stronger sense of confidence and satisfaction.

Positive Coping & Stress Management

Coping strategies are the things people do to help them to self-calm, self-cheer, persevere and endure, release tension, deal with distress or uncertainty or lift their mood.

When young people develop language around coping, they are more likely to be able to understand and deliberately utilise a range of different strategies for use in addressing different types of challenges.

Problem Solving

The coping repertoire of children and adolescents includes their problem-solving competencies and skills. Problem-solving is identified by the World Health Organisation (WHO) as a key skill for health. Young people need to be able to think logically and predict and evaluate the consequences of various actions.

Help Seeking

Help-seeking is a coping strategy that involves seeking technical, instrumental, social or emotional support from other people. Help-seeking behaviour of children and young people is fundamental to their mental health and wellbeing. Encouraging and fostering help-seeking behaviour's through school-based programs is one way to improve their mental health and wellbeing.

