



Camberwell
Primary
School

French English Bilingual Education
École bilingue franco-australienne



Starting School Handbook | 2020

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Principal's Welcome

Dear Parents,

I extend a warm welcome to you and your family as your child commences their journey in our learning community. Our commitment to you, over the next seven years, is to work with you to enable your child to be the best they can be in a rich, diverse community that values everyone for their individual qualities and characteristics.

Our goal, as educators, is to deliver effective curriculum, skills and understandings to equip each child to achieve their potential and better navigate a complex global community. By learning in a bilingual environment, students implicitly acquire high level thinking and problem solving skills, as well as being more fluent in a multilingual world. We explicitly teach children to think about their thinking, to be critical thinkers, to act independently with integrity.

We aim to provide Positive Education where children develop a growth mindset, are resilient and empathetic; where they enjoy meaningful and long-lasting relationships in a safe, nurturing environment. All of our staff recognise the critical role of social, emotional, physical and mental wellbeing in supporting the whole child and active participants in our learning community to ensure that this is a priority.

Raising a child takes a community and we look forward travelling the journey with you.



Janet Gale

Janet Gale
Principal

Our School Vision and Mission

Mission

To provide each child with a love of learning and equip them with the skills and qualities to enable them to flourish as healthy and engaged members of society.

Vision Statement

Our learning community is inclusive, collaborative and stimulating.

We support and challenge our students to be the best they can be. Our students are excited, engaged learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others’ learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

We provide an innovative, bilingual education which is internationally recognised as a model of excellence. We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.

Values

The core values that underpin our actions and behaviours at CPS are:

- Respect** For ourselves, others and the environment
- Kindness** Being kind and generous to others, doing good deeds for others
- Collaboration** By working together we can achieve much more than we can on our own
- Perseverance** Believe in what we do and overcome what lies before us

Starting School

The start of your child’s Primary School journey is an important and exciting time in your family’s life.

At CPS we aim to support our Foundation students and families to make a positive transition into school by gradually introducing the students to the routines and expectations of the school day. A gradual start to school allows students to have adequate rest and learning time, while also ensuring teachers are able to build a thorough knowledge of each individual student through Foundation entry testing appointments.

What Day Does My Child Start?

Tuesday 28 January

Teacher Professional Learning Day - Student Free Day

Wednesday 29 January

Year 1-6 Students commence school

Wednesday 29 January - Wednesday 5 February

Foundation entry testing appointments (students only attend school at their scheduled appointment time)

During the Foundation entry testing period, Outside School Hours Care (OSHC) will provide optional care for Foundation students. You can register and book for this care from early 2020 via the Team Kids website www.teamkids.com.au

Thursday 6 February

All students attend for a half-day session (morning or afternoon)

You will be informed before the end of 2019 about which session your child will be attending. OSHC will be available all day if required.

Friday 7 February

Full day attendance for Foundation students.

School Dates 2020

Term dates 2020

- Term 1 28 January (Tuesday) to 27 March
- Term 2 14 April to 26 June
- Term 3 13 July to 18 September
- Term 4 5 October to 18 December

*28 January – Staff Professional Learning day (pupil-free day)
Please Note: The last day of each term always concludes at 2.30pm.

Pupil Free Days 2020

Each year in Government schools, four student-free days are allocated for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. Student free days will be advertised in the school newsletter, Le Journal.

Daily Timetable

Ready to Learn	8.50am – 9.00am
Sessions 1 and 2	9.00am – 10.40am
Recess	10.40am – 11.10am
Sessions 3 and 4	11.10am – 12.50pm
Lunch Eating Time	12.50pm – 1.00pm
Lunch Play Time	1.00pm – 1.50pm
Sessions 5 and 6	1.50pm – 3.30pm

Arriving at School- Ready to Learn Time

It is best to arrive at school at 8.40am each morning. This ensures that students arrive at school calmly and with enough time to meet up with friends in the playground before entering their classroom for Ready to Learn time at 8:50am. Ready to Learn time, from 8.50-9.00am, is an important part of the school day where students enter the classroom, complete their daily routines and settle down to a calm and focussed activity prior to the commencement of classes at 9.00am. Parents and carers are encouraged to say goodbye quickly and calmly to allow students to build independence in settling into their Ready to Learn activities.



Drop off and pick up

Each morning, the yard is supervised by a staff member from 8.40am until the commencement of classes.

Prior to 8.40am students should not be left unattended at school. In the afternoon, the yard is supervised until 3.45pm. At this time, any students who have not been collected are asked to come to the office.

Office staff will contact parents/carers and any students remaining at the office by 4.00pm will be taken to the OHSC centre.

Dogs in the school grounds

Dogs are only permitted in certain areas of the school grounds. They must be on a leash and accompanied by an adult at all times.

Scooters and bikes

CPS encourages active travel to school. We ask that all children (including younger siblings) walk with their scooters and bikes in the school grounds. Due to limited storage areas for bikes and scooters, we ask parents to please take them home after drop off time where possible.

Supporting Your Child

Once your child is at school

8.40am is the ideal time to arrive at school so that your child has the opportunity to integrate into the school environment and be ready to enter class. Being in class for the introduction to the lesson is crucial, both for your child and their classmates. At the beginning of a lesson teachers ‘tune students in’ to the learning focus and ensure they are clear about lesson content and expectations. When students arrive on time and can approach the beginning of a lesson calmly they generally experience a much more settled and productive day at school.

Children arriving after 9.00am must be accompanied by parents/carers and signed in at the office. At the office parents/carers will be issued with a Grounds Pass and you will be asked to walk your child to their classroom. Any students arriving after 9.00am will be marked as ‘late’ on the attendance register.

School is new and exciting for our Foundation students. Learning a second language is especially demanding, so a regular bedtime is beneficial. We recommend that Foundation and Year 1 students be in bed by 7.30 - 8.00pm each evening to ensure they are well rested and ready for their day at school. At the end of the day Foundation and Year 1 children are brought to the line up area to meet their parents. Teachers verify that every child has been picked up by a parent or carer. Children attending Outside School Hours Care are collected from the Junior Campus by staff from OSHC.

Please advise the school office if you are going to be late to pick your child up after school. This will enable the office staff to take care of your children until you arrive. If your child is still waiting after 4:00pm they will be taken to our after school care program.

Opportunities to participate in learning

Camberwell Primary values and encourages a strong partnership between school and home. Show an interest in the work your child brings home and, if possible, display it in the house. Children experience a sense of pride if a parent comes to help and share in the activities of the class. You can share in the educational growth of your child by participating in the classroom Literacy and Mathematics programs, Library and Art sessions. The Early Years Literacy and the Early Years Numeracy programs recognise and value the role of parents as their child’s first and most influential teacher. Parent training sessions are organised over four evenings early in Term 1. We encourage you to participate if you would like to be a classroom helper.

CPS encourages parents to continue in this role throughout their child’s school experience, as research shows there is a positive effect on children’s attitudes, learning and behaviour when a home-school partnership is formed.



Your Child's First Day

Arrive on time.

Leave cheerfully and don't linger.

Letting go can be hard, we know, but be positive and reassuring.

It is natural for children to experience excitement or anxiety on the first day.

Children are aware of how you are feeling. Your positive and relaxed manner will help build your child's confidence about this new school world.

Parent Participation

To strengthen a home-school partnership, the CPS Parent Training program is run annually. The program provides parents with an opportunity to gain insights into how children learn and the value of home literacy and numeracy experiences. Useful and effective strategies to assist children with literacy and numeracy at home will be covered.

2020 Training Program

The 2020 program will be held in the evenings to allow most parents to attend.

Dates and times for these parent training sessions will be advertised in early 2020.

Parents who wish to help in the classroom must have completed the Parent Training program. This program is facilitated by English and French Teachers. Parents must also have a current Working With Children Check.

Schedules to work in classes during Term 2 will be organised with teacher following the training course.

Rules and Routines

Attendance

If your child is ill or not able to attend school for any reason please call the school prior to 9.30am on the day of absence. In addition, a written record of your child’s absence is required by the Department of Education and Training, either via email, short letter or on a student absence form available at the school office.

If you are planning an extended absence from school, please submit a student absence form prior to departure and notify the classroom teacher.

Health

If your child has an illness or medical condition, the school should be informed to ensure that appropriate care can be given.

Camberwell Primary School strives to provide an inclusive and personalised learning environment so the more information we have about children’s needs, the better the learning experience we can provide. If your child has any health or other factors that you feel may impact their learning, please share this with your child’s teacher and/or the school’s leadership team.

Regular home routines

What can you do as a parent to enable your child to be happy and learn when they come to school? At home, you can encourage the development of the following:

Early and regular bedtime and morning routines are important in preparing your child for school. Occasionally this may require a change in home routines, particularly bedtimes. Look forward to ‘children’s bedtime’ as a special sharing time together. Reading both picture story books and non-fiction texts aloud with young children will provide opportunities for them to develop speaking skills as you chat about the story, the pictures, the words, the values and the ideas. It will also help develop your child’s ability to concentrate at length, to solve problems logically and to express him/herself more easily and clearly. When children hear wonderful stories over and over again they learn to adore stories and love books.



Independence At School

To build students’ self-confidence in Foundation we encourage all students to do the following independently at school:

Look after their belongings

Recognise their own belongings such as hat, school and library bag and jumper. You can assist by labelling each item. It may also help your child if their hat has a recognisable badge or patch attached.

Nose wiping

Students should be able to blow and wipe their nose using a tissue.

Toileting

Where possible, children should be using a toilet independently by the time school commences. It would be beneficial if children are used to using shared toilets, such as those at school and kindergarten (including urinals for boys). If you have any concerns regarding toileting, please discuss these with your child’s teacher.

Dressing

Encourage your child to dress without help e.g. Jumper or art smock on and off, shoes on and off.

Social Skills

Encourage your child to play with other children.

Teach your child the skills of sharing, taking turns and co-operating through playing games as a family.

Meals

At school, children need to manage their meals independently. Children should bring a healthy packed lunch to eat at school including a plastic water bottle. It is helpful if students are able to open their lunchbox and water bottle independently and are aware of which food to eat at recess and lunchtime.

Children have 10 minutes in the classroom to eat their lunch each day, before going outside to play. A little more time is provided for Foundation and Year 1 students as they usually take slightly longer to eat their lunch. Please consider the amount of food your child needs for morning tea and lunch and avoid the temptation to over-fill their lunchbox. Children are encouraged to bring home uneaten lunch at the end of the day to avoid wastage and ensure parents can monitor their eating when required.

At CPS we encourage the eating of healthy food snacks. Children learn the positive effects that healthy foods have on their bodies and the best way to support this is to involve your child in packing their own healthy lunch.

It is usual for children to have something to eat at morning recess. Please package this “play lunch” separately; for younger students, explain to your child what it is for and show him/her what it looks like and where to find it. Play lunch should be nourishing and quick to eat to ensure students have enough time to play at recess.

If your child has any food allergies or other health concerns please notify the school on enrolment. Action plans for Anaphylaxis, Asthma or Allergies MUST be completed and submitted before the child commences school to ensure their safety at school.



Food Sharing

Children are not permitted to share food.

Sharing food can be dangerous due to food allergies. Please consult your child’s teacher about special food days or birthdays in advance.

Rubbish Free

We encourage ‘nude food’ to avoid rubbish at school and promote healthy eating. Please minimise packaging and use recyclable containers for drinks to reduce waste in the school.

Please use plastic containers at school and avoid glass containers.

Lunch Orders

Parents may order healthy lunches through Classroom Cuisine. This is a credit card service only.

web-based company

<https://www.classroomcuisine.com.au>

Lunches are delivered to the school daily and distributed by Senior student monitors at lunch eating time.

Please Note: Classroom Cuisine does not operate on Tuesdays.

School Readiness for Foundation

Preparing your child for school

Parents can do much to make the transition from home to school a happy one. Here are a few hints that may add to your repertoire:

Speak calmly and positively about school in the months beforehand, demonstrating that school is a positive place.

Invite a little friend in occasionally for a cut lunch to eat in the garden to practise eating lunch outside.

Encourage your child to do without you for a few hours without getting upset.

Make sure children are in the habit of flushing the toilet after use, washing their hands after going to the toilet and before meals.

Shoes sometimes need to be removed. Buckles or Velcro fastenings are easier for children to manage. However, if lace-up shoes are worn please ensure you teach your child to tie them up.

Provide opportunities for your child to be responsible for simple tasks and praise them upon completion e.g. packing up toys, hanging up bathroom towels, feeding the family pet and setting the table for dinner.

Help children learn and recognise their full name, address and telephone number.

Home as a Learning Environment

Encourage children to speak about their activities, allow time to discuss topics raised and be prepared to answer endless questions.

Discuss use of print in the environment, e.g. road signs, restaurant names. Talk about the beginning letter of their name and its correlating sound.

Involve children in simple board games and card games e.g. Animal Dominoes, Colour and Shape Matching Games,

Memory, Puzzles, Farm Animal Concentration Game, Look and find Lotto, Things That Go Together, Magnetic board and alphabet letters and Snakes and Ladders.

Encourage children to write shopping lists, talk about different food items and their cost when shopping at the market and supermarket.

Give your child money in small denominations so that they have the opportunity to practise counting.

Provide your child with a large, clear alphabet chart and talk about letter names and sounds.



Valuables At School

The only precious thing that should come to school is your child.

Please do not bring toys or valuable items to school. All toys and books brought to school for Show and Tell need to be clearly named so that they can be returned if mislaid.

Social Emotional Learning

Students receive targeted, explicit social and emotional learning through programs such as the Zones of Regulation in both languages.

Weekly year level wellbeing activities are also organised such as Circle Time and team building games to attend to students' development in this domain.



Bilingual Program

By attending school at Camberwell Primary School your child will have the opportunity to learn in the most extensive bilingual program in Victoria. Your child will spend approximately 50% of the time listening and working in an English classroom and 50% in a French classroom.

Bilingual teaching and learning involves the use of two languages for instruction. The amount of target language varies considerably in programs at other schools. What makes Camberwell Primary School's Bilingual program remarkable is that the amount of both languages in classrooms is equitable.

What does that look like?

At Camberwell Primary School an English-speaking and a French-speaking classroom teacher work in a teaching partnership. The two paired teachers work in their own classrooms and are responsible for the teaching of certain curriculum subjects over two classes of students. They are mutually responsible for all aspects of the students' education and welfare.

Immersion

The process used to teach French language is Immersion. Immersion means introducing children into a natural and authentic environment where the target language (French) is used exclusively.

At Camberwell Primary School children acquire functional proficiency in the second language by passing through stages that mirror the way we learn our 'native language', that is, being immersed in or surrounded by the language when young.

In the French classroom, there is an expectation that teachers and assistants will only speak to the students in French, with an emphasis of providing learning opportunities where the students use the language themselves. This is achieved through providing students with modelled language, visual aids, concrete materials, gesture, positive reinforcement and a clear expectation that French is the preferred language.

What do we mean by bilingual?

There are often many interpretations of the word "bilingual" particularly when we use the term in the context of "bilingual education".

Camberwell Primary School defines a bilingual as an individual able to function in two language environments. A bilingual usually has a high level of competence in speaking, reading and writing in two languages, but not necessarily with equal or near-equal ability.



Can I Help in the French Classroom?

Parents who complete all evening sessions of Developing Language and Numeracy Partnerships will qualify as Classroom Helpers. Classroom Helpers are able to assist teachers in classrooms during English or French Literacy or Mathematics classes.

Further information about Developing Language and Numeracy Partnerships can be found in the Early Years Literacy and Numeracy Programs section of this booklet.

Can I Help in All Classes and Do I Need to Speak French?

Parents interested in helping in French language classrooms are required to have completed the above course and have a competent conversational level of French.

If you are unsure if your level is adequate, you may request an interview with the French Coordinator.

Communication

Sentral Student Management System

All families will receive a login for our student management system. This is your first port of call for accessing the range of school information such as the school newsletter - Le Journal, student reports, the school calendar and updates on classroom activities. In addition, downloading the Sentral for Parents mobile app onto your smart phone or tablet allows you to receive push notifications with important updates throughout the week.

Le Journal

Each Thursday a weekly newsletter is posted onto the Sentral Parent Portal for the school community. Le Journal provides a range of information such the Principal's Report, diary dates, school events and promotions.

CPS Website

www.camberwellps.vic.edu.au is the key information portal for members of the general public to access information about CPS. The website contains basic information about our school as well as a link to the Sentral student management system for parents and students.

Assemblies

School assemblies are held every Wednesday afternoon in the Senior Campus Hall. The assemblies run on a three-week rotation, alternating between a whole school assembly (Foundation- Year 6), Senior School only assembly (Years 2-6) and a Junior School assembly (Foundation- Year1). The Sentral parent portal calendar contains dates for each different type of assembly. Student leaders run the assembly. It showcases special student achievement, musical and dance performances, as well as community announcements.

CPS Famous French Fête

An annual fundraising event is held at the beginning of the year. This event features an item from every class and provides an excellent opportunity for children to enjoy an exciting event, and for families to work together, mingle, meet and share an enjoyable social event.

Parent Forums

A range of parent forums are organised throughout the year to assist CPS parents to access quality speakers. These forums provide opportunities to address a range of parenting topics as well as educational topics. Presenters may be teachers or outside experts and are followed by an open Q & A session with the principal.

Other Events

Parents are also invited to come into the school to view displays and attend special days and events.

Education Week and CPS Expo Week offer open evenings for parents and visitors to visit classrooms.

Other opportunities such as the School welcome picnic, Mothers' Day stall, Fathers' Day Breakfast, Grandparents' morning and a range of special classroom activities that occur throughout the year.

Class Blogs

At the end of each week, teachers send home a Weekly Class Update. The update keep parents and carers informed about the learning that has occurred over the week, and provides suggestions for how you can support your child's learning at home. To ensure you receive the class update each week, please keep the school office up to date with your email contact information.

Reporting

A formal report of your child's progress will be sent home via email and made available in the Sentral parent portal at the end of each Semester. During the year, conferences will be held where you will have the opportunity to meet and discuss your child's learning with both classroom teachers.

The Digital Portfolio

The continuous assessment portfolio contains evidence of your child's learning over the year. It will contain a comprehensive range of examples of assessed work, annotated work samples and assessment tasks from all areas of the curriculum.

Working Bees

Working bees are organised once a term. They are an important aspect of parent support for the school.

CPS working bees provide a lovely social opportunity for families to network.

Information about working bees is published in Le Journal and advertised throughout the school.

Uniform

The Camberwell Primary School uniform is designed to be flexible, economical and appealing to the children. Items are reviewed regularly and, from time to time, changes are made to ensure our uniform continues to meet children's needs

Camberwell Primary School Uniform Supplier

PSW – 12 Strathalbyn St, Kew East
For opening hours see flyer or call 9768 0381
Shop online at www.psw.com.au

Uniform Options Available

- Red CPS logo polo shirt (long or short sleeve)
- Navy blue shorts or skort
- Navy blue track pants
- Summer dress
- Navy blue winter tunic
- Navy blue polar fleece jacket
- Navy blue polar fleece vest
- Red windcheater with embroidered CPS logo
- Navy blue SunSmart Hat: wide brimmed
- School shoes (black) or runners with white socks

Additional Items

Each Foundation/Year 1 and Year 2 student should have:

- Monogrammed CPS school bag
- Blue library bag
- Red reader bag



Important Points

The best clothes for school are those that the children can manage unaided.

Please ensure you name your child's clothing clearly. Lost property is sorted regularly and named clothing is returned to children via class teachers. Unnamed clothes are put in a basket near the office and donated to charity if unclaimed at the end of each term.

Check labels as children often exchange clothing and bags inadvertently.

As we are a SunSmart school, your child needs to wear the school approved broad brimmed sunhat every school day between the months of September and April.

Parent Involvement

School Council

The School Council is the governing body of the school and represents the school community. The School Council consists of representatives from the parent body and staff. Council may also co-opt members from the community. The term of office is two years with half the council being elected annually.

The Annual General Meeting with the election of School Council is held in March. All parents are invited to attend this important meeting where reports from the Council are presented. School Council meets on the third Thursday of each month.

Parents’ Association

The CPS Parents’ Association (PA) provides opportunities for parents to support school activities and become involved in the daily life of the school. PA meetings are held regularly throughout the school year and are advertised in Le Journal. Each PA meeting will address a topic of interest for parents, such as updates about school projects and learning initiatives. All parents and carers are welcome and encouraged to participate in Parents’ Association activities.

New family Liaison Coordinator

A New Family Liaison Coordinator will facilitate a smooth transition to school for new families. This will be an experienced parent of the school who will act as a first point of contact for new families needing to find their feet!

Class Coordinators

Class Co-ordinators facilitate a partnership between school and home. Their main responsibilities are:

- Organising a morning tea or dessert and coffee evening for their specific class early in the year.
- Helping teachers to organise special events as required.
- Assisting with fundraising activities, and helping to promote and host school functions.
- Attending Parents’ Association meetings.
- Acting as contact person for new families to the class.

A list of Class Co-ordinators for all grade levels will be circulated at the beginning of the school year. You may like to volunteer yourself. It’s a fabulous way to get to know the school community!



What To Do If You Have a Concern

Your child’s teacher is always the best first port of call if you have any questions or concerns regarding learning or wellbeing. Teachers can be contacted by email, or in person at pick up time, to make an appointment for a meeting. If required, parents and/or teachers can request the Principal or Assistant Principals to be present at a meeting.

What To Do If You Have a Complaint

The Victorian Council of School Organisations advises that “Sometimes, despite everyone’s best efforts people can get things wrong. If parents have a complaint to make, the best thing they can do is make an appointment to talk to the teacher first and get their point of view. In this way misunderstandings can be prevented.”

The CPS Complaints policy is available on the Sentral Parent Portal. Classroom-based concerns should initially be addressed with the classroom teachers. For sensitive or confidential matters, please make an appointment to see the Principal or Assistant Principals.

The school leadership team endeavours to be available to meet with parents by maintaining an open door policy. If the Principal or Assistant Principals are unavailable, please request a meeting with the staff at the office.

The DET provides guidelines for making complaints at:

<https://www.education.vic.gov.au/about/contact/Pages/complaintslanding.aspx>

Out of Hours School Care

The Camberwell Primary School provides Out of School Hours Care program (OSHC) run by Team Kids.

This program operates each morning and afternoon (see boxed text to the right for times). Staff deliver a well-planned, exciting and organised program of activities and experiences suited to primary aged children. Through these experiences the children will develop positive values towards a physically active lifestyle, enhance their self-esteem, independence, leadership skills and nurture relationships with their peers. Most importantly, they will have FUN!

Registration

You can register your child for the OSHC program at the Team Kids website: www.teamkids.com.au

To ensure the utmost safety and care for the students, you must register your child and book them in via the Team Kids website if you would like them to attend on any given day. We strongly recommend that all families register for Team Kids, whether you are intending to use the program or not. It is free to register but ensures that if you are ever stuck or running late you can quickly and easily book your children in online and know that they will be well cared for until you can be there to collect them.

Medications

If your child requires medication (e.g. Epipen or Ventolin) please ensure that this is provided to OSHC. Medications are not shared between the school and the OSHC provider.

Collection of Children

OSHC hold the safety of your children as the number one priority, and therefore require all children to be signed in and out of each session by an authorised adult. Children can only be collected by people authorised and nominated on the enrolment form. Any variation to this must be provided in writing to the OSHC coordinator at the service.

What If I Have a Problem?

If you have a concern regarding before and after school care, speak to the program coordinator in the first instance. If this is not resolved speak to the Principal. Our current Team Kids program coordinator is Will Beazley and contact details are available via the Team Kids website.



When Does the Program Run?

Before School Care:
7:00am – 9:00am

After School Care:
3:30pm – 6:00pm

Contact: TBA
Payment: TBA

Special Program for Foundation Students in Term 1, 2020

Due to the Foundation entry testing appointments, which will happen over the first six days of Term 1, Foundation students will only be required at school for their testing appointments.



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French English Bilingual Education
École bilingue franco-australienne

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