



INFORMATION BOOKLET

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WELCOME TO UPWEY SOUTH PRIMARY SCHOOL.

As a school of choice for families in our area, we are proud of the learning community which we service. Our school values of Respect, Responsibility, and Resilience underpin our commitment to providing your child with educational opportunities which will enrich them with academic, social and personal skills for life.

Upwey South Primary School is a community-minded school with strong community links, and is supported by a committed School Council, Parent Teachers Association, and an active Student Council.

We utilise the Victorian Curriculum as our learning framework, with our core curriculum being strongly supported by an array of extra-curricular opportunities. Our school is well known across the local area for delivering an evidence-based curriculum, with a focus upon academic rigour in the areas of Mathematics and Literacy.

As a professional team of educators, we understand the preconditions required to be part of a high-performing school:

Evidence-Based Learning: we deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

Responsiveness: we act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

Orderliness: we provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

As a community-minded school we actively promote educational partnerships with highly reputable external organisations. These partnerships provide an array of opportunities for students to engage in areas of their passion. There are opportunities for students to pursue their passion in areas such as advanced Mathematics, Science and Robotics, advanced Sporting and Health programs inclusive of yoga and personal training, Gifted Insights Enrichment Programs, The Arts inclusive of the Victorian State Schools Spectacular, community art projects, and individual instrumental tuition.

Through reading the information contained within this document, you should be able to confidently address the following:

- ✓ How will Upwey South Primary School teach our child across the core curriculum areas, such as English and Mathematics?
- ✓ Are there opportunities for our family to partner with the School, in order to further promote our child's learning?
- ✓ How does the learning environment of the School help our child to become a well-rounded learner, who is able to positively connect with their own, and others', social-emotional learning?

Thank you for taking the time to read over the attached documentation. We look forward to partnering with you, and helping your child to realise their learning potential.

Kind regards,

Damien Kitch - Principal

OUR GUIDING PRINCIPLES

The underpinning of our School Philosophy

✓ Evidence-Based Learning

We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

✓ Responsiveness

We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

✓ Consistency

We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.

✓ Predictability

The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.

✓ Orderliness

We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

✓ Reinforcement of desirable learning behaviours

We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.

The Three Pillars of our Learning Community

Students: our students are at the centre of everything we do

Staff: building staff capacity to achieve our guiding principles is paramount

Community Partnerships: our positive school-wide culture for learning is supported through effective partnerships with our families.

CONTACT INFORMATION

Contact Details- School

Address: 91 Morris Rd, Upwey 3158
Telephone: 9757 0200 (main office)
Email: upwey.south.ps@education.vic.gov.au
Web Page: www.upweythps.vic.edu.au
Compass Portal: <https://upweythps-vic.compass.education/>
Newsletters: <http://www.upweythps.vic.edu.au/usps-community/news-and-events/newsletters/>

Contact Details - Out of School Hours Care (TheirCare)

Address: Lifelong Learning Centre- 91 Morris Rd, Upwey 3158
Telephone: 0473 222 771 (USPS Service Mobile)
Email: upweysouth@theircare.com.au (USPS Service email)
Online Bookings: theircare.com.au
General Support: phone 1300 072 410 or email info@theircare.com.au

School Hours

Time	Task
8:15am- 8:45am (selected days)	Learning Enrichment Programs (selected students)
8:50am	Learning Curriculum commences
8:50am-10:00am	Learning Curriculum
10:00am-10:30am	Morning Recess
10:30am-11:30pm	Learning Curriculum
11:30am-12:30pm	Learning Curriculum
12:30pm-1:00pm	Lunch Recess
1:00pm- 2:00pm	Learning Curriculum
2:00pm-2:30pm	Afternoon Recess
2:30pm- 3:30pm	Learning Curriculum
3:30pm	Student Dismissal
3:30pm-4:30pm (selected days)	Learning Enrichment Programs (selected students)

Out of School Hours Care (TheirCare Student Program)

Regular School Days	Curriculum Days and Holiday Care
Before School Care: 7:00am- 8:45am	Hours of Operation (weekdays) 7:00am- 6:30pm
After School Care: 3:30pm- 6:30pm	

SCHOOL TERM DATES

As a Department of Education and Training (DET) Victorian Government School, our term dates are set each year.

For information visit: **DET School Terms and Dates**

<https://www.education.vic.gov.au/about/department/Pages/datesterm.aspx>

2023 Victorian school term dates

2023 Victorian school term dates

2023	Start date	Finish date
Term 1	27 January (students start 30 January in government schools)	6 April
Term 2	24 April	23 June
Term 3	10 July	15 September
Term 4	2 October	20 December

***Note:** Term One commencement days can be localised, and may differ between neighbouring schools.

CURRICULUM DAYS

Each Department of Education (DET) school is allocated *four* Curriculum Days per school year.

The first day is mandated to occur on the day prior to students returning for the year, and is a state-wide Curriculum Day.

The three remaining days are determined at a local school level, and should be utilised to contribute towards the achievement of the School's goals as identified in their Annual Implementation Plan (AIP).

Details of Upwey South Primary School's Curriculum Days are published in the December of the preceding year. These are available via the 'calendar' section of our online newsletters.

For further information visit: **DET School Dates**

<https://www.education.vic.gov.au/school/principals/spag/management/Pages/dates.aspx#link77>

FOUNDATION- Early Years Assessments

Each Wednesday throughout the month of February, Foundation students are not required to attend classes. On these days, each individual student will undertake an Early Years Assessment, in a one-one environment with their classroom teacher; this is inclusive of a one-one interview with the parent/carer and teacher.

SCHOOL UNIFORM

There are many sound educational, social, and economic reasons why school uniforms are suggested for students within DET schools.

School uniforms add to the tone and spirit of our school. Our students are proud to represent and be identified by our school uniform, both within and beyond our grounds.

School uniforms are an economical way that parents can dress their children for school. Uniforms contribute towards preventing unhealthy competition with 'expensive gear' and last minute decisions on 'what to wear'.

We encourage and expect **all** students to take pride in their school by wearing the school uniform.

Year Six students have a separate uniform (bomber jacket and polo shirt). These are ordered in the preceding year.

All items are available from the Uniform Shop, Klad Sport which is located 8 Macro Court, Rowville. Hours of operation are Monday-Thursday 8:30am-5:00pm, Friday 8:30am-4:30pm and Saturday 10:00am-1:00pm.

Alternatively, you can order online or through the School Office. If you select this option, your order will be delivered to the School Office for collection.

You will find an up-to-date price list within this information pack.

Additional pricelists are available at the office or on our website. Klad Sport can also be contacted on 9763 0266.

Please Note:

- ✓ All clothing items should be clearly labelled with your child's name.
- ✓ All students are required to wear a Sunsmart hat, between September 1st - May 1st when outside.
- ✓ Earrings are to be sleepers or studs.
- ✓ Thongs or open-toe sandals/shoes are not to be worn at any time. Students may wear closed-toe shoes which are comfortable (can be runners or leather shoes).
- ✓ Hair colour should be a natural hair shade, with minimal colour features. Hair accessories should be in school colours, where possible.
- ✓ Extreme hair styles, deemed inappropriate by the Principal are not permitted.
- ✓ School bags are available from the Uniform Shop. Students may choose a USPS logo bag, or a bag of their own family's choosing.
- ✓ The school maintains a small stock of clean, used clothing to cater for students who may require a change of clothes during a school day. Please launder and return with minimum delay if these are provided to your child.

Are you looking for good quality second-hand uniforms?

We have an on-site second-hand uniform shop which is open every Thursday from 3:45pm-4:15pm. This is located opposite the School Office. *All items are \$2.00 or \$5.00.* Given current CovidSafe restrictions, please phone ahead before attending.

SCHOOL UNIFORM -

EXCEPTIONS FOR STUDENTS

On the odd occasion, there may be a reason as to why a student can be out of uniform.

At Upwey South Primary School, the following exceptions are in place:

It's your birthday!

In late 2018, the Student Council passed a motion that a student may wear "suitable casual clothing" to school on their birthday.

This is a great way for our community members to know about and acknowledge your special day.

If your birthday falls on a weekend, or a school holiday, you may choose to wear casual clothing on the school day directly before, or following, your birthday.

Student Council- Special Events

With an active Student Council, our students often partake in fundraising across our community. Some of these events may include a "special themed" dress-up day. These are communicated to families through our school newsletter.

Religious or Cultural Beliefs

Some students may partake in certain cultural or religious celebrations, which require them to wear an alternative to the regular school uniform. If this is the case, please speak with the School Principal.

Extenuating Family Circumstances

Occasionally something happens within a family which impacts upon a student's opportunity to wear their full school uniform. If this is the case, please speak with the School Principal and we will arrange for your child to be provided with a second-hand uniform in the interim.

You are attending a School Camp (overnight)

Students are not required to wear school uniform when on overnight camps. A suitable clothing list will be provided to families.

For all other excursions, students are expected to wear full school uniform.

OUT OF SCHOOL HOURS CARE (OSHC) - TheirCare PROGRAM

Out of School Hours Care at Upwey South Primary School is coordinated by TheirCare.

For information visit: <https://theircare.com.au/>

Our Before-School Service is available from 7:00am- 8:50am each school day.

Our After-School Service is available from 3:30pm- 6:30pm each school day.

On Curriculum Days, and during School Term Breaks, the service is available from 7:00am- 6:30pm.

You may book your child in for either a regular or occasional basis. Students must be booked-in to the service, and cannot attend without a booking.

Should you require to make, or cancel, a booking please refer to the contact details for TheirCare, which are contained within this document.

The service is held on-site, within the Lifelong Learning Centre, which is adjacent to our school basketball court. Entry for parents dropping-off, and picking-up, can be made via the Morris Road carpark.

Please note:

- ✓ Admission forms must be completed ***prior*** to students using this program.
- ✓ Extend is a Sunsmart Service.

Child Care Rebate/Benefit

Please contact Centrelink to enquire regarding your eligibility for Child Care Benefits and Child Care Rebates.

ATTENDANCE EXPECTATIONS AND STUDENT ABSENCES

All students are expected to be in class to commence learning at 8:50am.

An attendance roll is taken by the classroom teacher at 9:00am. If your child is marked as absent, a notification will be sent to your listed device (unless the school has been notified prior). If a student arrives to school after 9:00am, they are required to sign-in at the School Office, where staff will check upon the student's welfare.

Should you wish to collect your child during classroom learning programs, you will be required to sign-out your child through the School Office. *It is an expectation that all parents notify the school if their child is to be absent for any given period.*

Should your child be absent for an extended period of time (greater than three school days) please inform your child's classroom teacher in advance, who will consult with you to arrange Home Learning tasks.

TRAFFIC MANAGEMENT-

GETTING TO AND FROM SCHOOL

Students travel to and from school in a variety of ways. Whichever way it is that your child travels, we want them to be able to do so safely.

Parking for Parents/ Carers

Due to traffic congestion, and student safety, the Morris Road carpark is not available for use between the hours of 8:30am-9:00am, or 3:00pm-4:15pm.

Car parking is available for parents in the following areas:

- surrounding streets (be aware of restrictions)

When parking, please be respectful of our neighbours.

The School is currently working in consultation with Yarra Ranges Council to improve traffic congestion during school times.

Walking, Riding, and Scootering

Where possible, we encourage students to travel to school in a healthy manner. For students who choose to ride a bike or scooter to school, these are locked and stored behind the Lifelong Learning Centre. All students are required to wear a helmet to and from school.

No bikes are to be ridden on the asphalted areas of the school. Before and after school, students may ride their bike on the grassed section of the oval.

Before and after school, scooters may be ridden on the asphalt adjacent to the basketball court. They are not to be ridden in any other areas of the school.

School Crossings

The crossing supervisors are under the control of the Yarra Ranges Council. This is an important task, and we are fortunate to have consistent staffing provided to our school community. Please assist the Crossing Supervisor by making it clear to your child/ren that all rulings must be obeyed. Parents are asked to set a good example.

School Crossings are on Morris Road and Griffiths Road. Both crossings are staffed on school days 8:30am-9:15am and 3:15pm-4:00pm.

Expectations for School Crossings

- ✓ Students are to wait at the kerb until instructed by the supervisor to cross. The supervisor will blow the whistle twice.
- ✓ The students then walk (not run) across the crossing while the supervisor stands in the centre of the carriage way. All people must cross within the crossing lines, in front of the supervisor, not behind.
- ✓ No person may begin to cross after the supervisor has blown the whistle once. One whistle, all stop as danger may be ahead. Pedestrians must use the crossing.
- ✓ Cars must not park between the signs, even for a brief moment.

THE ENGLISH CURRICULUM

At Upwey South Primary School, we take the approach of:

Foundation- Year Two “*Learning to be a great reader.*”

Year Three- Year Six “*Reading to be a great learner.*”

Within our school, we approach the teaching of English through a tiered-intervention model. That is to say that, there are three levels of teaching and learning:

Tier One: Whole-class learning

These are mini-lessons conducted by the teacher in a systematic and sequential manner.

Tier Two: Small group intervention

Students who require additional support, or extension, receive small group support within the classroom setting.

Tier Three: Individualised Intervention

Students who require additional support, or extension, beyond that of a small group setting. These students receive structured lessons beyond the classroom by a trained intervention teacher.

Within Foundation- Year Two we utilise the evidence-based Literacy suite from Macquarie University, known as MaqLit. This involves three levels of teaching being:

- ✓ **InitialLit:** whole class instruction
- ✓ **MiniLit:** Tier Two intervention for students in Year One/ Year Two
- ✓ **MaqLit:** Tier Two intervention for students in Year Three- Year Six
- ✓ **Word Attack:** Tier Three intervention for students with a Specific Learning Disorder, Year Four- Year Six.

From Year Three- Year Six, we utilise the Reader’s and Writer’s Workshop Model. Within writing there is a focus upon “The Six Plus One Traits of Writing” with grammar and vocabulary development being enhanced through our partnership with Macquarie University, and the “MiddleLit” whole class model.

THE MATHEMATICS CURRICULUM

Across our school we take a similar tiered approach to Mathematics. Students in Year Four who require support with the basic arithmetic enter a Tier Three Intervention Program known as “Quicksmart”.

The teaching of Mathematics is supported by the whole-school data tool of “Essential Assessments”, with this achievement data being triangulated with ACER-PAT Mathematics, and rich-based classroom tasks. There is a considerable amount of scaffolding required to teach Mathematics effectively, which is covered during Transition Sessions for our new Foundation families.

The development of mathematical acquisition (required for further problem solving) is:

*One-one correspondence > Trust the count > Count on >
Additive Thinking > Multiplicative Thinking*

For information refer to the Appendix: DET Literacy and Numeracy Tips to Help Your Child

SPECIALIST CURRICULUM AREAS

Each student enrolled in a Victorian Government Primary School is entitled to two-and-a-half hours per week (five hours per fortnight) of Specialist classes. The government has mandated that one hour per week must be dedicated to Health and Physical Education, and one hour per week must be dedicated to The Arts/ Science/Technologies. The remaining time should be dedicated to Languages.

At Upwey South Primary School, all students receive 6 hours and 40 minutes of Specialist classes per fortnight, with the following breakdown:

- ✓ Health and Physical Education (two hours per fortnight)
- ✓ Visual Arts (two hours per fortnight)
- ✓ Performing Arts (two hours per fortnight)
- ✓ Japanese (40 minutes per fortnight)

In addition to the above, each class attends one hour per week of dedicated Digital Learning (green screening and media production, coding, programming, spreadsheeting, publishing skills) within our Computer Lab or the classroom.

Each class also attends one hour of Library per week.

Students in Year Three- Year Six undertake an additional session of interschool sport competitions, or rehearsals during the lead-up to Regional and District events.

CURRICULUM AREAS- Delivery Mode

Each DET school is required to deliver 1500 minutes of instruction per week (outside of recess clubs and extra-curricular opportunities), which equates to 300 minutes per school day (inclusive of specialist programming).

Within this allocation, schools may determine their recess breaks; assuring that under the current Workplace Agreement all staff are allocated a 30-minute non-teaching break between 11:30am-2:30pm each school day.

Delivery of the English Curriculum

Students undertake a base level of 120 minutes of English direct-explicit instruction per school day. Whilst delivery methods can vary based upon extra-curricular and specialist programming. This is generally broken down into:

- 20 minutes per day of explicit handwriting (formation, sustained fluency and structure)
- 40 minutes per day of explicit spelling (systematic phonics approach)
- A reading block of up to 60 minutes per day (may be encompassed with Reading)
- A writing block of up to 60 minutes per day (may be encompassed with Writing)

Delivery of the Math Curriculum

Students undertake a base level of 60 minutes of Mathematics direct-explicit instruction per school day. Whilst delivery methods can vary based upon extra-curricular and specialist programming. This is generally broken down into:

- 5 minutes of warm-up tasks (code switching, tuning-in)
- 10-15 minutes of explicit mini-lesson
- 30-40 minutes of explicit teaching, application of mathematics, rich-tasks
- 5-10 minutes of reflection and goal-setting

The above delivery can alter dependent upon the Learning Intentions and linkages to cross-curricular learning. Utilising regular data-sets (such as pre-tests and post-tests) teachers plan for areas of need based upon student progress.

Delivery of the Inquiry Curriculum

Students undertake a base level of 60 minutes of Inquiry learning which can be a combination of self-directed learning or direct-explicit instruction per school day. Whilst delivery methods can vary based upon extra-curricular and specialist programming. This is generally broken down into:

- 20% direct-explicit instruction of content
- 60% of self-directed and small group learning
- 20% of progress monitoring and check-in reflections for goal setting

The inquiry curriculum covers the following disciplines:

- **History and Geography**- delivered as an Inquiry unit over two terms each year.
- **Science and Technology**- delivered as an Inquiry unit over two terms each year.
- **Digital Learning and Design**- incorporated into the English, Mathematics and Inquiry curriculum including direct-explicit instruction of computer skills and coding skills.

Delivery of the Specialist Curriculum

Students undertake a base level of 6 hours and 40 minutes per fortnight of Specialist Programming, which can be a combination of self-directed learning or direct-explicit instruction per subject area.

Refer to 'Specialist Curriculum Areas' on page 12 for a delivery breakdown.

Review of the School Curriculum

The school Curriculum is regularly reviewed through what is known as Professional Learning Communities (PLCs) or more commonly called curriculum teams. The following is a summary overview of our review process:

- **Whole school**- termly reviews through the Annual Implementation Plan (AIP) which is a yearly document breaking down the four-year goals outlined in the School Strategic Plan (SSP). This is conducted by school leadership team.
- **Curriculum Areas**- reviewed on an ongoing basis, dependent upon student achievement data. This is reviewed by PLC Leaders and the School Improvement Team (SIT)
- **Year Levels, units and lessons**- reviewed weekly by Year Level Leaders, based upon student achievement data.
- **Teaching Practice**- this is reviewed on an ongoing basis through a collegiate program (coaching model) and the school leadership team.

EXTRA-CURRICULAR PARTNERSHIPS

Our staff and School Council are dedicated to providing our students with opportunities to engage in meaningful learning, both within and beyond our own school community. When looking at creating community partnerships we consider the following:

- a. Feasibility: considering length of time, financial and structural
- b. Educational Merit: does the partnership provide students with enriched access beyond what we could alone offer as a school
- c. Community Engagement in Learning: are students presented with the opportunity to engage with learning beyond their traditional classroom

Our current extra-curricular partnerships are:

- A) **Gifted Insights Learning Enrichment Program**: this program captures students in the 95th percentile and above. These groupings are cohort based by age. Sessions are currently held weekly on a Tuesday.
- B) **3MDR Community Radio**: As a school we continue to build upon our partnership with 3MDR, with roles to complement our VSSS commitments, and Hamer Hall opportunities.
- C) **Groove Foundations and Co Music Program**: enrolments continue to grow with four days of tuition now being offered on Tuesday, Wednesday, Thursday and Friday. Enrolments continue to grow.
- D) **JMSS Immersion Program**: each Wednesday fortnight throughout Term One, 12 Year Six students attend John Monash Science School to engage in three programs, “Mini Mathematicians” “Robogals- Programmers” and “Big Science, Little Scientists”. This is a great opportunity for our students to engage with higher order thinking, and also provides attending teachers with some insights into how they may increase the academic rigour of their own lessons.
- E) **Victorian State Schools Spectacular**: as a mentor school, USPS take part in the Mass Choir and Mass Dance. We also encourage interest from students to join the Backstage Crew for VSSS in which they learn advanced technical skills.
- F) **Hamer Hall Youth Choir**: selected Year Four- Year Six students are working with the NEVR Choir Leaders to perform at Hamer Hall (Arts Centre) as part of a regional performance.
- G) **Running Club/Personal Training**: available each Tuesday morning, with participation open to students from Foundation- Year Six.
- H) **Breakfast Club**: held each Friday morning. This is staffed by volunteers from within the Upwey South Primary School community.

In addition to the above partnerships, our staff run a series of learning enrichment programs, such as:

- ✓ Victorian Sporting Schools Clinics- with a focus upon diversity (gymnastics, bowls, rugby, etc)
- ✓ School Choir (junior and senior)
- ✓ School Rock Band
- ✓ Chess Club
- ✓ Glee Club
- ✓ Drawing and Craft Club
- ✓ Volleyball Enrichment Program
- ✓ Japanese Film Making
- ✓ Somers Regional School Camp (Year 5-6 selected students only)

The extra-curricular list is endless and is updated each term based upon input from the Student Council.

EXCURSIONS/ INCURSIONS & CAMPS

Excursions are undertaken at all year levels and are planned to provide the students with firsthand experiences designed to complement the classroom program being undertaken.

It is school policy that all buses used for both camps and excursions are fitted with seatbelts.

The camping program provides opportunities for students in Year Three- Year Six to develop skills and abilities out of the school environment. Students can experience activities not normally available in day-to-day school activities. The program is designed to assist the gradual development of independence, self-responsibility, confidence, and social skills for all students.

Parental involvement on camps and excursions is sometimes required and is very much appreciated. Every effort is made to allow those parents who wish to attend excursions to have the opportunity over the year, however this is not always possible. The Principal and Level Leader reserve the right to select parents attending camp. This decision will be made by taking due consideration of staff gender requirements, the expertise and experience in relating to children and their child's independence. School Council approves parents attending camps and a current Working with Children's Check (WWCC) and the signing of the School's Child Safety Code of Conduct as well as a confidentiality form, is required by all who attend.

School Council reviews and approves all camps and excursions.

The students go to the following destinations for their camps:

Level	Destination	Number of days
Years Three/ Four	Arrabri Lodge, Warbuton (odd year)	3
	Forests Edge, Neerim East (even year)	3
Years Five/ Six	Sovereign Hill, Ballarat (odd year)	3
	Campaspe Downs, Kyneton (even year)	3
Year Five/ Six	Somers Camp (DET Camp) (even years)	9

REPORTING AND COMMUNICATION

At Upwey South Primary School, we encourage a positive partnership with our students and their respective family members. Through regular communication channels with parents/carers, student learning should be monitored and enriched so that a child may realise their potential.

School Progress Reports and Student Achievement

School-wide Parent/Carer/Teacher interviews are held twice per year (in late February, and again at the conclusion of Semester One). At our school, these are data-driven discussions with a clear focus upon what your child has achieved, and what are the next steps for their learning.

In addition to the above meetings, teachers regularly meet with parents/carers both before and after school. Meetings are arranged upon request, by either the teacher or family.

Student Progress Reports are published at the end of each semester and provide a measurement against the Victorian Curriculum.

Students are provided with the opportunity to be assessed against the following criteria areas:

- **Victorian Curriculum F-10 achievement standards;** this is applicable to the large majority of students, with assessment against a five-point scale (refer to: <http://victoriancurriculum.vcaa.vic.edu.au/>)
- **Individual Education Plans (IEPs);** these are for students who have an additional learning need which is being addressed beyond standard differentiated classroom instruction. For some students, IEP progression may be reflected in their general semester report, whereas for other students the IEP replaces the general semester report, for these students a five-point scale is utilised to measure achievement against IEP goals. (refer to: <https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy>)
- **English as an Additional Language (EAL);** for some students who are new arrivals to Australia they may still be learning both conversational and written English. Therefore, their achievement in English is assessed against an EAL continuum. Dependent upon language levels, these students can also receive assessment against the Victorian Curriculum F-10 achievement standards in other curriculum areas. (refer to: <https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/structure>)

Please note, that in addition to the above any student who is achieving either twelve months ahead, or more than six months behind the expected standard is placed onto an Individualised Education Plan. This will also mean that the school will offer the family the opportunity to attend regular Student Support Group Meetings.

The following information is extracted from the cover letter which accompanies each student report card:

Information for Parents/ Carers

Student report cards provide parents with clear, comprehensive and consistent information about their child's progress from Year F (Foundation/Prep) – Year 10; as well as suggestions on how families can best support their child's future learning.

What is the Victorian Curriculum?

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Where can I find out more information about the Victorian Curriculum?

Resources have been developed to support the implementation of the Victorian Curriculum F-10, including guidelines for Victorian schools developing whole-school teaching and learning plans and reporting student learning achievement, information on curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities. These resources are found on the 'Foundation–10 Curriculum' section on the VCAA website. Visit: <http://victoriancurriculum.vcaa.vic.edu.au/>

Your child's previous achievement

Your child's report shows a comparison to your child's previous achievement when they were last assessed in that area of the curriculum, as this is a comparison to the Victorian Curriculum standards. This comparison can vary from six months to 18 months. All Victorian government schools are now required to assess and report the progress of their students, using the Victorian Curriculum as their reference. Areas reported on include curriculum domains (such as English and Mathematics) and capabilities (such as critical and creative thinking).

General Communication

Each teacher is available via their Edumail address. These are listed within each of our school newsletters and are also available through the Compass Portal. Alternatively, parents/ carers may use the school email address upwey.south.ps@education.vic.gov.au and your email will be forwarded onto the appropriate staff member.

All notifications regarding school events are posted to your listed device via the Compass Platform. Upon enrolment, your family will receive log-in details.

Newsletters

Our newsletter is published every three weeks, beginning in Week Three of each school term. We encourage you to read each edition, as it contains important events, dates, and curriculum updates. The newsletter is available through various mediums online.

STUDENT WELFARE, AND SCHOOL-WIDE POSITIVE BEHAVIOURS FOR LEARNING

School-Wide Positive Behaviours for Learning (SWPBL)

Our school is proud to be an accredited DET SWPBL school. This is to say that we recognise the strong connection between a student's level of learning, and their social-emotional wellbeing.

For more information: SWPBL School Policy available on our School Website

House Membership- Community Belonging

Upon enrolment, each student is allocated a School House. All students in a family will be allocated to the same house. The school fosters healthy competition between our four houses at sporting carnivals and similar events: Coolibah (blue), Mulga (green), Waratah (red) and Wattle (gold).

Student Buddy System

All Foundation students are allocated a Year Five Mentor Buddy. Throughout the year, these buddies undertake weekly learning tasks together.

Additional information is provided within the Foundation Transition Pack, which is distributed upon confirmation of Foundation enrolments.

Student Leadership

Senior students are encouraged to develop responsibility and confidence by participating in a formalised public speaking program, known as "Speechmasters". These students have many opportunities throughout the year to practise their leadership skills, when speaking at house and community events.

Our Student Leadership body consists of:

Leadership Role	Student Representation
School Captains	4 senior students
SWPBL Leaders	4 senior students
House Leaders	8 senior students
Specialist Leaders	8 senior students
Student Council	12 students (one per class)

Student Leaders perform a valuable function by representing students at official gatherings, leading school assemblies, reporting to School Council and participating in discussions on student welfare and engagement. The involvement of students in a variety of decision-making options is considered extremely important, and is actively encouraged.

Let's TALK Program

At the commencement of 2022, USPS's strong reputation as an SWPBL school was recognised through the school qualifying to join the Let'sTALK Mental Health pilot program (<http://letstalkprogram.org/>).

This program is supported through WorkSafe, Inspire Health and Medical (formerly Yarra Ranges Psychology) and the Melbourne School of Population and Global Health, Melbourne University. USPS applied for this pilot program to complement the school's SWPBL Framework and to increase student connections returning from Remote Learning.

Let's TALK provides staff and student leaders with mental health toolkit to hold supportive conversations with the aim of increasing connections, engagement and mental health support across the school. Rather than us tell you about it with 'educational speak' we have taken an extract from the speeches which were delivered by our 2022 SWPBL Leaders at the launch of the program.

Hello everyone, we are your SPWBL Leaders and we are proud to be working alongside the Year Three- year Six Junior School Council Representatives. Together we form the Let's TALK Team at Upwey South Primary School.

We are what's known as Let's TALK buddies.

Let's TALK is a mental health program which aims to improve relationships in schools by building a culture where it's encouraged and okay to talk about your feelings. Let's TALK is designed for schools, universities and workplaces, with the aim of giving people a safe place to talk about their challenges and concerns.

The program is supported by Yarra Valley Psychology (now known as Inspire Health and Medical) the program is being piloted in selected schools across Melbourne.

The schools currently taking part in the Eastern suburbs pilot are:

- *Mount Pleasant Road Primary School*
- *Healesville Primary School*
- *Boronia K-12 School*
- *and our school.*
-

So what is Let's TALK?

Let's stands for:

- *L- Letting*
- *E- Everyone*
- *T- Talk*
- *S- Safely*
-

TALK stands for:

- *T- Tell, which means being able to tell when somebody needs to talk. What are the tell-tale signs?*
- *A- Acknowledge- value the person and show empathy*
- *L- Listen- without judgement so that they can express the Facts, Feelings and Fears.*
- *K- Keep in Touch- which means follow-up with the person to check-in*

At Upwey South Primary School, we applied to be part of the Let's TALK Pilot Program because our Attitude to Schools Survey showed that students in Years 4-6 felt like they needed more help to share their challenges and more people to support them with their mental health.

There are three types of people involved in Let's TALK.

1- The buddies- *that's all of the students in this room.*

Our job is to be roaming the school yard in pairs, wearing these pink vests. We are out in the yard to check-in on people, see how everyone is feeling, and be available for a "Talk and Walk" if someone wants to tell us about a challenge or a problem.

We have undergone training sessions last term and this term so that we know how to start and continue conversations about feelings. We also have these pink lanyards with "conversation and feelings prompts" to help us with any difficult conversations.

There is a roster and a Let's TALK board in the office foyer, which tells everyone who and when they are out in the school yard.

At the end of each recess we then return the vests, we also hand in any "referral notes" to the office. A referral note is when someone needs to be "referred" on for further help.

The things we do as buddies are known as "triage conversations".

2- The Mentors- *that's the teachers and support staff such as Carvin our school counsellor.*

The job of the mentors is to oversee the buddies, and to hold further Let's TALK and Walk conversations with students if needed.

3- The students at our school- *they are who the program is made for. Remember, the aim of Let's TALK is "Letting everyone talk safely".*

Wow... that's a lot of information!!

Lunch Orders

Lunch orders & Sushi orders are available on a Friday and are supplied by "The Blacksmith" Belgrave and "Sushi Express" Belgrave.

Lunch orders can only be ordered via the QKR app - there is no cash sales. All items are listed on the QKR app.

Updated price lists are available on our website.

Emergency Contacts

To facilitate emergency contact with parents or their nominated agents, the School expects that all parents will ensure up-to-date and accurate information is available to the school at all times. Changes to emergency contact numbers should be notified to the school immediately. Failure to notify the school in such circumstances may cause a delay in the provision of emergency medical treatment.

Head Lice

Upwey South Primary School has a Head Lice Policy in order to provide support for parents and students in the management of head lice infections, whilst acknowledging that parents have the primary responsibility for the detection and treatment of head lice.

Details are provided within the Enrolment Form.

First Aid

All staff at Upwey South Primary School hold a Level 2 First Aid Qualification, which is updated yearly.

Should your child require first-aid, you will receive an email via the Compass portal. Please read this, as it provides you with information as to how they were treated, and what occurred. In the case of an injury which impacts upon a student's ability to continue with their daily learning, a phone call will be made to the listed parent/carer.

All situations involving a head injury warrant a courtesy call to the parent/carer listed.

Medications at school

If medication is still being taken when the child returns to school after an illness, the medication with a medical form (obtained from the office) must be handed to the School Office. If your child suffers from asthma a completed Asthma Management Plan, completed by your Doctor must be provided to the School. Asthma medication and a spacer is also to be provided and will be kept at school.

All students with severe allergic reactions and Anaphylaxis must have action plans completed by their doctors, and medication supplied to the School Office.

School Entry Immunisation

By law, parents/carers of children enrolling are required to present the school with an Immunisation Certificate or a 'Conscientious Objection Form', at the time of their enrolment at the school. The school is required to take a copy of this for your child's file.

All primary schools maintain records of the immunisation status of children, so that in the event of an outbreak of one of the diseases covered by the certificate, appropriate action can be taken (such as excluding non-immunised children from school).

For more information: **DET Immunisation Policy**

<https://www.education.vic.gov.au/school/principals/spag/health/Pages/immunisation.aspx>

Visitors/ Volunteers to the School

All volunteers within the school are required to undergo a DET Induction process.

All volunteers must hold a valid Working with Children (WWC) Card, and have it present when in the school grounds, or attending a school event.

Throughout the year we have numerous visitors to the school who participate in many valuable areas with our curriculum program. These visitors are asked to enter their details on the iPad at the School Office and obtain a 'visitor' tag before starting work in any area of the school.

For more information: **Visitors and Volunteers Policy**

<http://www.upweythps.vic.edu.au/about/upwey-south-ps-policies/>

Child Safe and Duty of Care

Upwey South Primary School is committed to the safety, participation and empowerment of all children.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular, we:

- ✓ promote the cultural safety, participation and empowerment of Aboriginal children
- ✓ promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ✓ ensure that children with a disability are safe and can participate equally.

We have a zero tolerance approach towards child abuse, and all allegations and safety concerns will be treated very seriously and consistently within our robust policies and procedures.

For more information: **Child Safe Policy, Mandatory Reporting Policy, and Duty of Care Policy**

<http://www.upweythps.vic.edu.au/about/upwey-south-ps-policies/>

SCHOOL COUNCIL

What is a school council and what does it do?

All Department of Education and Training (DET) schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the key directions of a school, within state-wide guidelines.

In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who is on the school council?

For most primary school councils, there are three possible categories of membership:

- ✓ *A mandated elected Parent category* - more than one-third of the total members must be from this category. Department of Education and Training (DET) employees can be parent members at their child's school, as long as they are not engaged in work at the school.
- ✓ *A mandated elected DET employee category* - members of this category may make up no more than one-third of the total membership of school council. The principal of the school is automatically one of these members.
- ✓ *An optional Community member category* - members are co-opted by a decision of the council because of their special skills, interests or experiences. DET employees are not eligible to be community members. Generally, the term of office for all members is two years.

The term of office of half the members expires each year, creating vacancies for the annual school council elections.

Do I need special experience to be on school council?

No. What you do need is an interest in your child's school, and the desire to work in partnership with others to help shape the school's future.

Nominations are held in February of each year, with communications sent out to families.

PARENTAL INVOLVEMENT AND ACTIVE PARTICIPATION

Parents have the opportunity to participate in their child's education, and this participation is warmly and actively encouraged at Upwey South Primary School. The staff and School Council firmly believe the school community is strengthened by actively encouraging wide ranging participation of parents at all levels.

Areas of Participation

Parents are invited to participate in the following areas:-

- School Council Sub-Committees/ Working Bees
- PTA (Parent Teachers Association) fundraising
- Classroom helpers/ Library assistance
- Excursion/Camps/ Sporting Programs
- Concerts/ Productions

OUR SCHOOL- A HISTORICAL OVERVIEW

Many of our current students are the second or third generation of their family to attend Upwey South Primary School. As a community-minded school, we have a strong history with our local community. New families who have recently moved to the area, and enrolled at our school, make comment on how welcoming the community are. It really is a unique and wonderful place to be part of.

The information below is courtesy of our local historical society.

The Upwey District was known originally as 'Mast Gully' after a timber camp established in the area about 1850 to produce the masts of ships. In the early 1870's the first settlement in the area took place. This settlement was regarded as part of Ferntree Gully, although sometimes known as 'Devils Nook'. The Misses Frances, Sarah and Emily Tullidge, the only immediate residents of the district suggested the name 'UPWEY' for the area, this being the name of their birthplace in Dorset, England, at the time of the opening of the narrow gauge railway to Belgrave. William Dean purchased a holding of 80 acres at a Crown Land Sale held on 24 August 1875. At the time improvements valued at 555 pounds stood on the property, indicating the land had been settled prior to the sale. Dean named the property 'Forest Park'. It is believed therefore that the main house was built before 1875 with some parts of the house dating back to that era. Prominent local, George Callcott owned Forest Park at the turn of the century, but moved to Tremont.

In 1903 the holding was bought by John Griffiths, a Melbourne Tea Merchant (of Griffiths Tea fame) whose family used the property as a summer holiday residence for a couple of months each year. The Griffiths family later acquired another 40 acres adjacent to the property. At this stage the home 'Forest Park' had six bedrooms with a school room attached at the side, the property also included stables, coach-house and gazebo.

The homestead was constructed of solid brick, tuck-pointed, with original pine ceilings, charming bay windows and is over 60 squares with a total of 17 rooms. On the property was also a coach house, stables, pine gazebo and two wells. The stables are constructed of adzed timber slabs which were later covered with weatherboard, and the coach house of weatherboard with the interior of pine lining board.

Forest Park was sold in 1925 because the family had grown up. The property was not used and in the 1930's it was sub-divided. By the early 1920's Upwey had become an established weekend centre. Upwey State School was opened in the Upwey Parish Hall in August 1934, with the Upwey Higher Elementary School being established in 1937, and in 1945 had the inclusion of Matriculation classes thereby becoming a High School.

During the Second World War, former weekend houses were used for the evacuation of families seeking escape from the Melbourne City area. Many who came fell under the spell of the hills and remained as permanent residents. During the 1940's the population of Upwey steadily increased and home builders began activity in the 'Forest Park Estate' – now known as Upwey South.

In 1960 the Education Department purchased 5 acres of the original Forest Park Estate from Lt Col Guy and immediately a committee of parents urged the establishment of a primary school.

On Tuesday 16 June 1964, the Upwey South Primary School SS4894 HT Neil Jeffrey opened a four classroom unit. On 18 July 1964, was the first meeting of the Upwey South Mother's Club was held. The 35 enthusiastic mothers elected Mrs Taylor their President. Musical productions began in 1978 with the presentation of 'Joseph and his Amazing Technicolour Dreamcoat', and have continued to the present day.

By 1978, with the increase in student population things were very cramped in many portable classrooms, long awaited work begun on the 'New Building'. This comprised of eight classrooms, a library, an art room, additional toilets and teacher work areas. The classrooms were provided with wet areas, store rooms and shared withdrawal rooms.

In 1979 the population of the School had grown to an extent requiring further grounds and as a result the remaining three acres of land on which 'Forest Park Homestead' stood was purchased in 1980 as additional grounds for the school by the Education Department.

The administration and staffroom facilities were also upgraded, with one of the original six classrooms converted into a staffroom and staff resource room, and another became the principal's office, general office and storeroom. These extensions were occupied in November 1979 and officially opened in March 1980. This is the main block of the school today.

In 1983 due to the increased population at Upwey Sth, the house system was revised and changed to four houses namely, Waratah (Red), Coolibah (Blue), Mulga (Green), and Wattle (Yellow). Prior to this, there were three sporting house DEAN. GRIFFITH & GUY

The current Parent Teacher Association (PTA) was formed in 1983. The object was to have an association which would promote the development of facilities, stimulate interaction between parents and teachers, support social events, and to generally advance the course of education. The PTA grew because of the genuine dedications of its members and continues to play a leading role in the school to the present day.

Principals:

<i>Mr Leslie (Neil) Jeffrey</i>	<i>1964-1966</i>
<i>Mr Fredrick C Jones</i>	<i>1967-1968</i>
<i>Mr John E Heffernan</i>	<i>1969-1971</i>
<i>Mr Bill O'Connor</i>	<i>1972-1974</i>
<i>Mr James H Wood</i>	<i>1975-1976</i>
<i>Mr Herb Detez</i>	<i>1977-1982</i>
<i>Mr Jack Beovich</i>	<i>1983-1985</i>
<i>Mr Gary Suda</i>	<i>1986-1998</i>
<i>Mr Ralph Holland</i>	<i>1999-2007</i>
<i>Mrs Belinda Jones</i>	<i>2007-2012</i>
<i>Mrs Anne Ng</i>	<i>2012-2017</i>
<i>Mr Damien Kitch</i>	<i>2018 to date</i>

We look forward to welcoming you and your family to the Upwey South Primary School community.