PREP INFORMATION EVENING 2016
Creating Successful Learning Pathways for All
2016 KEY STAFF

• Mr Frank Vetere – College Principal
• Mrs Robyn Fincher – Assistant Principal P – 9
  (Engagement and Wellbeing)
• Mrs Marg Holness – Assistant Principal P-4
• Ms Rachel Wallace – Prep Neighbourhood Leader
• Mrs Jenny Hayes – Assistant Principal P-9(Specialists)
• Mrs Deb Richardson – Leading Teacher
  (Programs for Students with Disabilities)
• Ms Rebecca Thornton – English as an Additional Language (EAL)
COLLEGE VISION

‘Creating Tomorrow Today’

- Creativity & Innovation
- Partnerships
- Sustainability
- Engagement
- Individuality
- Leadership

College Values

- Caring
- Respect
- Fairness
- Integrity
- Resilience
- Friendliness
- Responsibility
- Understanding & Acceptance
- Resilience
PREP HANDBOOK

Contains all information in relation to:
• Daily administrative procedures
• Communication
• School contact details
• Uniform

• School dates and times
• Personal belongings
• Home learning
• Parent participation

For further information refer to the College Handbook and website:  www.pcc.vic.edu.au

If you would like to register for our school newsletter please go to our website home page scroll to the bottom and enter your details to subscribe.
School Wide Positive Behaviour Support (SWPBS)

PURPOSE

To build and maintain a safe, inclusive, highly predictable and orderly learning environment encompassing:

✓ explicit school rules that are taught using a ‘Teach, Model, Acknowledge, Correct, Practise, Practise, Practise’ approach
✓ positive reinforcement comments outweighing negative comments (6:1)
✓ staff who proactively intervene to prevent or respond rapidly and effectively to student complaints of provocation or harassment
✓ Targeted intervention for students at risk of disengagement
✓ an ‘ALL students, ALL teachers, ALL settings, ALL of the time’ expectation

Research shows that a safe and orderly environment is a key indicator in improving student learning outcomes
School Wide Positive Behaviour Support (SWPBS)

**BEHAVIOUR PURPOSE STATEMENT**
At Point Cook College we develop academically, socially and emotionally within a safe, engaging and inclusive learning environment.

**EXPECTED BEHAVIOURS**
- We are Learners
- We are Responsible
- We are Respectful
- We are Safe
<table>
<thead>
<tr>
<th>WE ARE LEARNERS</th>
<th>ANYTIME, ANYWHERE</th>
<th>LEARNING ENVIRONMENTS</th>
<th>eLEARNING SPACES</th>
<th>OUTDOOR PLAY SPACES</th>
<th>PASSIVE ONLY SPACES</th>
<th>TRANSITION SETTINGS</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do our best</td>
<td>Be an active learner</td>
<td>Stay on task when using devices for learning</td>
<td>Follow the rules of the game/area</td>
<td>Select passive activities</td>
<td>Be street smart</td>
<td>Use toilets during break times</td>
<td></td>
</tr>
<tr>
<td>Attend school every day</td>
<td>Be an active listener</td>
<td>Use technology as a collaborative tool</td>
<td>Use devices as learning tools</td>
<td>Use quiet, calm voices</td>
<td>Line up in an orderly manner</td>
<td>Be sustainable</td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
<td>Take risks in your learning</td>
<td>Work collaboratively or independently as required</td>
<td></td>
<td>Choose to play by yourself or with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be organised and ready to learn</td>
<td>Work on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work cooperatively with others</td>
<td>Work collaboratively or independently as required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage and support others</td>
<td>Work collaboratively or independently as required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WE ARE RESPONSIBLE</th>
<th>ANYTIME, ANYWHERE</th>
<th>LEARNING ENVIRONMENTS</th>
<th>eLEARNING SPACES</th>
<th>OUTDOOR PLAY SPACES</th>
<th>PASSIVE ONLY SPACES</th>
<th>TRANSITION SETTINGS</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take ownership of your actions</td>
<td>Communicate effectively</td>
<td>Use appropriate websites and apps</td>
<td>Choose the right area</td>
<td>Choose the right area</td>
<td>Move to class at first bell</td>
<td>Enter and exit toilets quietly</td>
<td></td>
</tr>
<tr>
<td>Make good choices</td>
<td>Ask questions to clarify</td>
<td>Follow e-learning agreements</td>
<td>• Counts</td>
<td>• Area 11</td>
<td>Look after your belongings</td>
<td>Straight there, straight back!</td>
<td></td>
</tr>
<tr>
<td>Be trustworthy</td>
<td>Take care of our learning environment</td>
<td>Keep devices and passwords safe and secure</td>
<td>• Oval</td>
<td>• SPA</td>
<td>Move to your destination promptly</td>
<td>Use closest assigned toilets</td>
<td></td>
</tr>
<tr>
<td>Seek guidance when needed</td>
<td>Share the neighbourhood space fairly</td>
<td>Keep 8.40 - 3, personal call and text free</td>
<td>• Downball Zones</td>
<td>• Portable Walkways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a positive role model</td>
<td>Carry out class duties</td>
<td>Only use devices in SPA or Area 11 (with permission)</td>
<td>• Fake Grass</td>
<td>• decking areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use equipment for intended purpose</td>
<td></td>
<td></td>
<td>• Playgrounds</td>
<td>Leave the area clean and tidy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WE ARE RESPECTFUL</th>
<th>ANYTIME, ANYWHERE</th>
<th>LEARNING ENVIRONMENTS</th>
<th>eLEARNING SPACES</th>
<th>OUTDOOR PLAY SPACES</th>
<th>PASSIVE ONLY SPACES</th>
<th>TRANSITION SETTINGS</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right words, right place</td>
<td>Respect everyone’s personal space</td>
<td>Communicate online in a positive manner</td>
<td>Be inclusive</td>
<td>Be aware of others</td>
<td>Be considerate of the learning of others</td>
<td>Keep toilets clean and presentable</td>
<td></td>
</tr>
<tr>
<td>Be courteous</td>
<td>Interact positively with others</td>
<td>Consider how our actions</td>
<td>Communicate in an appropriate manner</td>
<td>Respect personal space</td>
<td>Exit first, enter second</td>
<td>Be mindful of each others’ privacy</td>
<td></td>
</tr>
<tr>
<td>Take care of property</td>
<td>Negotiate use of space and equipment</td>
<td>and technology can impact on others</td>
<td>Care for our surroundings</td>
<td>Keep your body calm</td>
<td>Take turns and wait patiently and quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be considerate of others</td>
<td>Adjust voice for the setting and task</td>
<td>Use only the ICT equipment that you have been asked to use</td>
<td>‘Nude food’ only</td>
<td>‘Nude food’ only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value others</td>
<td></td>
<td></td>
<td>Be a good sport</td>
<td>Be aware of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear the uniform with pride</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WE ARE SAFE</th>
<th>ANYTIME, ANYWHERE</th>
<th>LEARNING ENVIRONMENTS</th>
<th>eLEARNING SPACES</th>
<th>OUTDOOR PLAY SPACES</th>
<th>PASSIVE ONLY SPACES</th>
<th>TRANSITION SETTINGS</th>
<th>TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be ‘Bodywise’</td>
<td>Move appropriately</td>
<td>Take photos respectfully and with permission</td>
<td>Use all equipment appropriately</td>
<td>Use all equipment appropriately</td>
<td>Always walk in passive spaces</td>
<td>Be hygienic</td>
<td></td>
</tr>
<tr>
<td>Communicate unsafe behaviours</td>
<td>Use equipment and materials carefully</td>
<td>and with permission</td>
<td>Report injuries, hazards and concerns to yard duty teachers</td>
<td>Report injuries, hazards and concerns to yard duty teachers</td>
<td>Shoes on please!</td>
<td>Report any problems</td>
<td></td>
</tr>
<tr>
<td>Be courteous</td>
<td>Be aware when moving through the space</td>
<td>Use online images or information which we have the right to use</td>
<td>Make safe choices</td>
<td>Make safe choices</td>
<td></td>
<td>Visit and return with another</td>
<td></td>
</tr>
<tr>
<td>Seek help when necessary</td>
<td>Use equipment for its intended purpose</td>
<td>Only communicate online with people we know and trust</td>
<td>Share the space fairly</td>
<td>Share the space fairly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay in supervised areas</td>
<td>Be where you should be</td>
<td>Protect your privacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow safety procedures</td>
<td>Leave spaces with permission</td>
<td>Be a digital citizen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PCC SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT – EXPECTED BEHAVIOURS MATRIX | September 2015 |
COLLEGE UNIFORM

- Our 2016 Preps will be the **FIRST** cohort expected to wear the uniform according to the reviewed policy
- With all Preps adhering to the reviewed guidelines they will be a shining example to the rest of the College
- The policy will be uploaded to the College website this week – please read all information carefully and keep for future reference

**Uniform Purchase**
- Noone Imagewear (formerly Rushfords) are our Uniform Supplier – they have our reviewed policy on file if you need to clarify anything
- You will receive an appointment time in the mail to attend for a fitting over the next few weeks
- Noone Imagewear is located at 54 Old Geelong Rd, Hoppers Crossing
At Point Cook College we place great importance on maintaining a sense of pride and community and the correct wearing of the uniform as outlined in our reviewed Uniform policy promotes this belief.

AIMS OF THE POLICY

✧ To further develop a sense of pride in, and identification with our college
✧ To promote equality amongst all students
✧ To provide durable clothing that is cost effective and practical for our college environment
✧ To maintain and enhance the positive image of the college within the wider community
COLLEGE UNIFORM

While our uniform HAS NOT changed since we opened, the expectations, implementation and management have.

It is essential that we have complete support from the community to ensure the aims are met.

**Expectations and guidelines relevant to Preps**

- Uniforms are compulsory and must be neat, clean and tidy in appearance and worn with respect to self and others
- P-6 students may choose from EITHER the ‘Standard’ OR the ‘SPORTS’ option
- Refer to the policy for all other information, particularly in relation to footwear and accessories, as well as management and family assistance details
Student Engagement and Wellbeing

The College has a focus on the development of the whole child – physical, social and emotional, not just academic.

• Establishment of a College Wellbeing team consisting of school based staff and access to external agency expertise led by Robyn Fincher (P-9 Assistant Principal)

• Identification of and forward planning for, students whose are not developing as expected

• Programs targeted to identified needs – individual, year level, whole College, secondment of outside agencies

• Staff/student/parent forums and feedback opportunities around relevant issues and opinions
Student Welfare

• Events can occur both in and out of school that may have an impact on the physical, social and emotional well being of your child.

• Concerns should first be raised with the homeroom teacher. If the matter cannot be resolved at this level then concerns should be directed to the Neighbourhood leader.

• It is important to keep the home room teacher informed even if your child appears on the surface to be unaffected. Teachers are then able to be better prepared to deal with any unexpected changes in behaviour and work with parents to support the child.

Regular Attendance

• It is vital that regular attendance patterns are established early as they set the tone and expectation for your child’s education journey.

• It is important for students to be at school every day unless they are unwell. Regular attendance ensures familiarity with routines, consolidation of learning and nurturing of social relationships, all of which are vital to wellbeing.
School Support Services

• Occasionally concerns may be raised by teachers or parents about a child’s ongoing development – academically, socially or emotionally – if needed see your child’s home room teacher

• Concerns raised with the homeroom teacher are discussed with appropriate staff and then forwarded to the Wellbeing team if further investigation and action is required

• We have access to qualified specialist support staff who can carry out appropriate assessments and recommend the best course of action to assist students, parents and teachers

• No assessments can take place without discussion and consent from parents

• If you have already had assessments conducted or concerns have been raised that may need investigation that we are not yet aware of, please contact Deb Richardson as soon as possible. This will enable us to put appropriate support structures in place
Student Welfare

School Nursing Service

This is a free service provided by the government. The School Nursing Service will visit the College to conduct basic health assessment and provide information about healthy behaviours and community based health and well being services. You can help us by getting your child’s eyes tested and take them to a dentist – see pamphlet on seat.

• 2016 dates are yet to be confirmed. Notes will be sent home explaining the service and are required to be returned before your child can be screened.

First Aid Nurse  -Annabelle Gornia

• Parents are notified either by note or phone, depending on nature of illness or injury.
• Action plans must be provided for students who suffer from either Anaphylaxis or Asthma
Specialist Classes - Prep

- LOTE – Indonesian – language and cultural studies – All year
- Physical Education – gross motor skills, dance, ball handling, fitness, gymnastics – All year
- Performing Arts – dance, music, drama, singing – Semester based
- Visual Arts - painting, construction, collage, drawing, sculpting – Semester based.
E Learning

The College is committed to incorporating elearning into the daily classroom program.

Access to a range of elearning hardware within the home room including iPads, iPod Touches, Bloggies, cameras, microphones and interactive whiteboards.
DEVELOPING PARTNERSHIPS

The teacher’s role
• provide a safe, secure, supportive and challenging learning environment
• promote the partnership between home and school
• inform parents regarding any concerns so that they can be acted upon as soon as possible

The parent’s role
• encourage and support development - social, emotional and academic
• praise and encourage your child’s successes and allow them to take risks and learn from their mistakes
• inform teachers regarding any concerns they have so that they can be acted upon as soon as possible
School Readiness

Starting school is an exciting time for both child and parents. It is important that we work together to make the experience as enjoyable and positive as possible for all concerned.

Your child’s pre school teacher is in the best position to determine your child’s overall readiness as well as specific skills they may need to focus on.

The skills and behaviours that will provide your child with the strongest foundation for their social, emotional and academic development are:

- Independence
- Cooperation
- Sharing
- Caring for belongings
- Respecting property and the rights of others
- Listening and speaking
- Having a go
Early Expectations

Although every home room is unique, there are certain aspects that are consistent across the neighbourhood. As the term, and year progresses you can expect to see….

**SOCIAL SKILLS**

- increased levels of confidence
- developing friendships with others; peers, teachers
- increased sense of belonging – classroom and whole school
- respect and tolerance for others
- developing independence
- Students acting responsibly and in line with school wide positive behaviours
How you can support social development

• Allow your child to carry his/her own bag and organise their Take Home Book bag, home learning tasks and notes
• Encourage independence – getting dressed, nose blowing, tying shoe laces
• Give responsibilities – unpacking school bag, making the bed, setting the table, packing up belongings, feeding and caring for pets
• Play games that involve turn taking
• Provide ample time for developmental play
• Visit new places, friends and family - opportunities to explore language through questioning
• Practise the art of good speaking and listening
• Encourage sharing and respect for others
• Encourage willingness to ‘have a go’
Literacy and Numeracy form the basis for all learning

- major focus on reading, writing, **oral language**, number and problem solving skills

**Language Experience** and an **Inquiry** approach promote investigation of the world

- use of a range of problem solving and thinking tools
- provide opportunities for vocabulary development essential to effective Literacy and Numeracy learning

**Comprehensive Planning** - supported by Marg Holness (P-4 Assistant Principal) and the Neighbourhood Coordinator at the team, home room and individual student level

- **Goals** and **tasks** developed at **individual point of need**
Many of our families speak a main language other than English at home - there are over 30 languages that are spoken in our College community.

Children who speak a main language other than English at home are eligible to receive additional support in learning English as an Additional Language (EAL). These students are identified from information completed on the College enrolment form.

We offer a variety of programs to cater for the diverse needs of our EAL students. Although our students speak different home languages their needs in learning English are similar.

Participation in the EAL program is a major benefit for the students as it assists them to develop their English skills within a small group environment.
What happens in an EAL class?

• Topics covered in the EAL program, support the students with their homeroom learning

• Through the use of whole group, small group and independent tasks, students are supported in developing their English skills especially in the areas of oral language development and vocabulary knowledge

• EAL teachers aim to create a safe and supportive learning environment which provides students with opportunities to develop their English skills

• Students learn through language experience/hands on activities to encourage verbal communication and vocabulary development

If you would like further information please make an appointment at the office to see Rebecca Thornton.
Reinforcing the College Values

The development of social skills and understanding of rights and responsibilities forms an integral part of the Prep learning environment and curriculum, particularly during Term 1.

The development of and adherence to College and home room Codes of Cooperation sets the tone for an effective learning environment.

In 2015 we will begin introducing the ‘School Wide Positive Behaviours’ program which will align closely with our College Values.

You can support us by promoting similar expectations through conversations with your child and by reinforcing expected behaviours at home.

The following slides give examples of our values, how they are displayed at school and how you can reinforce them at home.
Respect and Responsibility

- Act responsibly and treat others with respect – appropriate language, use of manners, speak nicely, listen attentively, use appropriate body language, no rough play, keep hands/feet to self
- Respect the rights of others – to feel safe, to be included, to be heard/have turns, to have a different opinion/view
- Show respect and take responsibility for belongings – own, others’, class, College
- Take responsibility for own actions and behaviours – in the playground, in class, at specialists
Reinforcing the College Values at Home

Friendliness, Caring and Understanding & Acceptance
✓ Be kind to others
✓ Accept those who are different to you in some way
✓ Show care and compassion
✓ Play appropriately with others
✓ Build relationships
✓ Develop compassion and empathy
✓ Develop a sense of belonging

Fairness
✓ Treat everyone in the same way
✓ Play by the rules
✓ Follow class and College Codes of Cooperation
✓ Build honesty and trust
Reinforcing the College Values at Home

Resilience
✓ Develop independence
✓ Encourage problem solving – acceptable risk taking, perseverance, seeking adult assistance
✓ Develop optimism, confidence and self esteem
✓ Build social connections – coping skills, art of compromise, turn taking, responding appropriately to conflict
✓ Develop self management strategies

Integrity
✓ Promote the College values as outlined above
✓ Appropriate role modeling
✓ Promote the importance of telling the truth – having your voice heard and taking responsibility for your actions
COMMUNICATION
Effective communication is vital to the development of a strong home school partnership.

You can expect;
• Opportunities for informal chats
• Formal Parent Teacher interviews and student reports
• Fortnightly College newsletters
• Team newsletters each term and reminder notes
• **Website access to school calendar and other information**
• Parent Partnership sessions

Your role;
• Access and respond to information available
• Advise us of any matters you feel are of importance
PRIMARY CONTACT

Home room teachers should be your first contact for any questions or concerns related to your child.

The Prep Neighbourhood Leader is your next point of contact should you need further advice or information.

The P-4 Assistant Principal is your third point of contact.

You will be provided with contact details as soon as they have been finalised.
2016 HOME ROOMS

In December you will receive information regarding your child’s home room location and teacher by post, along with an invitation for your child to attend our Orientation session.

You will also receive an up to date list of contacts to keep with your Prep & College Handbooks

2016 Orientation session
Thursday 17th December

11.30 – 12.30

This will be an opportunity for your child to meet their 2016 teacher and classmates in their 2016 homeroom.

If your child is able to attend they will need to be taken directly to their designated room on the day as indicated on the map provided

(NB: placement may need to change over the first fortnight)
PARENT PARTNERSHIPS

The College will be offering a selection of Parent Partnership Forums sessions across the year. For example;

• Effective Home Reading
• Numeracy and Literacy Support ideas
• SWPBS Forums
• Parent Helper Program
• Community Partnerships
We look forward to developing the home-school partnership with all of our PCC families.

Thank you for your attendance.