

# RIPPONLEA PRIMARY SCHOOL



## School Contact Information

Ph: 9527 5728

Website: [www.ripponleaps.vic.edu.au](http://www.ripponleaps.vic.edu.au)

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The background of the page is a faded photograph of a school building. The building is constructed of red brick with white window frames and a white door. A large tree with green and yellowing leaves is on the left. In the foreground, there is an outdoor basketball court with a wooden bench and a basketball hoop. The title 'TABLE OF CONTENTS' is overlaid on the right side of the image.

## TABLE OF CONTENTS

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|                                  |    |
|----------------------------------|----|
| Introduction .....               |    |
| 1. Principal's Welcome .....     | 4  |
| 2. Operational Information ..... | 5  |
| 3. Important Dates .....         | 6  |
| 4. A to Z Foundation .....       | 9  |
| 5. Child Safe Standards .....    | 30 |
| 6. School Map .....              | 32 |





## Welcome to Ripponlea PS

A little bit of history .....

Ripponlea Primary School has a rich history that dates back to 1922, when it first opened its doors. Back then, the school had around 10 teachers and welcomed approximately 400 eager students. In the early days, boys and girls were taught separately, in distinct classrooms, and even on separate playgrounds, reflecting the norms of the time.

As the 1940s brought the looming threat of war, Ripponlea Primary School played a crucial role in the community. It became the headquarters for the Local Air Raid Precaution Wardens, a position of great responsibility during those trying times. To ensure the safety of the students, trenches were dug on the school's oval to accommodate up to 600 children in the event of an air raid, a testament to the school's commitment to its students' well-being and safety.

Today, Ripponlea Primary School stands as a proud institution that carries with it the weight of a century's worth of history. It has seen and adapted to numerous changes over the years, all while continuing to serve its wonderful community with dedication, passion, and a commitment to excellence. The school cherishes its past, honours its traditions, and embraces the future with open arms, remaining a pillar of education and community in the heart of Ripponlea.





## Principal's Message

Dear Parents & Carers,

I am absolutely delighted to extend a warm and hearty welcome to your child and family on behalf of the entire Ripponlea Primary School community.

Our vision for the children of Ripponlea is nothing short of extraordinary. We envision them as global and creative thinkers, armed with the skills and empathy to fearlessly navigate an ever-changing world. They don't just learn; **they care, they create, and they connect** with passion and purpose.

At Ripponlea, we are not just a school; we are a dynamic and inclusive family. We take immense pride in the strong bonds and sense of community that we've nurtured. It's a privilege to see our students excel academically while maintaining high levels of engagement and well-being. We know that students thrive when they feel safe, connected to their peers and teachers, and when they learn in an environment that's both rich and stimulating. That's why we place an unwavering emphasis on the development of each and every child, working hand in hand with our dedicated families.

Our families hold high expectations for academic excellence, and rest assured, our professional, caring, and dedicated staff are here to deliver. Together, we create high-quality learning opportunities across all aspects of the curriculum. From our innovative Inquiry Learning to the world of Visual Arts and Performing Arts, from the vigour of Physical Education to the magic of learning new languages in LOTE (Italian/French), we provide an education that's a stepping stone to a seamless transition into Year 7 and beyond.

In a world where learning and teaching paradigms are constantly evolving, Ripponlea ensures that our students are educated not just to survive but to thrive. We equip them with confidence, optimism, resilience, and unwavering integrity. We foster open-mindedness, collaboration, respect, and creativity, because the challenges of tomorrow demand more than just knowledge.

So, welcome to Ripponlea Primary School. Here, education is not just about preparing for exams; it's about preparing for life. We don't just teach students; we empower them to face challenges with courage and to embrace the boundless opportunities that lie ahead.

Welcome to Ripponlea, where each day is a new chance to explore, create, and connect. Together, we'll shape a future that's as bright as the minds of our students.

**NATALIE ROSE**  
Principal



# Operational Information

## School Hours

Please note that teacher supervision begins at 8:45am and ends at 3:45pm. Students are not to be in the yard outside of these hours as they are unsupervised.

## Office Hours

|               |                  |
|---------------|------------------|
| Mon, Wed, Fri | 8:30am to 4.30pm |
| Tue, Thu      | 8:30am to 4:30pm |

## Meet the Team

### **Leadership/Office**

Principal: Natalie Rose  
Assistant Principal: Marta Campbell  
Business Manager: Kate Crawford  
Administration Officer: Casey Trotter

### **Foundation Teachers**

Stef Hoffner  
Matthew Blake

## Contact Information

**Address:** 25 Carrington Grove, St Kilda East  
3183

**Phone:** 9527 5728

**Email:** [Ripponlea.ps@education.vic.gov.au](mailto:Ripponlea.ps@education.vic.gov.au)

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

**Facebook:** Ripponlea Primary School

**Instagram:** Ripponlea\_primary\_school



## 2024 Term Dates

|        |   |  |
|--------|---|--|
| Term 1 | Curriculum Day:<br>Students Begin:<br>Labour Day Holiday:<br>Term Ends: | Monday 29 <sup>th</sup> January<br>Thursday 1 <sup>st</sup> February<br>Monday 11 <sup>th</sup> March<br>Thursday 28 <sup>th</sup> March |
| Term 2 | Term Begins:<br>Queen's Birthday:<br>Term Ends:                         | Monday 15 <sup>th</sup> April<br>Monday 10 <sup>th</sup> June<br>Friday 28 <sup>th</sup> June  |
| Term 3 | Term Begins:<br>Term Ends:  | Monday 15 <sup>th</sup> July<br>Friday 20 <sup>th</sup> September  |
| Term 4 | Term Begins:<br>Melbourne Cup Day:<br>Term Ends:                        | Monday 7 <sup>th</sup> October<br>Tuesday 5 <sup>th</sup> November<br>Friday 20 <sup>th</sup> December                                   |



## Daily Schedule

| Time                   | Activity                   |
|------------------------|----------------------------|
| 8:45 am                | Teacher Supervision        |
| 9:00 am                | Morning Bell               |
| 11:00 am -<br>11:30 am | Recess                     |
| 1:30 pm -<br>2:30 pm   | Lunch                      |
| 3:30 pm                | Afternoon Bell             |
| 3:45 pm                | End of Teacher Supervision |



## Commitment to Democratic Principles

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principle of our democracy.

The *Education and Reform Act 2006* requires all education providers to operate in a manner consistent with this set of Australian democratic principles.

In accordance with the Act, Ripponlea Primary School delivers curriculum programs, learning, and teaching in a manner that supports and promotes the principles and practices of Australian democracy.

This includes a commitment to:

1. Elected government
2. The rule of law
3. Equal rights for all before the law
4. Freedom of religion
5. Freedom of speech and association
6. The values of openness and tolerance

A range of policies are available on our School Website and are also accessible on Compass Documentation Tab. These policies help to reinforce the Australian democratic principles.





# A to Z for Foundation Students



# A

## Accessibility:

Ripponlea PS is accessible for parents and carers with prams and people with mobility aids. The school has ramp access and a lift in the main building

## Asthma/ Allergies and Anaphylaxis:

If your child has any allergies, asthma or is anaphylactic then this information needs to be communicated to the front office. The school complies with Action Plans for first aid reference.

## Art:

As part of the Victorian Curriculum, students partake in one 60-minute Visual Arts lesson each week. During class time students often learn about an Artist's style and techniques to support their learning and development.

## Assembly:

Assembly is held **most** Friday afternoons at 3:00 pm in the Barrbunin (school hall). Parents and carers are warmly invited and reminded to join via a COMPASS post.

At the beginning of each term, there is a welcome assembly for the whole school community.

Student leaders proudly present at the assemblies as well as each class.

## Assessment:

In Foundation, students are assessed at the start of the school year, partaking in an English Online and Mathematics Online Interview, which all Foundation students in Victoria complete. Throughout the year students are also assessed through observations, testing, and a collection of work samples. Parents are welcome to ask for an update on their child's progress through a scheduled discussion at any time, but Three-Way Conferences are scheduled school-wide in late Term 2. Reports are sent to families via Compass at the end of Term 2 and the end of Term 4.



Children are expected to attend school daily unless they are unwell. The expectation for attendance is that all students are in the classroom and ready to learn by 9:00 a.m. New families are issued with a log-in letter for our Compass Parent Portal. If your child is going to be absent, simply log on to Compass and mark your child as absent with an explanation. After morning roll marking, we contact families directly if attendance is **unexplained**.

## B

The Barrbunin is the school's multi-purpose space where the whole school gathers for assembly each Friday afternoon. Within the Barrbunin is the Art Room as well as the Snack Shack. The Barrbunin is also where students attend Physical Education classes. once a week.

For the first five weeks of Foundation, students do not attend school on Wednesdays. We refer to this as the 'rest' day. However, it is also a time when families book their child in for a 50-minute appointment. During this hour parents are to leave their child with their classroom teacher to do an English and Maths Online Interview.

The Bike Shed is located opposite the library. It is open before 9:00 a.m. and then locked after the morning bell. It is locked during the school day and opened by bike monitors just prior to 3:30 p.m. for students to collect their bikes/scooters.

If a parent/carer wishes to bring in a cake or treat for their child's birthday, they need to provide a list of the ingredients, be considerate of allergies and contact the teacher to arrange a suitable time. Waste-free packaging and healthy options are encouraged.

### Attendance:

### Barrbunin:

### Beginning of the Year:

### Bike Shed:

### Birthdays/special occasions:



## Buddy Program:

Each Foundation student is paired with a Year 5/6 Buddy to ease their transition into the school environment. Having a Buddy also gives children a supportive peer to assist in the yard. Throughout the year our Buddies read with our Foundation children as well as help them with Maths and other learning.

## Bullying:

Ripponlea Primary School has a Zero Tolerance for Bullying with a range of policies to support student wellbeing. Students partake in Circle Time as an avenue to discuss feelings and the development of social skills. The school adopts the SWPBS framework with expectations of students across all areas of the school. Respect, Pride and Safety are the core values we all aspire to

## C

## Circle Time:

Circle Time is used in many primary schools to help develop positive relationships between children. It aims to give them tools to engage with and listen to each other. It's often used as an opportunity to solve problems that are affecting the class, for example, a problem in the yard or someone finding it hard to make friends.

The whole class takes part in Circle Time at the same time; at first, this is led by the teacher but becomes more student-centred as students become more familiar with the process.

## Child Safe Standards:

Ripponlea Primary School is a child-safe school which welcomes all children, young people and their families.

**Everyone in our community** has a moral responsibility to keep children safe and to protect them from harm and abuse. This Statement of Commitment helps to raise awareness about the importance of child safety at Ripponlea Primary School (RPS) and affirms the council's commitment to a child-safe culture and expectations.



### Statement of Commitment to Child Safety

RPS is committed to the safety, rights and well-being of all children and young people. This will be the primary focus of our care and decision-making. The participation and empowerment of children is fundamental to our work.

In recognition of the increased vulnerabilities of particular groups of children, we will pay particular attention to:

- the cultural safety of Aboriginal children
- the safety of children from culturally and/or linguistically diverse backgrounds
- the cultural safety of international students
- the safety of children with a disability
- the safety of children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability
- the safety of children in out-of-home care or youth justice (those unable to live at home)

Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are **NOT** tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Ripponlea Primary School has **ZERO** tolerance for child abuse. We value diversity and will not tolerate discriminatory practices.

- We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives.
- Our child safe policies, strategies and practices are inclusive of the needs of all children and students. Specific policies, procedures and supports in place enable us to meet all obligations.
- We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.
- We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.
- Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.
- Every person involved in our school has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people are at the forefront of all they do and every decision they make.
- All staff, volunteers, visitors and contractors at Ripponlea Primary School must adhere to the Child Safety Code of Conduct.
- We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

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## Child Safe Standards Cont.:

### Ripponlea Primary School's Principles for Child Safety

In its planning, decision-making and operations Ripponlea Primary School will:

- a) Take a preventative, proactive and participatory approach to child safety;
- b) Value and empower children to participate in decisions which affect their lives;
- c) Recognise, respect and foster children's rights;
- d) Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
- e) Respect diversity in cultures and child rearing practices while keeping child safety paramount;
- f) Provide written guidance on appropriate conduct and behaviour towards children;
- g) Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
- h) Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
- i) Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
- j) Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
- k) Value the input of and communicate regularly with families and carers.

The Ripponlea Primary School Council and staff will regularly monitor and review the effectiveness of the Statement of Commitment to Child Safety and revise the statement tri-annually or as required by completing a review.

Statement of Commitment to Child Safety updates and requirements will be made available to staff, families, volunteers and visitors.



## Child Safe Standards

**Standard 1:** Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

**Standard 2:** Child safety and wellbeing is embedded in organisational leadership, governance and culture.

**Standard 3:** Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

**Standard 4:** Families and communities are informed, and involved in promoting child safety and wellbeing

**Standard 5:** Equity is upheld and diverse needs respected in policy and practice.

**Standard 6:** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

**Standard 7:** Processes for complaints and concerns are child focused

**Standard 8:** Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

**Standard 9:** Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

**Standard 10:** Implementation of the Child Safe Standards is regularly reviewed and improved.

**Standard 11:** Policies and procedures document how the organisation is safe for children and young people.

\*The Child Safe Standards are reflected for a school's context in Ministerial Order 1359



Teachers are always happy to talk with parents and carers to discuss their child's learning progress and/or social issues. A scheduled appointment is highly advisable as teachers have commitments before school and after hours on certain days.

## Communication with teachers

**Tuesdays – staff briefing (am) meeting (pm)**

**Wednesdays – professional learning (pm)**

**Tuesdays – staff briefing (am)**

Parents are provided with the teacher's email address and can use this avenue of communication. We kindly request that emails are not sent after 5:00 p.m. or on weekends. Our teachers will respond to emails within 48 hours. **Please refer to our communication chart.**

Students receive a Reading Diary at the start of the school year that can also be used for communication although more comprehensive information is preferred via email. At the start of the school day and learning times are not suitable for detailed communication.

Please note: urgent matters needing to be raised with the teacher should be communicated via a phone call to the main office.

For more complex student issues parents may wish to make an appointment with the Assistant Principal or Principal.



### **Class Sports Equipment:**

Each class has allocated sports equipment that they can borrow during Recess and Lunch.

### **Clean Up Ripponlea:**

To keep our school yard tidy, Student Council run 'Clean Up Ripponlea' twice a week. All students in the school pick up 2 to 3 pieces of rubbish at the end of Lunch and wash their hands before coming back to class.

## **D**

### **Daily Routines:**

There are many routines at school that allow students to experience success. Teachers use daily visual schedules and older students have diaries to assist them in their organisation.

There are also many routines adopted by the school to support student learning opportunities in literacy and numeracy.



Students bring a labelled drink bottle to school each day. As part of the morning routine students are to put their drink bottles in/on their class' drink tubs/tables. By having a bottle of water in the class it allows students to get a drink without disrupting their learning. If students forget their drink bottle they are able to use the outside drink taps.

## Drink Bottles:

At the start of the year, parents escort students to the Foundation Learning Area and can assist them with the morning routine. If your child gets upset it is important to have 'one last hug' and to leave them with the teacher. As the days go on, students do adjust to saying goodbye and will become more familiar with their classroom, peers and teacher.

## Drop Off and Pick Up:

For the first few weeks, students can be collected from the playground area that is outside the Foundation Learning Area (by the sandpit and ramp). This is less overwhelming for Foundation students as the rest of the school are leaving at the basketball courts.

# E

Foundation students are given 10 minutes eating time prior to Recess and play. Towards the end of the year, Foundation students are given less time to eat before play time in order to prepare them for the following year.

## Eating Time:

All students at Ripponlea receive 10 minutes eating time at lunch supervised by their teachers. At the start of the year Foundation students are given extra lunch eating time to ensure they are eating enough food.





## F

### **Fine Motor Skills:**

An integral part of learning in Foundation is pencil control, to be able to write lower and uppercase letters. In Foundation, students participate in fine motor activities to help develop their hand control. This may include beading, stencils, tracing, playdough, puzzles, construction and colouring in.

### **Food:**

We promote healthy eating and nude food for snacks and lunches (please see “Nude Food” below and our school policy on Healthy Eating at School which is available on the school’s website). At Ripponlea we do not share food. There are students with intolerances and allergies and therefore it is mandatory for students to only eat what has been packed for them by their parents. We do not have bans on particular food products, however, teachers monitor food eating so that students with known allergies are not eating next to anyone eating/drinking a product with that ingredient.

### **Flexible Learning Spaces:**

Flexible Learning Spaces allow for versatility across the cohort. This enables whole class and small focus group activities that meet the needs of diverse learners. This also helps foster social interactions between all students in Foundation.

## G

### **Guided Reading:**

Guided reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use a variety of reading strategies to read the text. The ultimate goal is independent reading.



# H

In Foundation we frequently use manipulatives to support student learning. This can include a variety of objects such as blocks, play dough, beads, etc. We also learn outdoors and explore the environment in a meaningful way.

Wide-brimmed or legionnaires hats are to be worn from the 1<sup>st</sup> of September through to the 30<sup>th</sup> of April. The school has a Sun Smart policy that outlines that if students don't have their hats they must stay in a designated shaded area

Please ensure you write your child's full name and home group on their hats.

It is not unusual for head lice to make an unwelcome appearance when young children are in close proximity to one another. For this reason, we ask that long hair (below the shoulder) is tied back and that protocols are followed (please see the policy on Head Lice on the school website).

High-Frequency Words (also known as sight words) are words that students need to learn by sight. They are often words students cannot sound out; for example, *said*, *where*. Each day students will work in class during Literacy Groups to learn these words and at different times during the year these words may be sent home to support their learning.

Learning these first 100 words will aid the students in their ability to read and write.

Ways you can use the words:

1. Spread them out upside-down and flip them over to read them.
2. Children practice writing the words and then put these up on the fridge, etc.
3. Use them as flash cards.

## Hands-on Learning:

## Hats:

## Head Lice:

## High-Frequency Words:



## **Illness and Injuries:**

If a student becomes unwell at school parents will be notified and can come and collect their child early. Teachers will encourage children to have some quiet time, go to the toilet and get a drink before we get to the stage of calling parents. If a student has an injury above the neck then parents are given a courtesy call despite the severity of the incident.

If your child is unwell, please ensure they are well recovered before returning. Some periods of exclusion apply for contagious illnesses; if you are unsure, please contact the school.

COVID – Students who present with any of the following symptoms at school runny nose, sore throat, cough or fever will be sent home. A negative COVID test is not sufficient enough to allow students with symptoms to attend school. Students can return after all symptoms have cleared.

## **Incursions and Excursions:**

During the year students will participate in a range of Incursions and Excursions. Often these are linked to the Inquiry topic for that term. When excursions are being planned teachers may ask for parent volunteers to come to the excursion or to meet the students there.

## **Independence:**

At the start of the school year students are learning new routines and settling into a new environment. Once students have become more comfortable at school we like to encourage them to be more independent. This includes carrying their own school bag, changing their own take-home book and finding their own quiet activity during ‘soft start.’

## **Italian/French:**

As part of the Victorian Curriculum, students partake in one 60-minute Italian/ French lesson per week.



## J

The Junior Playground is located behind the Foundation Learning Area. Only Foundation to Year 2 students are allowed to play in this area. The Senior Playground next to the basketball courts is for Year 3 to 6 students only. This rule is only exempt before or after school if under direct supervision by a parent/caregiver.

### **Junior Playground:**

## K

## L

If your child arrives after 9 am, or if you would like to pick up your child early (before 3:30 pm) please go to the school office to sign your child in/out of school on the iPad.

### **Late Arrivals and Early Pick Ups:**

We have a well-equipped library that operates at lunch time as a quiet place for students to read, draw and play board games. Once a week each class has a specified Library time where students can borrow and return books. During this time students also read a story with the teacher, followed by a literacy activity when they return to class.

### **Library:**

Each student in Foundation has a locker located in the corridor outside the classrooms. Students' hats and bags are to remain in their locker.

### **Lockers:**



### Lost Property:

Lost Property is located at the end of the corridor (opposite end to Foundation classrooms). Please ensure you label your child's clothing. We also have small lost property bins for their own classroom.

### Lunch Orders:

Since 2016, Ripponlea have partnered with [Beaver's Tail](#), for school lunch orders. Beaver's Tail is local, healthy and fresh, available every day and ordered online.

Simply log onto the [Beaver's Tail website](#) and place your order before 9.00am. Pay with credit card or bank via PayPal. Your child's lunch will be delivered to school.

Ripponlea Primary School's [Healthy Eating Policy](#) outlines our approach to foods consumed at school.

More information on the 'traffic light' system can be found at the [DET Healthy Eating website](#).

## M

### Medicine:

If your child is unwell and has been prescribed medicine to be administered at school, written authorisation is required at the school office. Please see our Medication policy on the school's website.

### Morning Routines:

Students are allowed to enter from 8:45am in the morning (please refer to "Soft Start' below). At this time students need to do the following:

1. Change their take home book.
2. Place their Blue Satchel/Reader Folder in their class tub.
3. Place their Drink bottle in their drinks tub.
4. Find a quiet activity, such as reading or drawing.





## N

Our electronic school Newsletter comes out fortnightly on a Wednesday. An alert is sent to parents via Compass and email.

### Newsletter:

Ripponlea has a Nude Food policy which means that children's recess and lunch should come to school in a lunch box without single-use plastic or packaging. Each classroom also has a green bin for food scraps. These food scraps then go into the school compost bin.

### Nude Food:

## O

Ripponlea Outside School Hours care is managed by TheirCare and operates every Monday to Friday (school days) from 7:00am – 8:45am and 3:30pm – 6:00pm in the LOTE room.

We encourage all families to register their children with TheirCare for the times you may be unavoidably delayed at pick-up time. For all enquiries and/or bookings, please contact [TheirCare](#) .

### Out of School Hours Care:

## P

Parent involvement is highly valued and encouraged at Ripponlea PS. In Foundation, parent helpers support our literacy programs, especially reading. Our Principal, Natalie Rose, will announce dates when she will offer training in the program. All volunteers must have a WWCC and complete the Classroom Helpers 2-hour workshop.

### Parent Helpers:



### **Parking:**

Carrington Grove gets extremely busy around pick-up and drop-off times. Families are encouraged to refer to the parking restriction signs near the school as these are frequently monitored. A “Kiss & Go” parking option is located at the kinder site and the school crossing.

### **Perceptual Motor Program (PMP):**

The Perceptual Motor Program (PMP) is a movement-based program which helps younger students improve their eye-hand and eye-foot coordination, fitness, balance, locomotion and eye-tracking skills. Once a week students rotate in small groups through activities that help the development of these skills. This can include obstacle courses, balance beams, skipping, climbing, crawling etc.

### **Performing Arts:**

As part of the Victorian Curriculum students partake in Performing Arts for 60 minutes once a week. The Performing Arts Curriculum includes Dance, Drama and Music. As students learn effectively through songs and rhyme, we also involve music in the classroom and relaxation music is used during mindfulness.

### **Physical Education (P.E.):**

As part of the Victorian Curriculum, students partake in P.E. for 60 minutes once a week.

### **Playtime:**

At the start of the year, teachers ensure students have someone to play with and their buddy finds them in the yard to check in with them about their day.



All school policies can be accessed on the Ripponlea Primary School website: [www.ripponleaps.vic.edu.au](http://www.ripponleaps.vic.edu.au)

## Q

This is an app that parents can use to pay for school activities, financial contributions and events. You will need to download the app at the start of the year.

## R

We encourage you read with your child each night. This can look different depending on your child's energy levels as well as their reading ability. You can read to your child, read with your child and listen to your child read. Talking about what your child is reading is important.

Reading is an important way to make the link from spoken words to written words. Reading with your child will begin when your child becomes familiar with the story and can take over some of the reading.

At school, students will participate in independent, shared, guided and modelled reading. Students demonstrate their understanding of what they have read and/or listened to through reading responses. Students will be put into groups with students of similar needs and undertake Guided Reading at least once a week. Student progress in reading is tracked through Running Records and PM Benchmarking assessments.

### Policies:

### QKR:

### Reading at Home:

### Reading at School:



## Reading Diaries:

Reading Diaries are provided so that parents can record what their child has read, and/or how they went with their reading. E.g. “too difficult”, “could identify high frequency words”.

Reading Diaries will be checked by the teacher every Tuesday. There is no pressure to record every time your child reads, however, it does help with communication.

## Reading Satchels:

At the start of the school year students are provided with ‘Reading Satchels’ that are labelled, blue satchel bags. The purpose of these satchels is to hold 1-2 books to read at home. The Reading Satchel is also where students keep their Reading Diaries to record what they have read at home. Books and Reading Diaries are to be kept in the Reading Satchel at all times, keeping them safe from lunch boxes and drink bottles. Reading Satchel is to come to school every day.

# S

## Self-Care:

To keep everyone safe, we ask that you support your child in how and when to wash their hands. Please teach your child how to blow their nose and dispose of the tissue in the bin.

If your child requires assistance with any self-care process such as toileting, please let the Foundation teachers know.

Students wash their hands with soap (provided) and water for at least 20 seconds. We will repeat this process before eating and after toileting.



### *Getting Our Kids Involved in Healthy Eating*

Ripponlea Primary's school canteen, known as the Snack Shack, opened for business in the Barrabun in 2011. It is a service provided by volunteer parents and Year 5 and 6 student helpers, every Wednesday and Friday morning at recess time.

Snack Shack offers a range of healthy food such as popcorn, pretzels and apples. The [menu](#) changes slightly each term and is posted in the Newsletter.

The Snack Shack Committee also coordinates one 'Special Item Day' each term such as Fruit Smoothies, Hamburgers or Sausage Sizzle. Gluten-free, vegetarian and Kosher options can be catered for. This day is advertised in advance through the school newsletter and Compass and payment is through QKR.

Soft Start begins at 8:45am and is a period of time where students can get ready for the school day. When we provide a soft start, we are inviting students to prepare themselves for the day in a calm and quiet way. Students are to change their take home book, put their Reading Satchel in the tub and their water bottle in the Drinks Tub. Students then commence developmental play.

All students will be expected to wear a broad brim or legionnaire RPS uniform hat that shades the face, neck and ears whenever they are outside.

Sun protective clothing is included in the RPS school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses and shorts. Rash vests or t-shirts are encouraged for outdoor swimming.

Students who do not wear an appropriate sunhat or clothing will be asked to stay in a shaded area.

### **Snack Shack:**

### **Soft Start:**

### **Sun Smart School**





## Sun Smart School Cont.:

Use of SPF 50+ broad-spectrum, water-resistant sunscreen and wraparound sunglasses (that meet the Australian Standard 1067) will be encouraged.

**Children supply** and apply their own SPF 50 or higher broad-spectrum sunscreen.

Strategies are in place to remind students to apply sunscreen before going outdoors.

The Sun Smart policy can be found on the school's website:  
<http://www.ripponleaps.vic.edu.au>

## Stationery:

Individual student stationery is ordered by families and delivered to the school. Some resources are purchased in bulk for shared use.

Our writing pencils have a triangular grip to help support the development of the Victorian modern cursive script for handwriting.

## T

## Technology:

Technology is used in the classroom to enhance learning. This may include interactive phonics activities on the Smart Board, Reading Eggs, Seesaw and Mathletics. Whilst technology is integrated into learning, Foundation students do not have excessive amounts of screen time as hands-on learning, handwriting and working collaboratively with students and teachers is the priority.



Students are explicitly shown where the toilets are and how to use them, including locking the door and washing their hands. When a student asks to go to the toilet they are sent in pairs. Please have spare clothes in your child's bag as often our spare second-hand clothes may not be your child's size. Your child's soiled clothes will be put into a plastic bag and into your child's school bag.

RPS does not have a school-wide policy on bringing toys to school. However, we do encourage that your child does not bring toys or valuable items to school as it can lead to friendship problems as well as lost and/or damaged toys. The school takes no responsibility for any item coming to school.

## U

Uniform is compulsory at Ripponlea PS. Second Hand Uniform can be purchased from the uniform shop on **Fridays between 9:00am and 9:30am**. Uniform can also be purchased through eduThreads. Sample uniform items in all sizes are available for fittings on Fridays. There is a small delivery fee of \$4.95 irrespective of the number of items ordered.

<https://eduthreads.com.au/collections/ripponlea-primary-school>

### Toileting:

### Toys at School:

### Uniform:



# V

## Values:

Our school values reflect we are a learning community where, in partnership, all students, staff and parents can develop their dreams, learn from each other and respond to change.

At the beginning of each school year, students spend time with their teacher to discuss and define what the School Values mean to them both individually and as a class group.

### **Community**

We work together cooperatively in a team, making sure no one is left out. We take pride in our environment and support each other in the tasks that need to be done.

### **Creativity**

We imagine, think creatively, share our ideas with others and try new things.

### **Integrity**

We do what is right even when no one is looking. We are honest even when we might get into trouble.

### **Open-Mindedness**

We know, accept and value that everyone is different. We share ideas and listen to and respect the opinions of others.

### **Resilience**

We know that life can challenge us. We have a go even when it is hard. We can bounce back from things that hurt and disappoint us and learn from our mistakes.

### **Respect**

We consider the rights of others and are tolerant of our differences. We take care of one another, our environment and equipment.



# W

In the event of wet weather or extreme heat during Recess and Lunch, students stay inside their classrooms. They are allowed to draw, do puzzles, play games but no technology is used at this time.

## Wet/Hot Day Timetable:

# X

# Y

# Z



# PROTECT

**Everyone has the right to be safe and be protected from abuse.**

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



**It's everyone's responsibility.**

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

**Further information & resources**  
[www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)



# School Map



*care create connect*

