



A to Z for Foundation Families

A

Accessibility:

Ripponlea PS is accessible for people who use wheelchairs/have mobility issues or for parents with prams.

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. Action Plans are then displayed for staff access.

Art:

As part of the Victorian Curriculum, students partake in one 50 minute Visual Art lesson. During class time students often participate in craft activities to support their learning.



Assembly:

Assembly is held every Friday afternoon at 3pm in the Barrbunin. Parents are welcome to join and chairs are set up at the back of the Barrbunin.

Assessment:

In Foundation, students are assessed at the start of the school year, partaking in an English Online and Maths Online Assessment, which all Foundation students in Victoria participate in. Throughout the year students are assessed through observation, interviews and through collection of work samples. Parents are welcome to ask for an update of their progress through a scheduled chat at any time but Three-Way Conferences are scheduled school- wide in early Term 3 as well as an initial meeting in first term. Reports are sent home with children at the end of Term 2 and the end of Term 4.



Attendance:

Children are expected to attend school during regular school days. The expectation for attendance is that all students are in the classroom and ready to learn by 9am. 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.

B



Barrbunin:

The Barrbunin is the school's multi-purpose space where the whole school gather for Assembly each Friday afternoon. Attached to the Barrbunin is the Art Room as well as the Snack Shack. The Barrbunin is also where students attend PE once a week.

Beginning of the Year:

For the first four weeks of Foundation, students do not attend school on Wednesdays. We refer to this as the 'rest' day. However, it is also a time where parents book their child in for a one-hour appointment. During this hour parents are to leave their child with their classroom teacher to do an English and Maths Online Interview. Parents join in the last fifteen minutes to inform the teacher of any extra information about their child that could assist us in knowing and teaching them better.



Bike Shed:

The Bike shed is positioned opposite the Library. It is open before 9am and then locked after the morning bell. It is locked during the school day and opened by bike monitors just prior to 3:30pm for students to collect their bikes/scooters.



Birthdays/special occasions:

If a parent wishes to bring in a cake or treat for their child's birthday, they need to provide a list of the ingredients to the teacher and arrange a suitable time to bring in the cake/treat. Please note that hard lollies are not permitted at school.

Blogs:

Each year level has a Blog that is updated fortnightly with any news or upcoming events. The school will register parents for the relevant blog at the start of the school year.



Buddy Program:

Each Foundation child is paired with a Year 5/6 Buddy to ease their transition into school. Having a Buddy also gives children a go-to person in the yard. Throughout the year our Buddies read with our Foundation children as well as help them with Maths and Literacy tasks.

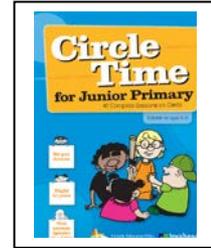
Bullying:

Ripponlea Primary School has a Zero Tolerance to 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.

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 program.

Communication with Teachers:

Teachers are always happy to talk with parents but need notice to be able to sit down with parents to discuss their child's learning and/or social issues. Parents are provided with the teacher's email address and can use this avenue of communication at any time. Students receive a Reading Diary at the start of the school year that can also be used for communication. Soft start and learning times are not suitable for detailed communication.

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. We do not encourage sports equipment being brought in from home.



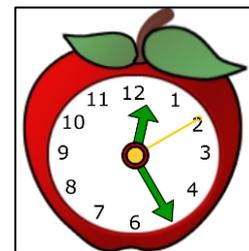
Clean Up Ripponlea:

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 Routine:

8:45am	Soft Start
9:00	Morning Bell
9-10:30	Morning Literacy Block
10:30	Recess Eating Time (Foundation only)
10:40	Recess
11:10	Middle Block
12:50	Lunch Eating time
1:00	Lunch Play Time
1:50	End Block
3:30	Dismissal



Drink Bottles:

Students are to bring a labelled drink bottle to school each day. As part of the morning routine students are to put their drink bottle in their class' drinks tub. 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.

Drop Off and Pick Up:

At the start of the year parents escort students into 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.

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

Eating Time:

Foundation students are given 15 minutes eating time prior to Recess Playtime. Towards the end of Foundation students are given less time to eat before play time in order to prepare them for the following year. All students at Ripponlea receive 10 minutes eating time at lunch. At the start of the year Foundation students are given extra lunch eating time to ensure they are eating enough food.



Emailing Teachers/Leadership:

Teacher: Lucy Clover: clover.lucy.l@edumail.vic.gov.au

Teacher: Rebecca Skinner: skinner.rebecca.r@edumail.vic.gov.au

Teacher: Dominique Wimpole: wimpole.dominique.d@edumail.vic.gov.au

Principal: Natalie Rose: rose.natalie.m@edumail.vic.gov.au

Acting Assistant Principal: Jess Grey: grey.jessica.i@edumail.vic.gov.au

General Inquiries: riponlea.ps@edumail.vic.gov.au

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 best 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. It also fosters 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

Hands-on Learning:

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 in the outdoors and explore the environment in a meaningful way.

Hats:

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

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

Head Lice:

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:

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 practise writing the words and then put these up on the fridge, etc.
3. Use them as flash cards.

a	can	I	go
get	see	me	have
not	did	run	and
my	the	is	to
you	in	like	said
it	for	was	we



I

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.

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:

As part of the Victorian Curriculum students partake in one 50 minute Italian lesson.

J

Junior Playground:

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.



K

L

Late arrivals and early pick ups:

If your child arrives after 9am, or if you would like to pick up your child early (before 3:30pm) please go to the school office to sign your child in/out of school. The white slip goes to the teacher as proof that you've signed your child in/out.

Library:

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.

Lockers:

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



Lost Property:

Lost Property is located at the end of the corridor (opposite end to Foundation classrooms). Please ensure you label your child's clothes and hat to avoid losing items.

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

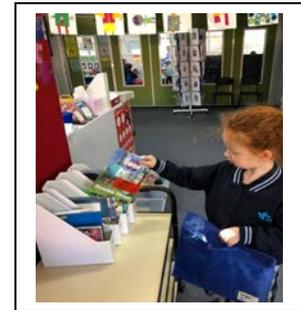
Medicine:

If your child is unwell and has been prescribed medicine to be administered at school, written authorisation is required. 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.



Music:

As part of the Victorian Curriculum students partake in Performing Arts for 50 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.

N

Newsletter:

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

Nude Food:

Ripponlea has a Nude Food policy which means that children's recess and lunch comes 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.

O

Out of School Hours Care:

Ripponlea Outside School Hours care (ROSH) is managed by Camp Australia and operates every Monday to Friday (school days) from 7:00am – 8:45am and 3:30pm – 6:00pm in the Italian room. We encourage all families to register their children with Camp Australia for the times you may be unavoidably detained at pick-up time. For all enquiries and/or bookings, please contact [Camp Australia](#).



P

Parent Helpers:

Parent involvement is highly valued and encouraged at Ripponlea PS. In Foundation, parent helpers are mainly used for listening to reading. Our Principal, Natalie Rose, will announce dates where she will offer training on listening to reading.

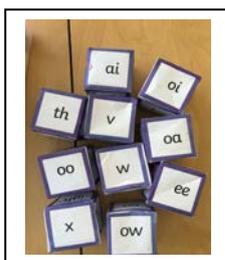
Parking:

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 immediately outside the school’s main entrance area.

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.

Phonics:



Phonics is a very important aspect of Foundation. Phonics means ‘sounds’. Students learn their letter names and the sounds they make through a program called ‘Letters and Sounds’ along with Cued Articulation and Jolly Phonics songs and activities.

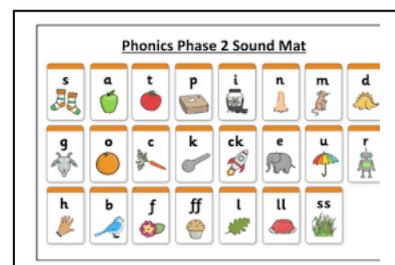
What is ‘Letters and Sounds’?

Letters and Sounds is a phonics resource that aims to build children’s speaking and listening skills, preparing children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five.

The first six sounds they learn are, s, a, t, l, p, n. Once students know these six letters they can begin to build words and sound out words.

What is Cued Articulation?

It is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand



movement represents one sound and the cue gives clues as to how and where the sound is produced.

What is a phoneme?

A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word ‘hat’ has 3 phonemes – ‘h’ ‘a’ and ‘t’.

Physical Education (PE):

As part of the Victorian Curriculum students partake in PE for 50 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.

Policies:

All school policies can be accessed on the Ripponlea Primary School website. The website is: www.ripponleaps.vic.edu.au

Q

QKR!

This is an app that parents can use to pay for school expenses, such as fees and camps. You will need to download the app at the start of the year.

R

Reading at Home:

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.

Reading at School:

At school, students will participate in 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.

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.

Reader Folders:

At the start of the school year students are provided with 'Reader Folders' that are labelled, blue satchel bags. The purpose of these folders is to hold 1-2 books to read at home. The Reader Folder 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 Reader Folder at all times, keeping them safe from lunch boxes and drink bottles. Reader Folders are to come to school every day.

S

Snack Shack:

Getting Our Kids Involved in Healthy Eating

Ripponlea Primary's school canteen, known as the Snack Shack, opened for business in the Barrbunin in 2011. It is a service provided by volunteer parents and Year 5 and 6 student helpers two mornings a week.



Snack Shack offers a range of healthy food such as popcorn, pretzels, apples, soup and raisin toast during recess on Wednesday and Friday. The [menu](#) changes slightly each term.

The Snack Shack Committee also co-ordinates one "special menu item day" each term such as fruit smoothies, hot muffins or hot soup. Gluten free, vegetarian and Kosher options can be catered for. This day is advertised in advance through the school newsletter and Compass.

Soft Start:

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 Reader Folder in the tub and their water bottle in the Drinks tub. Students then commence a quiet activity such as reading or drawing. At the start of the year we understand Parents being in the classroom, however lessening this time as the year goes on helps develop student independence.



Sun Smart School:

- 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.

- Use of SPF 30+ broad spectrum, water resistant sunscreen and wraparound sunglasses (that meet the Australian Standard 1067) will be encouraged.
- **Children supply** and apply their own SPF 30 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 schools website:
<http://www.ripponleaps.vic.edu.au>

Stationery:

All stationery is provided by the school and is kept at school. Students share all resources but have their own workbooks. Stationery from home is not needed and will not be used during class time. Our writing pencils have a triangular grip to help support student's grip when writing.

T



Technology:

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

Toileting:

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. If students do have an accident at school then we have clean second-hand clothes to change into. It can be helpful to have spare clothes in your child's bag as often the 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 bag.

Toys at School:

There is no blanket policy on bringing toys to school. However, we do encourage that your child does not bring toys to school as it can lead to friendship problems as well as lost and/or damaged toys. The school takes no responsibility for possessions from home coming to school.

U

Uniform:

Uniform is compulsory at Ripponlea PS. 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 small delivery fee of \$4.95 irrespective of number of items ordered.

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



V

Values:

Our school values reflect we are a learning community where in partnership, all students, staff and parents can dare to 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 our environment and equipment.

W

Wet/Hot Day Timetable:

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, games but no technology is used at this time.

X

Y

Z