**PRINCIPAL:**  Kerry Clayton  
**PHONE:**  0407 887 018  
**EMAIL:**  clayton.kerry.l@edumail.vic.gov.au  

**ASSISTANT PRINCIPAL:**  Dale Brown  
**PHONE:**  0439 397 310  
**EMAIL:**  brown.dale.l@edumail.vic.gov.au  

**BUSINESS MANAGER:**  Sue Morgan  
**EMAIL:**  morgan.suzanna.m@edumail.vic.gov.au  

**SCHOOL ADDRESS:**  281 Boardwalk Boulevard  
Point Cook, 3030  

**Email:**  featherbrook.p9.co@edumail.vic.gov.au  


**SCHOOL HOURS**  8.50 am to 3.00 pm  
Monday to Friday.  

**OFFICE HOURS**  8.15 am to 3.45 pm  
Monday to Friday.
I warmly welcome you and your child as we begin to forge a strong partnership ensuring your child learns, develops and thrives at Featherbrook College. Our teachers and broader school staff are committed to working together to enable all students to have every opportunity to learn and grow and to belong to a welcoming community.

By understanding the needs and interests of students we strive to share, strengthen and build the capabilities of all students to increase their preparedness to participate in all aspects of life, both in and beyond school.

Within our learning spaces we actively create personalised learning experiences, where each student is provided a tailored program to meet their learning needs. We aim to deliver learning programs that respect and celebrate the diverse backgrounds, understandings, skills and experiences of students ensuring every opportunity for success. The following Vision, Mission, School Values and Education Principles upon which the school’s education provision is based, describe in detail our aims for each child at Featherbrook College.

Our Vision:
Our vision is for all students to be socially engaged, happy and healthy while growing and learning at school. This is so they may engage fully and successfully in future life challenges. Our students' personal success involves developing a positive disposition to learning and focuses on the holistic development of self—intellectually, emotionally, socially, culturally and physically. We aim to also promote and encourage health and wellbeing, developing a sense of community and belonging, inclusive of all, honouring and celebrating diversity. We recognise these as being pivotal to students thriving. High expectations and support enable students’ skills and knowledge to be built so they may grow and participate in an increasingly complex and challenging 21st Century society.

Our Mission is to:

- offer a progressive approach to educating students from Prep – Year 9 for the 21st Century. The school leadership team and education staff are purposeful in providing optimal learning experiences for each and every student and as such, provide all children with learning that is personalised, evidence-based and technologically rich. Our students enjoy and are engaged in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset drawing on their sense of curiosity. Visual Arts, Performing Arts, Music, Camps, Excursions, plus Sports and Physical Education provide students with diverse learning opportunities. The strengths, talents and learning styles of each student is harnessed and celebrated. As a State Government school, our teachers draw from the best available education resources, knowledge and expertise from across the education system and university partnerships to inform our programs. This supports and promotes provision of education programs that are rigorous and seamless from Prep right through to Year 9.

- deliver the mandated Victorian Curriculum where learning takes place in an environment that is conducive to preparing children for a rapidly changing world that demands technological (ICT)
capacity and knowledge, heightened interpersonal skills, critical thinking and problem solving skills, plus strong literacy and numeracy skills. Our students learn and excel in flexible, purpose built learning spaces that support and inform responsive and innovative learning and teaching. Our programs are enriched through our partnership with the YMCA eg student leadership and camping programs, while CERES informs our environmental education programs as the school becomes a 5 star sustainability school, supporting our students to become socially and environmentally literate, aware and responsible. The learning spaces and neighborhoods allow students to engage through collaborative structures and groupings. Teachers provide instruction and programs in collaborative learning communities to provide personalised learning and options for each student. The relationships developed between teachers and teachers, teachers and students; and students and students ensure optimal learning and achievement. These relationships are intentionally planned for, developed and nurtured.

- ensure our teachers are professional, provide instructional excellence for our students and are accountable. Teacher quality is crucial for optimal student achievement and so our energies are strategically directed towards coaching and capacity building of our teaching staff.

- have high expectations of our students underpinned by rich challenges and learning opportunities for all students as they achieve and thrive. The school seeks to develop pride in our students. They will contribute to building a reputation of academic excellence, inclusion and diversity at our school.

Our Values are:

- Collaboration and knowledge sharing
- High Expectations for all
- Respect, inclusiveness and trust
- Safe and secure learning environment

Education Principles on which our Vision, Mission and Values are based.

Learners and learning are central where we:

- Adopt a learners and learning-centred approach to develop personal agency and empowerment.
- View learning as developing the whole person - intellectual, emotional, social, physical, cultural.
- Develop a positive attitude and disposition to learning.
- Develop general learning capabilities: critical and creative thinking; personal and social capability; ethical understanding and intercultural understanding.
- Enable learning anywhere, anytime, with others, by any means through harnessing digital technologies.

A sense of Community:

- Promotes belonging and connectedness.
- Encourages participation, contribution and engagement.
- Promotes and builds partnerships and foster networks to enable efficient and effective learning.
- Supports the expression of the identity, values and aspirations of the community.
Diversity:

- Ensures inclusion of all learners.
-Honours and celebrates all in the community – diversity in learners, cultural and social diversity within and beyond the college.

A sense of Wellbeing:

- Supports the physical and emotional health of all students and staff.
- Promotes positive social interaction.
- Focuses on developing the whole person.
- Ensures an orderly learning environment, safety and security.

I look forward to working together with our families to support each and every student at Featherbrook College to learn, develop, thrive and feel safe as they grow in a supportive and inclusive learning community.

Kerry Clayton
Principal
Term Dates for 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>1st February to 31st March</td>
</tr>
<tr>
<td></td>
<td>Preps start 2nd February 2016</td>
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<tr>
<td>Term 2</td>
<td>18th April to 30th June</td>
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<tr>
<td>Term 3</td>
<td>17th July to 22nd September</td>
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<tr>
<td>Term 4</td>
<td>9th October to 22nd December</td>
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</tbody>
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SCHOOL HOURS

Please make sure that children come to school on time –

- Yard supervision begins: 8.30am
- Children enter class from: 8.45am
- Class begins: 8.50am
- Morning recess: 10.50am – 11.20am
- Fruit snack: 12.30pm
- Eat Lunch: 1.20pm – 1.30pm
- Lunch recess: 1.30pm – 2.00pm
- Dismissal: 3.00pm
- Yard Supervision: 3.00pm – 3.15pm

Each school day starts with a bell sounding at 8.45am and class commencing at 8.50am; it concludes at 3.00pm. The yard is supervised between 8.30am and 8.45am and it is requested that students not be delivered to school prior to this time unless they are booked into the YMCA Outside of School Hours Care program (OSHC), which begins at 6.30am. Similarly the yard is supervised until 3.15pm and students need to be collected by this time. Failing this, students not collected will be taken to the OSHC program by the duty teacher, resulting in a charge to the parents/carers for the services. This is to ensure children are safe and supervised until a parent is able to pick their child up from school.

For safety reasons, we ask that students do not attend school outside of these supervised times. Students should be punctual and arrive on time for the start of the school day. The late arrival of students puts them at an educational disadvantage and disrupts other students’ learning.
## 2017 STAFF PROFILE

<table>
<thead>
<tr>
<th>Principal Class Officers (PCOs)</th>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Kerry Clayton</th>
<th>Dale Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal</td>
<td>Assistant Principal</td>
<td>Kerry Clayton</td>
<td>Dale Brown</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td><strong>Principal</strong></td>
<td><strong>Assistant Principal</strong></td>
<td><strong>Kerry Clayton</strong></td>
<td><strong>Dale Brown</strong></td>
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<td><strong>Principal</strong></td>
<td><strong>Assistant Principal</strong></td>
<td><strong>Sue Morgan</strong></td>
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</tr>
</tbody>
</table>

2017 Staff to be advised
The school bell rings at 8.45am for children to enter class, and then rings again at 8.50am to signal the start of the school day. Students are to be in the learning spaces and ready to learn by 8.50am. Teachers will greet children as they enter the learning spaces and encourage parents to say good-bye to their child assuring them that they will be back on time to collect them. Teachers will support children and parents if there is a separation concern. Our experience is however, the longer parents remain, the greater the separation anxiety may become, or the greater the sense of apprehension about mum or dad leaving. Most often, children cease being upset within a short period of time after parents leave. If your child is distressed when you leave, the school will contact you to let you know how they are. Children will be encouraged to develop independence by coming into the learning spaces and taking responsibility for their belongings.

Preps first day at school 2017:

Thursday 2nd February, 8.45am – 1.00pm. Parents are asked to take children directly to Learning Community A.

At 1.00pm, children will be brought outside by the teachers for parents to collect. This will also give teachers an opportunity to talk with parents.

Children will also attend school on Friday 3rd February from 8.45am – 1.00pm.

Cuppa for Prep Parents on the First Day 9am

Parents are invited to stay for a cuppa and chat with other Prep parents on their child’s first day at school. Leadership will join parents to answer questions and to be available to chat to. The location of the morning tea will be provided at drop off.

School Entry Assessments – Important to Note!

Prep students will not attend school on Wednesday 1st, 8th, 15th, 22nd February and 1st March 2017 as teachers will be undertaking Prep Literacy and Numeracy Assessments to formulate baseline data on which to accurately program learning and instruction for the students. Parents will be provided with their appointment date and time before the end of 2016 so they can plan for their child’s assessment attendance which takes approximately 45 minutes.
ABSENCES

An attendance record is kept for each student; if your child is absent from school you are encouraged to enter the absence, explanation and approval via the ‘Compass’ portal. This is the college’s preferred method of parents providing this information. Parents will be provided with a login and instructions on how to access the ‘Compass’ portal. An explanatory letter or phone call to the office informing them of the absence are also options.

Parents wishing to collect children during the school day must sign their child out at the General Office through the Compass Kiosk.

Parents are asked to contact the school if an absence is expected to be for more than one day. If your child has an infectious disease, eg measles, chicken pox, the school needs to be advised so that other parents can be alerted and to look for symptoms.

ACCIDENTS OR ILLNESS and FIRST AID

Students requiring minor first-aid treatment will be cared for at school.

If your child has an accident or becomes ill at school you will be contacted as soon as possible on the telephone number you indicated on the enrolment form. Parents will always be contacted if a student suffers a knock to the head. If you or your emergency contact cannot be contacted, the principal or delegate will make a decision an ambulance is to be called. This can be very expensive. It is recommended that families subscribe to the Victorian Ambulance Fund.

ASSEMBLY

The school conducts a weekly assembly each Wednesday afternoon at 2.15pm. During assembly, both verses of the Australian National Anthem, ‘Advance Australia Fair’ will be sung. Parents are welcome to attend assembly where the agenda will comprise celebrations, student leadership opportunities, musical performances and generally reflect notable activities and occasions specific to our school and students.

ASSESSMENT AND REPORTING

Assessment is the ongoing process of gathering, analysing and reflecting on student data and evidence to make informed and consistent judgements, to inform and improve future student learning. Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system to make decisions by providing information about what students know and can do, together with recommendations for their future learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Parents/Carers will receive a formal report of their child’s progress in June and December. A student portfolio, will complement the formal written reports and will contain work samples and learning goals.
The samples will be accompanied by learning intentions, success criteria and feedback relating to student progress relevant to the Victorian Curriculum. The portfolio is not necessarily a collection of the student’s best work but importantly will illustrate the progression of learning, hence, some pieces will be ‘works in progress’ form and others in published form.

Student-led Conferences will be conducted in June for children to share their learning with their parents/carers referencing the portfolio of work samples. During the conference there is an opportunity to celebrate the progress of your child in relation to their academic, social and emotional growth. Parents are invited to make contact with their child’s teacher at any time during the school year to organise a mutually agreed time to discuss learning progress.

BUDDY PROGRAMS

Students at all year levels will be provided opportunities to learn and grow through a variety of cross-age activities and events. As a new school, the majority of our students will be in the Early Years. Where cross age opportunities can be organised, Prep children will enjoy learning with older children for example, during Book Week where literature is shared; this is just one of many possibilities to enrich and broaden your child’s learning experiences.

CHANGE OF ADDRESS / EMERGENCY CONTACT NUMBERS

It is essential that our records are up to date so please inform the school of any change of-

- Address
- Telephone numbers (mobile, home / work landline)
- Emergency contacts
- Place of work
- Child’s medical background
- Email address

The school must be notified immediately if there is a change of address or phone number at home or the work place of parents. This is to ensure immediate contact is possible in the case of an emergency.

CHANGE OF CLOTHING

In case the need arises, we ask that each child has a spare pair of underpants in their bag. If you think that this may happen regularly with your child we ask that you also supply a spare pair of tracksuit pants or shorts. This should be raised with the home group teacher so the child can be supported accordingly.

COLLEGE COUNCIL and SUB COMMITTEES

The college is supported through the work of the College Council which consists of members of the parent/carer, community, and DET members. Meeting 8 times per year and working through sub-committees-Finance and Policy which meet prior to each College Council meeting, the Council strengthens the provision of education for our students. Please see the Principal if you would like to be involved. Calls for nominations and a subsequent election occurs in February each year and membership is for 2 years. The school will be operating with an interim Council during the course of 2016/17 and College Council elections will be held in February 2018. Please see the college’s website for the membership and Constituting Orders of the Featherbrook College Council.

The sub committees of Council (Finance and Policy) are open to interested parents. Please express your interest to the Principal. Sub-committees assist Council in the work that needs to be done and report
regularly at Council meetings. They provide advice and make recommendations to College Council, which has the final responsibility for decisions. At least one member of the Council must be a member of each sub-committee.

Sub-committees have clear terms of reference and procedures for agendas, recording minutes and reporting to the Council.

**COMMUNICATIONS TO PARENTS**

The College will be using its website and the Compass portal primarily as the main communication platforms. Families are encouraged to access the website frequently as it will be a dynamic and evolving site. The college will frequently update the community through the website Blog. The Blog will be used to share stories, events, celebrations and college occasions. Reminders and other administrative related communications will largely be made through the Compass portal. Parents will be provided with login details at the commencement of the school year. Alerts will be emailed to parents when the relevant communication channels are actioned.


**CSEF ALLOWANCE**

Camps, Sports & Excursion Fund (CSEF) is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a concession card you may be eligible for the $125.00 CSEF payment. For further information please speak to our Administration Office.

**EARLY PICK-UP**

If a parent/carer wishes to collect a student from the learning space during the day, they must first sign their child out using the Compass Kiosk in the general office foyer. An announcement will be made over the Public Address if this occurs during recess or lunchtime. The administration staff will make contact with the learning neighbourhood if collection is to occur during learning time.

Only a parent/carer may collect students from sporting events or any other off site events unless written consent has been provided.

When a student is ill at school their parents/carers may be notified to be collect them. Therefore, it is important that the emergency contact numbers remain current. If you change your address or work number, it is important that you inform the school.

**EXCURSIONS & CAMPS**

Students in Years 3 to 9 attend a school camp, drawing on our partnership with the YMCA. The camping program teaches students to explore new environments, improve socialisation skills with teachers and peers and apply skills already learnt at school. Students in Year 2 experience an overnight stay at the school in the fourth term as a pre-cursor to the camping program.

Excursions (funded through the ‘user-pays’ levy) complement and enrich learning programs and experiences. The excursion program takes students out of the school and into the community and also brings relevant guests and performances into the school. Excursions are planned to coincide with and to enhance the curriculum programs. Excursions motivate students to participate in and benefit from a variety of learning experiences.
Notification will be provided explaining the purpose of the activity, where and when it will take place, costs and the method of travel involved. Parents will need to ensure consent is provided and payment is made prior to the excursion/camp, otherwise it will be assumed that it is parent choice that the student not attend. Permission to attend excursions and parent (user pays) payment options will be available through the ‘Compass’ portal. Login details will be provided at the commencement of the school year. If a parent does not wish their child to attend a user-pays event, the child will be placed into another learning space. If parents are experiencing financial difficulties please contact the Business Manager Sue Morgan to discuss payment plan arrangements.

Parents who hold valid concession/health care cards may qualify for the State Government Camps, Sports & Excursions Fund (CSEF). Refer to CSEF Allowance

At the beginning of the school year parents will be asked to provide consent for children to participate in local walking excursions during the year. Students are not able to participate in excursions outside the school without parent permission.

HOMEWORK

Homework is an opportunity for parents/carers to participate in their child’s education. Homework complements and reinforces classroom learning, and fosters good lifelong study habits. Homework allows students to develop individual organisational skills beyond the structure of the school day.

The Homework Policy can be viewed at: on the school’s website www.featherbrookp9.vic.edu.au

INFORMATION AND COMMUNICATION TECHNOLOGIES

Our students think, learn and live in an increasingly online world. Digital technologies and virtual environments allow important parts of their personal and social life to be digitised, shared and linked to global communities. Outside of school students may regularly contribute to online forums, interact with and seek help from peers and find innovative methods of solving problems, managing their time and expressing themselves. Often this happens all at once using multiple applications, devices and interfaces.

Our teachers explicitly instruct students in developing ‘digital literacy’ skills; empowering them to be connected, be discriminating of content, be critically literate, be information seekers and navigators, and to understand they are part of a global community. Their learning is enabled through allowing them to think, analyse and construct knowledge, and by communicating virtually.

The Victorian Curriculum specifies that the Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

The Digital Technologies Victorian Curriculum aims to ensure that students can:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
• apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments

• confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings

• apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences

Students have access to a range of technologies including Ipad's and Mac Books. Other ICT tools include digital cameras, movie making devices and microphones to specify a few.

We work in partnership with parents/carers to educate our students about safety aspects of online technologies. The school subscribes to ‘E Smart’ principles which supports teacher knowledge in provision of cyber safety instruction and awareness for students. Parents are required to sign an Acceptable Use Digital Technologies Agreement prior to students accessing and using digital technologies at school. The agreement will be read through by teachers and discussed with students at school. The students will then take the document home to be read through with their parents after which, both parent and child will sign and return the Agreement to the school.

LOST PROPERTY

It is helpful if all articles of clothing are clearly labelled so that if they are misplaced or lost they can be returned to their rightful owners. The lost property boxes are located in the administration building.

MATERIAL & REQUISITES (Essential Items)

The school is not expected to provide the materials the students use in their class programs however, by buying in bulk we are able to make significant savings for parents, as well as ensure children are provided with correct materials. The Materials & Requisites contribution covers the cost of providing students with classroom materials such as books and writing implements, printing, art supplies, class materials and other stationery including music and LOTE (Japanese) specific materials. The College Council determines the Materials Levy charge annually.

• Please see page 17 of this document for payment options.
• An invoice will be sent home to all families at the beginning of the 2017 school year.

Meals

The school day is broken up into two x two hour teaching blocks, with a one hour teaching block at the end of the day. A healthy snack should be provided for your child to be eaten mid-way between recess and lunchtime. Parents are asked to pack foods such as banana, apple, celery, grapes, carrot sticks or dried fruit. The preferred food is that it is easy to eat and managed so as not to disrupt learning time.

At morning recess (10.50am) children will need something light and healthy as a snack.

At lunchtime the children remain inside for 10 minutes to eat their lunch (1.20pm). Parents are encouraged to pack their children’s food items in lunchboxes that minimise the need for plastic wrap. Suggestion: Healthy choice foods in line with the ACT Healthy Foods Act 2015 may assist parents in preparing their children’s snacks and lunches. Please view these at http://www.education.act.gov.au/teaching_and_learning/food-and-drink-guidelines/green-food-and-drink-items-factsheet
When packing your child’s food we request that you keep in mind that the school does have children who have anaphylactic conditions, (life threatening allergies to particular foods). These are usually nuts, eggs, and seafood. We ask that parents do not pack nut products for their children’s lunch, and consider whether the food packed may threaten the wellbeing of another student.

**MEDICAL CONDITIONS**

If your child has a medical condition, this would have been recorded on the child’s enrolment form and further addressed through the development of a Student Health Care Plan. The school will relay the relevant information to respective staff/teachers according to student medical needs however parents are requested to arrange an appointment with their child’s home group teacher to discuss the condition, the health care plan and what must be done to minimise risk.

**MEDICATION AT SCHOOL**

The school has a very detailed *Medication Management Policy* which must be implemented to ensure medication is administered accurately. See the school’s website for the *Medication Management Policy* so the school is able to support your child’s health accordingly.

<table>
<thead>
<tr>
<th>Asthma</th>
<th>Anaphylaxis</th>
<th>Diabetes</th>
<th>Other Permanent Medication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are required to submit a <strong>Student Health Care Plan</strong> written by their doctor to the school. Parents are also required to ensure that the school has at all times up-to-date medication which will be secured in the First Aid room at all times. In accordance with each child’s Asthma Plan, their inhaler will be stored accordingly.</td>
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<thead>
<tr>
<th>Short Term Medication</th>
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<tbody>
<tr>
<td>If students need cold/flu medication, antibiotics or any other ‘short term’ medication, parents are required to take the medication to the General Office. Parents will be required to fill out a form giving exact details of dosages and times to administer medication.</td>
</tr>
</tbody>
</table>

- All medication must be in original packaging and clearly labelled with the student’s name, dosage and time to be administered. Prescription medicine needs to have the pharmacist’s label.

**NB:** Under no circumstances will medication be administered to students unless it is accompanied by the correct documentation. The school is not able to administer analgesics such as aspirin and paracetamol at school without a Short Term or Long Term Medication Registration Log. Analgesics are not stored at school. Permission by telephone is not acceptable.
MOBILE PHONES

If parents/carers wish for their child to bring a mobile phone to school so they can be in contact with their child on transit to or from school, the student must hand their phone to their home group teacher at the beginning of the day to be locked away. It is the child’s responsibility to collect their phone at the end of the day from their teacher. The Department of Education and Training does not hold insurance to cover personal effects of students or staff and so any valuables brought to school is at their own risk and will not be covered if lost, broken or misplaced. No electronic devices are to be brought to school unless as part of a BYOD program.

NATIONAL ASSESSMENT PROGRAM—LITERACY & NUMERACY (NAPLAN)

Students in Years 3, 5, 7 & 9 participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide information on how students are progressing at a point in time, contributing to improvements in teaching and learning, and providing a framework to compare student performance around Australia. The school’s comprehensive whole school assessment schedule is the basis on which our teachers will determine tailored and personalised learning. NAPLAN results are recognised as a ‘point in time’ assessment and is drawn on by teachers to consider data trends in cohorts of students and to analyse assessment items that may inform learning program provision.

OUT OF SCHOOL HOURS CARE -YMCA

The school’s Out of School Hours Care Program is operated by the YMCA. The program operates on the school premises.

Parents can book their child into the program by contacting the YMCA through their website http://www.childrensservices.ymca.org.au/. The college’s website www.featherbrookp9.vic.edu.au also has a YMCA quick link for parent convenience.

Prep students are picked up from their learning spaces at the end of the day by carers from the OSHC program.

The Before School Care program hours: 6.30am - 8.40am
The After School Care program hours: 3.00pm - 6.30pm

School holidays and curriculum days: 6.30am -6.30pm


PARENT PAYMENTS

All account payments (including school fees, excursions, camps) may be paid through the following:

- Compass payment portal
- EFT
- Cash
- CSEF (see CSEF details page 12)
PERSONAL BELONGINGS

Students are discouraged from bringing things that are valuable to them, however it is recognised that children do enjoy sharing and showing their favourite things. While every care will be taken, the school is not responsible for the loss or damage of belongings. If a belonging is valuable or delicate, it should not be brought to school.

PHOTOGRAPHING and FILMING STUDENTS

Parents will be asked to complete a form giving permission for their child to be photographed and their image printed or uploaded to the website. These photographs provide parents and extended family members with the opportunity to see what is happening over the course of the school year.

If parents do not wish for their child’s image to be published, they need to complete the permission form informing the college of this.

Photos of the children will be used in college and learning spaces as part of their learning program, eg a photo of the child on a graph of birthdates.

RIDING BIKES or SCOOTERS

Students are most welcome to ride a bike or scooter to school. All bikes and scooters will be stored in the bike rack located near the entrance to the school on Regal Rd. It is strongly recommended children lock their bike or scooter with a chain and padlock as there can be no security guarantee. While children riding a bike must wear a helmet to comply with laws, the school expects children riding a scooter will also wear a helmet for their safety.

Students must not ride their bike or scooter in the school grounds before and after school and are expected to walk their bike or scooter to and from the bike rack.

SAFETY WHILE TRAVELLING TO AND FROM SCHOOL

Parents and the college share responsibility for the well-being and safety of students. It is most important that they train children in all aspects of safety from an early age.

This includes:-

- Taking the safest route to and from school without loitering.
- Knowing how to cross a road safely, using pedestrian crossings, school crossings and traffic lights (especially ensuring that traffic has stopped before crossing with a green light).
- Always wearing a helmet when riding a bike or scooter.
- Knowing their family name, address and telephone number.
- Refusing rides or gifts from strangers and informing their parent or teacher if this does occur on their way to or from school.
- Only walking their bike or scooter in the school grounds.

SCHOOL CROSSING

Supervised School Crossings are located on Boardwalk Boulevard and Regal Rd, directly outside the school. All students crossing these roads, going to and leaving the college are required to use the crossing for their own safety.
SCHOOL SPECIALIST CLASSES

LANGUAGE OTHER THAN ENGLISH (LOTE) JAPANESE

Japanese is the language program provided at Featherbrook College. Learning languages in addition to English extends student’s literacy repertoires and their capacity to communicate. It strengthens student’s understanding of the nature of language, culture, and the processes of communication.

LOTE incorporates the strands of speaking, listening, reading and writing. The LOTE program is linked where possible, with classroom themes, through whole class and small group activities.

Aural tasks involve students listening to short dialogues or descriptions, selecting information and demonstrating comprehension by performing various activities, for example, by completing charts, surveys, locating information, matching phrases/pictures/sentences.

Students are encouraged to speak and respond to questions or to seek information in LOTE. They read illustrated texts, identifying specific information to complete an assigned task. Students write short descriptive sentences using appropriate word order and adjectives.

Spoken and written texts include information with high frequency and familiar vocabulary. Students decode new words by making predictions (based on context) using bilingual dictionaries and online electronic word banks.

THE ARTS
(Including Performing Arts & Visual Arts)

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the range of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts allow students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage.

Learning in the Arts is sequential and students have a continuous experience in the different arts disciplines they undertake at a particular level. At all levels students experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional) disciplines weekly.
PHYSICAL EDUCATION

Physical Education aim to develop students’ general fitness and game skills to allow a broad range of physical development. A major component of this program is to develop students’ ability to work in teams and their ability to demonstrate a fair sporting attitude to game rules and their peers.

The focus for Interschool Sports (Years 5 - 9) is for students to learn about new sports, develop relationships and teamwork skills, develop and display good sporting attitude in addition to having fun. The college aims to encourage students to be active and engage in a variety of sports. The aim of the program is less emphasis on winning and results, and more emphasis on having a go and participating. The school is well resourced with a full sized stadium that enables rich and broad Physical Education and Sports provision.

ENRICHMENT ACTIVITIES

Featherbrook College proudly complements its teaching and learning programs with a number of further enrichment activities. Whilst these may vary from year to year, some include: instrumental music tuition; Buddies; Hoop Time basketball; athletics and swimming carnivals; Bike Ed; Interschool Sports; Perceptual Motor Program (PMP); Responsible Pet Ownership; Premier’s Reading Challenge and lunchtime activities.

STUDENT LEADERSHIP

Students from Year 4 - 9 have opportunities to be involved in our Student Leadership Development Program. Informal leadership roles are provided through the home group structure while from Year 4 onwards students will have the opportunity to participate in more formal leadership roles extending to Junior School Council (JSC) membership. Student leadership through a JSC structure promotes student agency and student voice, while developing a sense of social justice and citizenship as well as active participation in their school and local community.

All students at Featherbrook College are encouraged to take on leadership roles at some point in their time at the school. Importantly, students demonstrate responsibility to lead themselves first (self-regulation, internal locus of control, perseverance, resilience) and in doing so, are well placed to collaborate with others toward a common endeavour, goal or cause, regardless of designated formal roles.

STUDENT-LED CONFERENCES and REPORTS

Please see Assessments and Reporting for more information

STUDENT VOICE

‘Student voice’ describes the distinct perspectives and actions of students at Featherbrook College authentically focused on their education. Key education research, DET publications and documents identify student voice as key to engagement. Featherbrook College is committed to providing students with opportunities to contribute and feed into school improvement activities, initiatives and processes.
UNIFORM

A uniform dress code and policy reinforces in students a pride in their own appearance and instils recognition of themselves as an integral part of the Featherbrook College community. Students are expected to dress in complete college uniform in a way that reflects a sense of pride in their school and themselves. It provides a means of identification and helps to ensure safety of our students, within the college grounds and in transit to and from the school.

The College Uniform Policy can be viewed on the school’s website www.featherbrookp9.vic.edu.au

The guiding principles in determining the uniform have been:

- Functional - allowing girls and boys to participate fully in school activities
- Quality / wearability of the garments
- Affordability
- Belonging to the Featherbrook College community.

Parents will need to purchase uniforms before the start of the school year.

Featherbrook College Uniform Supplier details

**PSW Hoppers Crossing**

Address: 1/16-17 Hammer Ct, Hoppers Crossing VIC 3029
Phone: (03) 9768 0312
Hours Mon-Fri 9.00am - 5.00pm, Saturday 10.00am - 1.00pm


Please label your child's clothing. Labelling hats with a fabric marker is an effective way to assist your child in keeping track of their hat.

Jewellery is to be kept to a minimum. Neck chains and dangling earrings can be dangerous when playing and should not be worn. If your child is to wear earrings, studs are to be worn for safety reasons.

Examples of our uniform:

Footwear

Most students wear runners or black Velcro or lace-up leather shoes, which are safe, sturdy and allow students to be involved in a number of activities such as games and during play at recesses. Students are not to wear open – toed shoes. It would be very helpful if Prep children are able to take off and put on
their shoes. While a challenge for many children, being able to tie shoelaces is obviously a skill that proves very useful. (Teachers will of course help children with this if they are unable to do so).

Children are encouraged to bring sun screen (preferably roll on) and apply independently. Learning spaces also contain sunscreen pump packs for student and teacher use.

Featherbrook College is a Sunsmart School and vigilant in observing skin health measures which includes protection from UV rays during specified times of the year. It is important that all students conform to our SunSmart policy and are adequately protected from the sun especially throughout the Cancer Council endorsed months of September through to the end of April.

Hats are compulsory for all students from the beginning of September until the end of April.

The College’s SunSmart Policy endorsed by Collage Council includes a “No Hat, No Play’ policy during these times.

As part of our school uniform policy, parents are requested to support the policy and ensure their child is provided with the School Policy prescribed bucket hat for use at school. Whilst on yard duty, staff also wear a suitable hat for their own protection and to ensure the students do likewise.

Our VALUES ARE

| Collaboration and knowledge sharing | We draw on the strengths of others to achieve the best outcomes and solutions.  
We share ideas, workload and resources.  
We participate in and contribute ideas to discussion and planning.  
We value the role of all individuals in our team and respect their right to express a point of view.  
We adhere to decisions reached by consensus. |
|-------------------------------------|--------------------------------------------------------------------------------------------------|
| High expectations for all           | We hold the belief that all students have the capacity to learn.  
We always strive to do things better.  
We strive to develop a deep understanding of the strengths, learning styles and capabilities of all our students.  
We actively involve students as agents of their own learning through challenging and deep learning tasks.  
We encourage risk taking, innovation and initiative in learning.  
We establish clear expectations and build on the experiences and needs of all students. |
| Respect, inclusiveness and trust    | We act at all times in an ethical manner.  
We foster a supportive and tolerant environment.  
We value and appreciate the strengths and skills of others.  
We treat all school community members equitably, justly, courteously and with kindness.  
We value diversity and are inclusive. |
| Safe and secure learning environment | We ensure that learning spaces and the school environment is positive, safe, caring and purposeful. |
 VISITORS TO THE SCHOOL

The school’s Child Safe Policy (based on Ministerial Order 870) clearly describes processes, procedures, expectations and duty of care requirements to be observed and applied when permitting movement of adults around and through the school. All visitors to the school at any time of the day must first go to the general office, sign in via the Compass Kiosk and collect a visitor’s pass. Staff will question those who are without a badge as to their purpose for being on college property.

VOLUNTARY CONTRIBUTION

The school relies on funding from the Department of Education and Training as well as parent payments for essential items and for ‘user pays’ funding to enrich student learning. However, voluntary donations made to the college is a supportive way of adding value to the learning programs, library resources and the environment which also includes “sustainability” initiatives. The College Council has budgeted for anticipated donations to assist building the new college’s resources for all students. The college is very appreciative of voluntary contributions made to the school. Donations of $2 or more to the Library or Building Funds are tax deductible. There is no obligation to pay into these funds, however any contribution will be much appreciated.

WEBSITE

Our website is an excellent source of information for parents. We are constantly updating the website with ‘Current Event’ dates, photos and school community activities. Parents are encouraged to book mark our website and to visit it regularly.

www.featherbrookp9.vic.edu.au
Featherbrook College bases its education provision on the mandated curriculum in Victoria. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The Victorian Curriculum F–10 is the central document that informs all learning programs provided for our students.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum. Disciplines have been defined as a field of inquiry about some aspect of the world – the physical world, the flow of events over time, numeric structures, and so on. A discipline of knowledge offers a lens through which to view the world – a specialized set of techniques or processes by which to interpret or explain various phenomena. Beyond that, a discipline also provides a sense of community for people with a shared special interest as they seek to stretch the limits of what is already known in that field.

### LEARNING AREAS

- The Arts
  - Dance
  - Drama
  - Media Studies
  - Music
  - Visual Arts
  - Visual Communication Design
- English
- Health & Physical Education
- The Humanities
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
- Languages
- Mathematics
- Science
- Technologies
  - Design & Technologies
  - Digital Technologies

### CAPABILITIES

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social
The following are the essential elements of the college’s curriculum plan for the Foundation Stage (Prep–Year 2). The teaching and learning program is informed by the Victorian Early Years Learning and Development Framework (VEYLDF) outcomes (Identity, Connection, Wellbeing, Confidence and Communication) and provides flexibility on which to provide the full structure of the Victorian Curriculum:

(a) A structured teaching and learning program in English and Mathematics at each year level

(b) Substantial attention to Health and Physical Education

(c) Substantial attention to The Arts

(d) Substantial attention to Personal and Social Capability

(e) A learning program that draws on the curriculum areas of:
   - Humanities – History and Geography
   - Languages
   - Science
   - Technologies – Design and Technologies and Digital Technologies
   - Critical and Creative Thinking
   - Ethical Capability
   - Intercultural Capability

Beginning school is a significant time in a student’s life. The foundational knowledge, skills and behaviours that students must develop in the Early Years (Prep to Year 2) to become successful learners at school are:

- English (Reading, Writing, Speaking and listening)
- Mathematics
- The Arts (Creating and making)
- Interpersonal Development (with an emphasis on socialisation)
- Health and Physical Education (Movement and physical activity).

The first challenge at school is for students to socialise and to become engaged behaviourally, emotionally and cognitively. Engagement is a state that remains critical to success throughout schooling. Engagement moves from a minimal level of engagement where students conform, motivated by extrinsic demands, to a higher level of behavioural engagement where their motivation is more intrinsic. The latter includes resilient behaviour that allows them to manage stress and adversity. Resilient students achieve more highly at school and better manage the ups and downs in life. In partnership with the home, the college will play a significant role in helping students to develop resilience.
Being socially engaged is also critical to the development of cognitive skills. Students build their ability to reason from a context or environment. The environment provides the practices, assumptions and values upon which reasoning is constructed. The School Wide Positive Behaviour Program supports all students to engage and develop in a positive behaviour learning environment.

While behaviour is significantly determined by habits, it may also be reactive, being influenced by emotional states and cognitive processes. Emotional engagement may be defined in terms of general wellbeing at school; for example, happiness, safety, calmness and empowerment, as opposed to sadness, worry, helplessness and stress. A key emotional skill that should be developed early and maintained throughout schooling is impulse control. Teachers can help students to develop impulse control by teaching them to recognise the feelings in themselves and others, by implementing behaviour management approaches that encourage students to regulate emotions, and by helping students to reflect on their behaviours.

Another key theme is that knowledge is constructed. We build our brains through experience, both real and perceived. Learning is cumulative, and consequently, the ability to transfer learning is a key skill. Students begin schooling with knowledge and skills. Much of this will be true and accurate, but some of it will not, even though it is believed to be true. One of the fundamental skills successful learners must develop is to reflect on learning, to link new knowledge to existing knowledge, to establish what is true and accurate, important and useful, and to challenge what is untrue and inaccurate. Giving students opportunities to be reflective improves the quality of learning, since learning with understanding is more likely to promote transfer than memory.

**Building Breadth: Years 3-8**

In the Breadth stage (Years 3–8), students should have the opportunity to engage with the full structure of the Victorian Curriculum. Schools should provide:

(a) A structured teaching and learning program in English, Mathematics and Science at each year level

(b) Substantial attention to Health and Physical Education

(c) A Languages program

(d) A Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business

(e) An Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts

(f) A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies

A learning program that includes in each two-year band of schooling each of the capabilities:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social Capability.
During Years 5 to 8 most young people experience the move from primary to post-primary school. In this sense, the middle years of schooling covers two distinct phases, Years 5 to 8. Early in this stage, some young people will experience the onset of adolescence. Differences in emotional, behavioural and cognitive development among students may be vast.

Between 10 years of age and puberty, the brain makes redundant its weakest connections preserving only those that experience has shown to be useful. During the late childhood and teenage years, functions that carry the most messages strengthen, and the weaker ones are removed. This process is most predominant in the area critical to controlling planning, working memory, organisation, anticipating consequences, controlling impulses and mood modulation.

Young people increasingly differentiate themselves in terms of their peers, physical attributes and competence. They begin to associate achievement less with effort, and more with skill and cognitive ability. While they may give the appearance of being engaged by novelty, to hold their interest through to achievement, young people increasingly require content that is perceived as valuable, is consistent with personal goals, and/or leads to an important outcome. In other words, during Years 5 to 8 young people increasingly come to view content as a choice, rather than an imperative.

In Years 5 to 8 young people become more complex thinkers. They begin to understand more abstract cognitive processes such as how to apply logical reasoning to both ideas and concrete objects. In other words, they begin learning how to apply many of the practical skills they have mastered in earlier years.

Further, students are required to be more independent, flexible and self-regulatory in the process of their learning. They begin to expand their thinking in subjects such as mathematics and scientific method. They also begin to organise their thinking in more formal ways by understanding processes such as research, critical and creative thinking and problem-solving. Consequently, they become capable of distinguishing between the processes and thinking tools specific to particular problems and ideas. They need to develop the competency of reflecting on and evaluating these processes.

However, while early adolescents become capable of thinking abstractly, their brains are still not fully mature. The areas mediating spatial, sensory, and auditory and language functions appear largely developed, but other areas are still maturing. There is also evidence to suggest myelination (or maturation of nerve cells) is still occurring. Myelination affects the speed at which messages are processed, as well as fine motor skill development.

To compensate for underdevelopment, the adolescent brain relies heavily on an area of the brain called the amygdala, which creates a tendency to react on instincts. Biologically, adolescents do not have the same abilities as adults to control their actions and to make sound decisions.

Remaining focused and modulating moods is a challenge during early adolescence. Assisting students to communicate, participate and work cooperatively, to have self-control, and to resolve conflicts thoughtfully without resorting to avoidance or aggression helps students to excel during this stage of schooling. Learning to manage emotions, predict consequences, develop optimistic thinking habits, and set goals are also skills that improve student achievement and wellbeing.
In the Pathways stage (Years 9–10), schools ensure students both receive a broad education and begin to plan their senior secondary program of study, which they can commence in Year 10. In the Pathways stage (Years 9–10) students should have the opportunity to engage with the full structure of the Victorian Curriculum F–10. The school curriculum plan should demonstrate how, across these years of schooling, schools will provide:

(a) A structured teaching and learning program in English, Mathematics and Science at each year level.
(b) A Health and Physical Education program.
(c) A Languages program.
(d) A Humanities program that includes in this band of schooling History, Geography, Civics and Citizenship and Economics and Business.
(e) An Arts program that includes in this band of schooling learning in at least one Arts discipline.
(f) A Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies.
(g) A learning program that includes in this band of schooling each of the capabilities:
   - Critical and Creative Thinking
   - Ethical
   - Intercultural
   - Personal and Social Capability.

The school curriculum plan should recognise that in these years of schooling some students begin to focus on areas of specialisation related to both their future schooling and intended pathways beyond school.

ENGLISH

Standards in the English curriculum is by language modes:

- Reading and viewing
- Writing
- Speaking and listening.

Reading and viewing

*Reading and viewing* involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.
Writing

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas, issues, arguments, events, experience, character, emotion and information and to reflect on such ideas. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

Speaking and listening

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

MATHEMATICS


The Mathematics curriculum is organised by the three standards of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.
INQUIRY-BASED LEARNING

The aim of Inquiry based learning is for students to develop their independent learning ability, their reflective thinking and personal and interpersonal learning skills. Through relevant and meaningful investigations students deepen understandings and challenge their own misconceptions about topics to change the way they think and act and to inform others to do the same. By “taking action” they build an awareness of themselves and their place in their community and how to positively bring about change within it.