



Alphington
GRAMMAR SCHOOL

Early Learning Centre Handbook (2011)

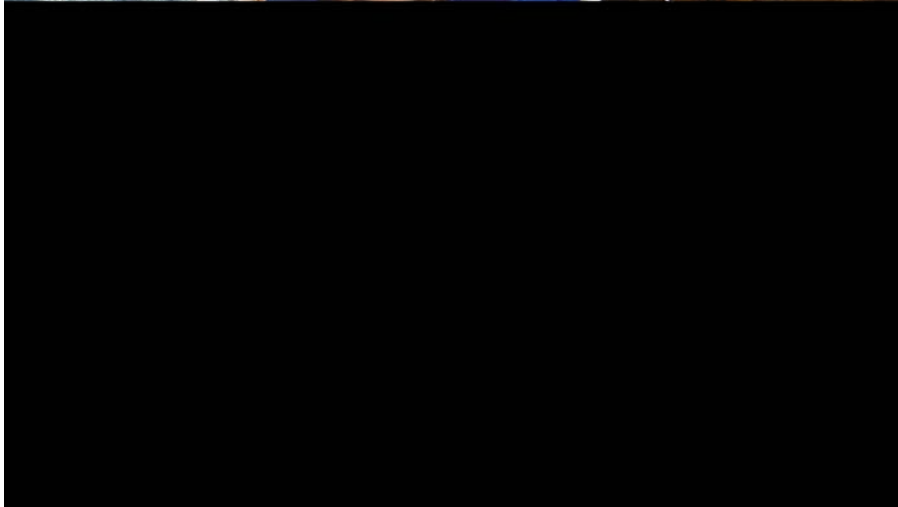


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From the Principal

Preparing for a life of learning

A student's first years of school are vital for shaping attitudes towards learning in later life. At Alphington Grammar School, we work with our students to give them a sense of confidence, a love of learning and a solid educational foundation which will promote the unique qualities and personal well-being of all students and their respect for the individuality of others.



Our Junior School, which covers the years from Pre-Prep to Year 4, is noted for its calm, purposeful atmosphere and the nurturing, reassuring approach of our staff. If you visit our Junior School you will see happy, confident children fully engaged in active, personalised learning. Our teachers manage their classrooms sensitively but firmly and ensure that they provide for each child's aptitudes, needs and learning styles in a rich, stimulating and modern learning environment.

A major focus on establishing the groundwork of literacy and numeracy is a feature of our programme, which follows the Victorian Essential Learning Standards framework. This provides the basis for all students to be able to reach their personal best in all fields as they go through primary and into secondary education. However our programme also extends much wider than these basic skills, introducing children to the wider world through an engaging integrated studies programme, the study of Greek, the structured use of computers and the excitement of the creative and performing arts, physical exercise and sport.

Our Junior School is small enough for every child's individuality to shine and large enough to provide the breadth and richness of experience that every child needs. It equips all children for a successful transition to Middle School in Year 5.

Mike Smith
PRINCIPAL

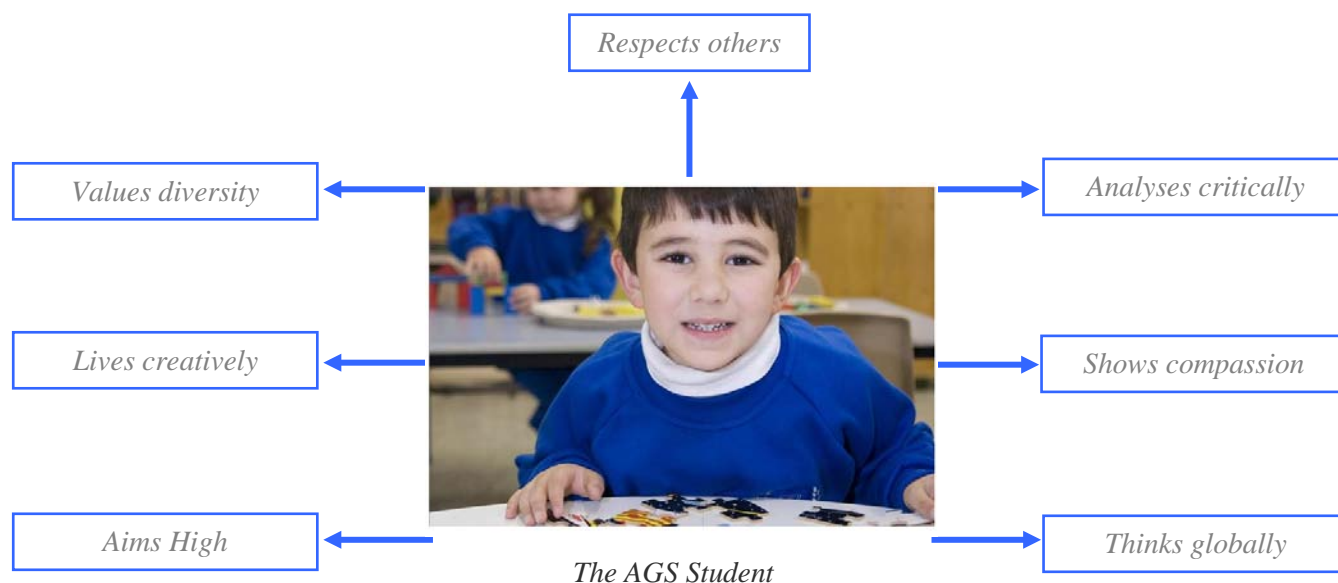
Our Mission Statement

Alphington Grammar School sets out to:

1. Inspire and equip all students to strive for excellence in their academic, creative and sporting pursuits and to reach their personal best in all fields;
2. Nurture and promote the unique qualities and personal well-being of all students and their respect for the individuality of others;
3. Equip all students with the knowledge, skills and attributes to participate successfully in Australian Society, and to develop lifelong learning skills that will prepare them for a multitude of futures in a globally mobile workforce;
4. Promote students' understanding and appreciation of our culturally diverse society, including the teaching of Greek language and culture, and of the contribution of the Hellenic intellectual tradition to the development and progress of human society.



Our Key Values



At the centre of Alphington Grammar School's philosophy is the aim to promote a holistic development of each child within the school - including their academic, **creative**, sporting and personal development. This development is supported by a range of core values: to respect others; to analyse critically; to show compassion; to think globally; to aim high; to live creatively; and to value diversity. These core values underpin both our pastoral and curriculum development.

To Respect Others - Alphington Grammar School promotes the building of relationships based on respect. Students are constantly exposed to messages about the rights of others and interact with students from culturally diverse backgrounds. The size of year groups gives us the ability to work closely with all students in each year level on issues to do with interpersonal relationships.

To analyse critically - Students at Alphington Grammar School are encouraged to approach their learning in a critical fashion, looking for patterns and making links in their learning. Analysis of information is a critical component of a 21st Century Learner's armory.

To show compassion - Students are encouraged to explore the plight of others within our community and within the wider world. In Year 8 our contextual learning experience (see later explanation) focuses on the issue of asylum seekers and the causes of homelessness within our society and experience a placement within a relevant organisation where they work with community groups aiming to support such people. In Year 9 our contextual learning experience focuses on issues within our own City. Throughout the Middle Years our students are encouraged

to strive to better understand the lives of others, and as a result, are actively encouraged to show compassion towards others.

To think globally – We live in a global village. Communications technologies have broken down the barriers and opened up the world in new and exciting ways. It is important that the young adults of tomorrow have some understanding of their own world. Our Middle Years curriculum provides opportunities for students to gain a better understanding of the world, and to interact within that world. Our international student program provides students with an opportunity to interact with students from other cultures.

To aim high – At Alphington Grammar School we encourage our students to aim high. We extol them to *aspire to do more* and to *aspire to be more*. The underlying message behind the first idea is that we encourage our students to strive to go the extra yard with their studies. Academically we want our students to aim to do the very best they can. In the sporting arena we want our students to try their very best. In their creative pursuits, we want our students to create something that is the best they can create. When we ask our students to *aspire to be more* we are asking our students to look at the ways they can be better people in this global world.

To live creatively – Alphington Grammar School has a strong culture of performance and creativity. Throughout the Middle Years students are encouraged to be part of our vibrant performing arts culture. Students can participate in school productions, or they may choose to be part of ensemble or performance groups. Every two years the school takes a performing arts production troupe over to Greece to perform. Our Visual Arts culture is equally dynamic. Students are encouraged to present a piece of work for our annual Art Show. There are voluntary Art classes run each week which enable students to pursue their passion for the arts. Throughout the curriculum of the Middle Years, students are encouraged to express themselves creatively.

To value diversity – At Alphington Grammar School we value diversity. Our students come from a wide range of cultural backgrounds. Our student population includes a large number of international students. Our Middle years programs focus on a wide range of issues and strive to encourage students to value diversity in the many aspects of their lives.

Democratic Principles

In keeping with our Mission and Values, Alphington Grammar School strongly embraces, supports and promotes the democratic principles on which Australian society is based. Our commitment to cultural diversity and respect for individuality means that we are also committed to freedom of religion, freedom of speech and association, the values of openness and tolerance and the equality of rights before the law. We recognise that these freedoms and rights derive from a democratically elected government and a commitment to the rule of law. We strive to convey these principles and values through our teaching programmes and to demonstrate them through the daily life of the school.



Global Focus

At Alphington Grammar School we encourage our students to develop a sense of the wider world. Our close relationship with the Greek community provides us with many opportunities to link with Greek communities around the world.



Junior School students singing the Greek National Anthem (Greek Independence Day Celebrations 2010)

In the Junior School our curriculum offers students with the opportunity to learn the Greek language from Pre-Prep. We also have a focus on the cultural and societal influences Greece has had on our society. Our Junior School students are encouraged to value diversity and this is often reflected in presentations done for Junior School Assemblies, the Annual Art Show, our annual P-2 and 3 & 4 Production, in class work and in other ways as well.

At Alphington Grammar School we have a large population of international students in the Senior School, with some also being present in other areas of the school. Many of these students come from China, although we currently have international students from a variety of other countries as well. This diversity helps to create a small-scale global community at school and gives all of our students exposure to other cultures and peoples. Junior School students get to be involved with students from different levels of the school through events such as our Chinese New Year Whole School Assembly, Prep / Year 12 100 days celebration and the VAPA (Visual and Performing Arts) Concert.



*Junior School students come face-to-face with a Dragon!
Chinese New Year Celebrations 2010*

The Early Learning Centre (ELC)

Alphington Grammar School has a comprehensive Early Learning Centre (ELC) program. Our ELC provides an opportunity for young people to explore their world, learn **to respect others**, make new friends, share ideas, discover the world around them and **live creatively** in a safe and friendly environment. The ELC (like the rest of our school) provides an environment in which **diversity is valued**. Children in our ELC are encouraged to develop an attitude towards learning in which they **aim high**.



Alphington Grammar's Early Learning Centre is a play-based educational and developmental programme for 4-year-old children (those who turn 4 by April 30th in the year of attendance). We offer your sons and daughters a stimulating and safe environment in which their personal development is nurtured. The backdrop to our Early Learning Centre is the beautiful natural environment of the Darebin Creek providing a wonderful, natural environment for children to begin their formal learning experience. Children have access to a full range of facilities including the centre's brand new playground facilities, our Educational Resource Centre and the school's sporting facilities.

Our caring, qualified and experienced staff include an early childhood specialist who is supported by qualified early childhood assistants. As part of the Early Learning Centre curriculum children get the opportunity to learn more about another language – ie Greek. They also have specialist sessions with a qualified Physical Education specialist aimed at improving their Gross Motor Skills and their Perceptual Motor Skills. Students also have access to qualified staff in our Educational Resource Centre.



One of the advantages of the Alphington experience is that students in our Early Learning Centre are encouraged to participate in the broader Alphington community. Students get to participate in wider school activities like our weekly Junior School Assemblies and whole school events like our Chinese Dragon Parade. This gives them the opportunity to experience school life in a safe and encouraging environment and makes transition to school much easier for them in the following year. Most of the children who come along to Alphington's Early Learning Centre also end up in our Prep class – helping them integrate more easily into school life.

Junior School Structure

About Our Junior School

Our Pre-Prep, Prep and Year 1 and 2 classes are all located in the Junior School building situated on the northern perimeter of the school. This facility is specifically designed for Junior School students with age-appropriate amenities and play equipment separating the Junior School students from the rest of the school. All classrooms are fully air-conditioned, and we strive to provide optimal class sizes to maximise involvement and attention.

Junior School students also have access to a range of new facilities including our new undercover educational area, our extensive ovals, and specialist facilities such as our Music Rooms.



Alphington's new Years 3, 4, 5 and 6 wing

In the Junior School (Years Pre-Prep, Prep, 1, 2, 3 and 4) we lay the foundations for learning for life. Literacy, Numeracy, Integrated Studies and Language are essential components of what we do.



In Pre-Prep there are specialist subject teachers for Greek and Physical Education. As well as specialist teachers, students also come into contact with the staff in the Educational Resource Centre (ERC - our Library).

Parents and students have access to four levels of management:

- > Subject teacher / Homeroom teacher
- > Year level Coordinator
- > Director of Student Services and Staff Well-being and the Director of Teaching & Learning
- > Principal

Families are encouraged to make contact with the appropriate staff member for advice, support or for resolution of conflict.

Who do I contact?

- ELC Coordinator > Ms Lisa Blyth (lb@alphington.vic.edu.au)
- Directors of School, Business Manager, Principal: > You are welcome to make an appointment to see either the Principal, Directors of School or the Business Manager. You should initially direct your enquiry to the person who has lead responsibility for the area of the school or matter about which you are concerned. Please ring the school office to make a time. It is not usually possible, except in cases of emergency, to make a same day appointment.
- Office and Administration Staff > Staff in the office deal with many queries and concerns each day. They will pass on messages and make appointments with staff as required and will always do their best to assist you.
- All Accounts enquiries should be directed, in the first instance, to Anthony Crowe.

How do I make contact?

- School address > 18 Old Heidelberg Road, Alphington, Victoria 3078
- Postal address > PO Box 5007 Alphington, Victoria 3078
- School phone number > (03) 9497 4777
- School fax number > (03) 9497 3479
- School e-mail > ags@alphington.vic.edu.au
- School website > www.alphington.vic.edu.au

ELC Hours of Operation:

Start Time 8:50am

Finish Time 3:00pm

Days of Operation Monday to Friday.

Parents can choose between 3, 4 or 5 full days per week.

After School Care Where necessary, parents can also access the school's after school care programme operated by Camp Australia until 6pm.

Want to find out more?

Contact our School Development Manager on 03 0497 4777 or by email at:

jf@alphington.vic.edu.au

We are happy to run school tours or meet with you by appointment.

Absences and Late arrivals

Parents are asked to advise the office by 9.30am on the day their child is absent from school. If the school is not notified, office staff will make contact to let parents know that their child is not at school. This is an important part of school routine and helps us ensure that the whereabouts of all children is known. If your child is absent from school for any reason, please provide a note detailing the absence on their return. This is a legal requirement. For longer absences please contact the school and details will be passed on to the Pre-Prep Coordinator. For holidays or overseas trips during term time, please ensure that the school is notified in advance.

If you plan to withdraw your child from the school please note that the business regulations require one school term notice.

It is important that your child arrives at school on time. Pre-Prep starts at 8.50am with doors open and teachers supervising from this time. The initial part of the day helps the children settle in and is an important part of the overall program of the day. We all have times when we are late unavoidably, but if you find yourself consistently running late, please consider changing your routine so that your child can arrive at school on time. Being continually rushed and bothered in the morning is not the ideal way to start the day for an adult or a child.

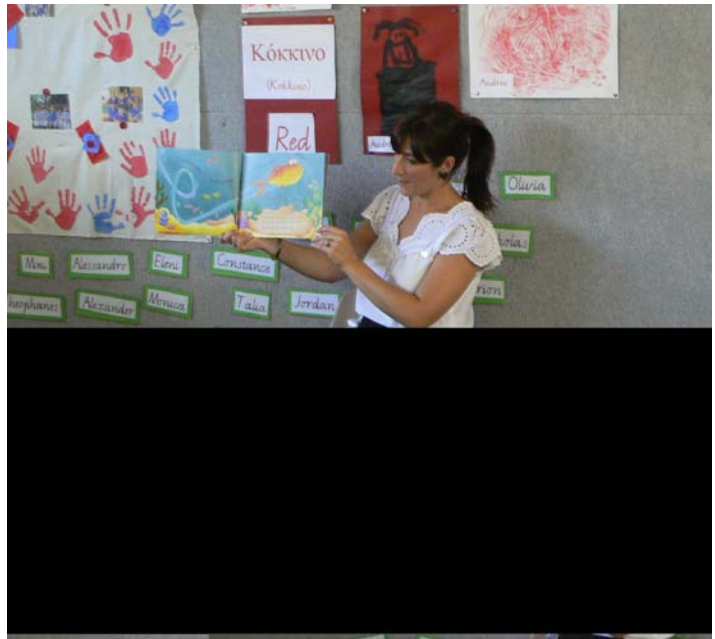
Late arrivals to School should report to the school office to sign in and collect a late pass or diary stamp. This enables the school to keep accurate records of attendance and have knowledge of the whereabouts of all children in the event of an emergency.

Our Philosophy to Early Learning

Our ELC draws upon a range of widely recognised philosophical approaches to early learning. Our philosophy aims to cater for each of the children's needs, strengths and interests both individually and as members of the broader community.

Specifically our Early Learning program aims to:

- provide a programme that is child-centred and developmentally based.
- care about each child individually.
- provide for individual children's varied abilities, interests and needs.
- provide all children - regardless of gender, race, culture or abilities - with access to educational opportunities that enhance their developmental potential to the full.
- promote our school's strong culture of diversity, tolerance and openness.
- encourage and promote children's appreciation of other cultures.
- develop a love of learning within children and equip them with skills and knowledge for life.
- instill a feeling of self-worth and self-respect within each child and develop their independence.
- create positive attitudes towards all others.



Our Curriculum

Our ELC offers students with an opportunity to construct their own learning in a friendly and encouraging environment. It incorporates the approaches advocated by widely accepted play-based, developmental philosophies while utilising the skills and experience of other teaching professionals in the areas of Greek language and Physical Education.



A day in the ELC includes times for focus groups either within small groups or the group as a whole and opportunities for a wide range of stories, other literacy development activities, discussions, art, music and drama.

The curriculum of our ELC:

- Is a play-based educational and developmental programme that recognizes the importance of children exploring and discovering their world. The needs and interests of the students are always kept in mind.
- Involves caring professionals who optimize the learning taking place for each child.
- Is currently in transition to integrate the recently introduced National and Victorian Early Learning Frameworks.
- Provides a portfolio of children's experiences, learning and development throughout the year.
- Offers specialist programmes in Greek language and Physical Education with qualified staff members.
- Is able to access facilities of the larger school such as the main school library and other expert staff members to cater for children's individual needs.
- Enables Pre-Prep children to be involved in special activities held by the Junior School.
- Provides a wonderful pathway for the easy transition of students into school life.

Some of the Key Components

- **Feeling Comfortable:** An unhappy child will not learn so we invest lot of time and energy at the start of the year ensuring that each child feels safe, comfortable and happy. This involves starting off the year with half days as well as staggered intake so that the children have the opportunity to start in smaller groups for shorter periods and not be overwhelmed by a large group of new faces in a new situation. It also

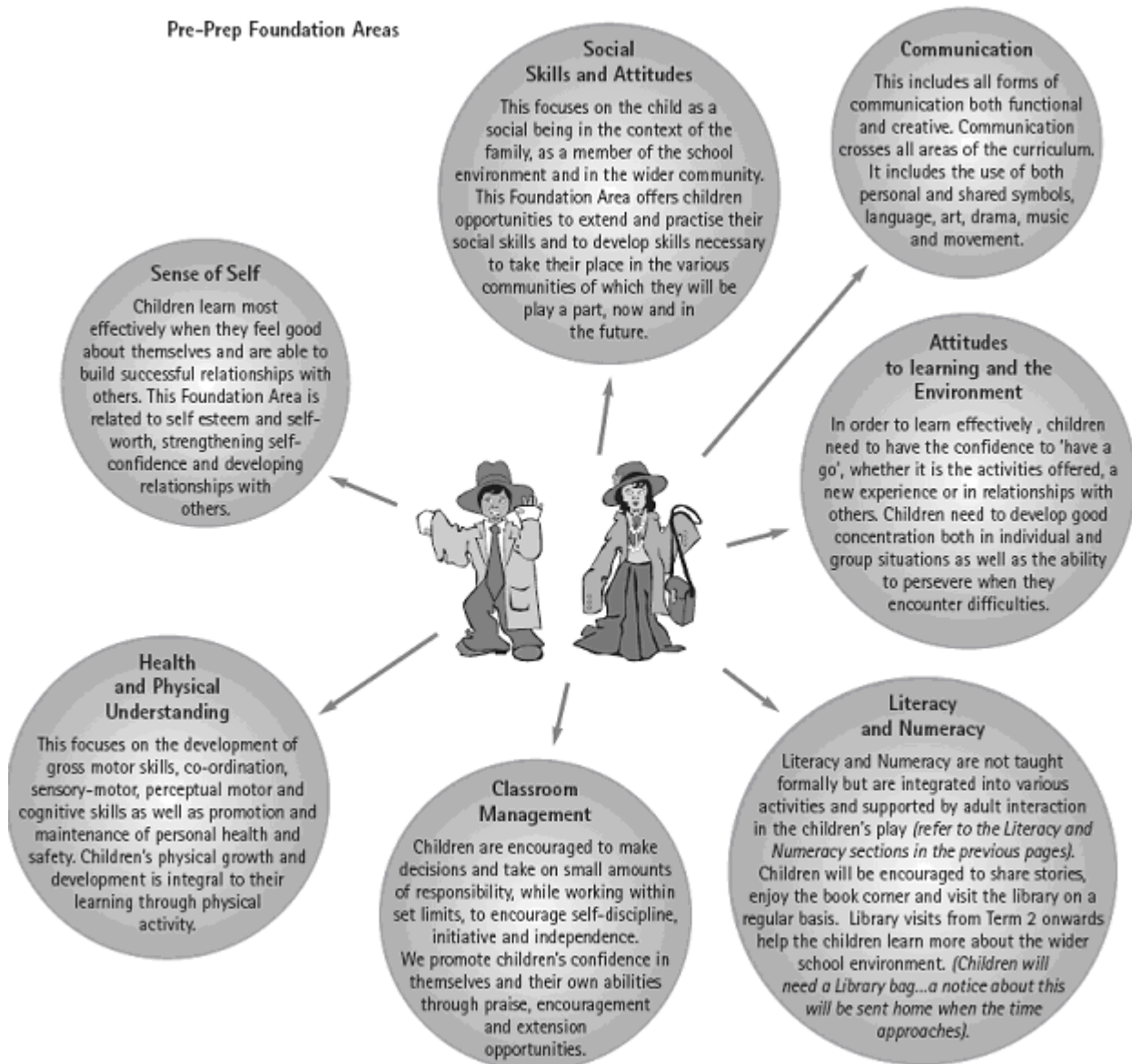


allows the staff time to get to know each child on an individual basis and begin to develop a relationship that will go on for a year. Although this may be frustrating for some parents we ask for your patience and understanding. The staggered intake will take place over a relatively short period of time and will reap huge benefits in ensuring that the children are part of a happy and comfortable group for the remainder of the year. Further details of times and dates will be given shortly before the beginning of the school year.

- **Understanding Children, Supporting Play and Establishing a Flexible Environment:** Knowledge of children, their needs and interests and their stages of development forms the basis for planning objectives for the programme. Children are observed closely and each child's individual needs noted. The environment of the Pre-Prep centre is changed regularly to meet the need for change and stimulation and periods of activity remain flexible according to need and interest. Our bright and colourful indoor and outdoor areas provide children with a pleasant outlook and equipment is rotated throughout the year so that it remains fresh and interesting. Play is the work of children and is seen as the most effective learning medium for pre-school aged children. Play and learning through experience forms the basis for programme planning.

Foundation Areas

Pre-Prep Foundation Areas



Student Well Being

At Alphington Grammar School we encourage our students to develop a sense of belonging to the school community. Since the school is fairly small (in terms of the student population) we work hard to get our students to work together and to value each other. We strongly believe that resilience, self-esteem and confidence are fundamental to each student's personal, social and academic success. In the early years (as in the Junior School) many of these qualities are embedded in the You Can Do It! Strategy adopted within our curriculum.



Another advantage of the size of the school is that we are more able to acknowledge and value each student. The staff in the ELC work hard to get to know all students in our care, and they complete comprehensive transition statements for their Prep years. For students who stay at Alphington Grammar School our ELC staff also complete a thorough and comprehensive hand over with our Prep staff that includes a briefing and the needs and skills of all students.

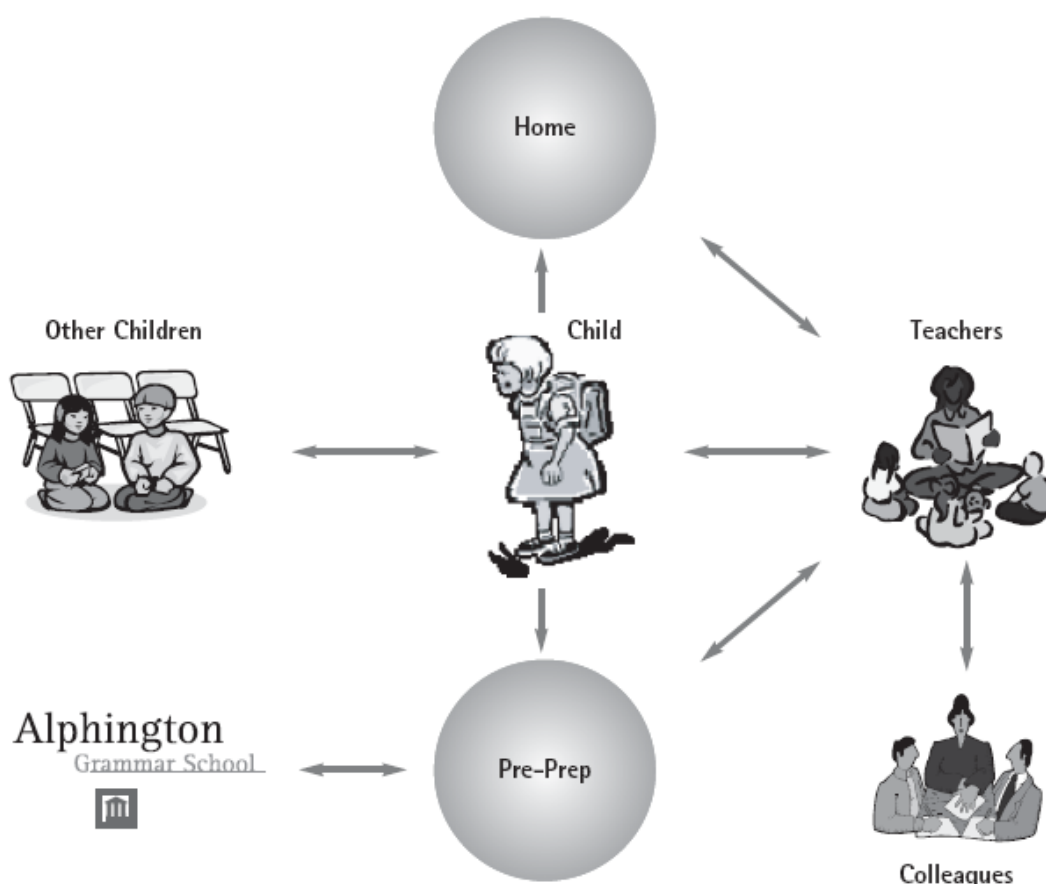
Support structures are in place to assist the students of Alphington Grammar School. In the Early Years the most relevant of these is the School Psychologist who works at the school over three days of the week.

The well being of students is overseen by the Director of Student and Staff Well Being who works in conjunction with the Early Learning Centre Coordinator to oversee the well being of each student within the ELC. The academic development of all students in the school is overseen by the Director of Teaching & Learning.

Our Parents

Pre-Prep - A Successful Year Built on Partnerships

Parents are a child's first teacher and, as a parent, you know your child best. The most important partnership we develop in the year is that between the Home and Pre-Prep. Through that partnership we are able to shape a programme that best suits the needs of your child, then together we can watch your child grow and develop into a confident and happy five year old. The Early Years are an important starting point in the lifelong learning journey of all students. As a result, the partnership between parents and Alphington Grammar is most important.



The Role of Parents:

Parents of Alphington Grammar Pre-Prep students:

- Are welcome to become involved in the programme of the centre.
- Are able to access their child's portfolio throughout the year. The portfolio is a work in progress and includes snapshots of their child's development and learning.
- Are invited to attend two parent-teacher interviews through the year and to hold less formal discussions with staff at the centre as the need arises.
- Can expect to have a transition statement for their child completed before entry into their Prep year.

We encourage our parents to get involved in the Early Learning Program in any of the following ways:

- *In the programme:* If you have time available during the week you are welcome to place your name on a roster to help during the Pre-Prep morning programme. This gives you the opportunity to see your child in the Pre-Prep setting and understand the operation of the programme. Your child will love to see you and will feel just a bit more special with you there.
- *With the laundry:* We ask for parent help to wash the children's hand towels on a weekly basis.
- *Excursions:* We need parent help when going on excursions, to Gymnastics or Swimming during the year.
- *Parent/Teacher Discussions:* This may occur informally or at the designated Parent Teacher Interview times during the year. Any information you think will assist us regarding your child will be beneficial in our efforts to meet the needs of the developing individual.
- *Developing an Awareness of Children's Development and the Learning Process:* Speak to the staff if you have questions or concerns about this. We have posters, literature and information on discussion groups, workshops and meetings. The Human Services contact number is also displayed in the foyer.
- *Collecting useful Items:* You can help by collecting 'junk' for children's creative works and constructions. This will include things such as computer paper, grocery boxes, wrapping paper, greeting cards, wool, bottle tops, pine wood offcuts, magazines, coloured egg and chocolate wrappers....almost anything. If you have connections to any manufacturers or businesses from which we may be able to glean materials we'd love to know!

The Pre-Prep Day

The Pre-Prep Day begins

The Pre-prep doors open at 8.30am and the session starts at 8.50am. Parents are invited to stay and help settle their child in if they wish. When the session begins parents are asked to leave promptly to allow the children to settle in to their day and their routine as quickly as possible.

Human Services regulations require that a responsible adult sign in and sign out a child and an attendance book is used for this purpose. The attending adult must sign in and indicate who will collect the child at the end of the session and indicate if a child is to attend Aftercare. Adults who have permission to collect a child must be authorised and the staff made known beforehand.



Play lunch

We ask that each child bring a piece of fruit to share each day. These are prepared for our morning tea and we sit and enjoy our break together.

Lunch

If the weather is agreeable we like to eat lunch under the veranda outside. Sometimes we can watch the Prep children play on the equipment. Sandwiches and maybe another piece of fruit are recommended. As part of the children's learning we teach about healthy eating. It would be a positive reinforcement of this if lunch reflected this concept. Canteen Orders are available for the lunch break only. These need to be placed in the lunch order box at the start of a session. A canteen list will be supplied at the beginning of the year.

Drinks

Fresh water is available at all times. Parents might like to provide a fruit drink for the lunch break as well.

Special Occasions - Birthdays

If you would like to provide a treat for the class to celebrate your child's birthday you are most welcome to bring a cake or patty cakes. However, please speak to the staff beforehand to ensure you are informed about food allergy concerns.



Rest Time

As part of a full day programme in accordance with Human Services regulations, the children have a minimum of 45minutes rest during the day. The Centre provides a bed for every child to have a rest in the afternoons. This rest not only provides them with a necessary revitaliser, it also helps the children's self discipline and the development of their consideration for others. The children are encouraged to rest quietly, respecting those who wish to have a sleep. Later in the year, children who do not need to sleep may be able to engage in some quiet activities during part of this time. Children are able to bring a small soft (non-action) toy to help them rest if they wish.

Parents are requested to provide bedding for their child:

- > A small fitted sheet to fit bed size 55cm x 120cm
- > A small blanket or quilt } cot size are ideal for these
- > A small pillow

Alternatively you can make the suggested sheet ensemble. Patterns are available from the co-ordinator. The bedding stays at the Centre but needs to be taken home regularly for cleaning. You are welcome to take it home anytime for laundering but we suggest fortnightly on your child's last day is appropriate.

Home Time

The end of the school day usually sees tired but happy children heading home with a head full of information and experiences to share. Try to take some time to talk through the day with your child. This will help them look forward to their next session in the Pre-prep Centre.

The Pre-Prep session ends at 3.00pm. Children who are not signed out by the designated adult by 3.15pm will be signed over to Aftercare to allow staff to attend meetings and do their preparation and planning. Bus travellers are escorted to the buses by 3.30pm.

Getting Ready For School

Getting Students Ready For School

Obviously, one of the foci of our ELC program is to help get students ready for school. As the time gets closer for your child to start school there are many things you can do as a parent to help your child settle in easily and happily. If your child is not familiar with the school, visit Alphington Grammar School after school or during the



weekends. Walk around the school and talk about what you see. The Junior School building and play areas are not accessible, but you will be able to point out the entrance doors, the school office, the canteen etc. Please note, if you wish to visit during school hours in accordance with our emphasis on student safety and security you will need to make an appointment and report to the school office.

Help your child learn how to:

- > Dress and undress
- > Put on and do up shoes
- > Manage the toilet (hand washing, buttons, zips etc) and use the toilet correctly
- > Eat and drink without assistance (keep this in mind when packing lunches)
- > Recognise his or her name on belongings
- > Follow simple instructions
- > Say his or her name and address
- > Recognise the danger of traffic and the roads
- > Carry and look after a school bag

Life Long Learning @ AGS

Many students who start their schooling in Alphington Grammar's Early Learning Centre or Year Prep year stay at the school throughout their school years. The Alphington experience provides them with an environment in which their learning needs are nurtured and encouraged. The Alphington advantage comes from the size of the school and the dedication of its staff. These factors help us cater more adequately for the development of the whole student.

By the end of 2011 a number of students will have completed 13 or more years of schooling with Alphington Grammar School. We wish these students the very best in their final year at the school.



Aana



Alexander



Alexia



Eleni



Emily



Kostas



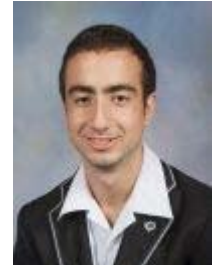
Maria



Nicholas



Photios



Sedar



Steven



Theo



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Junior School Calendar 2011

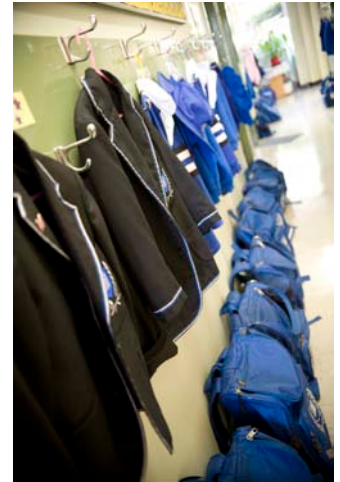
Junior School Calendar (synopsis)

Some of the key dates for 2011 are:

- > 31/1/2011 Students Return (Term One)
- > 4/2/2011 New Parents Welcome Evening
- > 8/2/2011 School Photos
- > 16/2/2011 Yrs 3-6 Swimming Carnival
- > 22/2/2011 Opening School Assembly / Chinese New Year Celebrations
- > 20/3/2011 AGS Open Day
- > 25/3/2011 Greek Independence Day Celebrations
- > 29/3/2011 Family and Pre-Prep Photos
- > 30/3/2011 Prep - 2 Concert
- > 8/4/2011 Term One Ends
- > 28/4/2011 Students Return (Term Two)
- > 5/5/2011 Mothers' Day Stall
- > 10/5/2011 + NAPLAN Testing occurs over 4 days
- > 1/7/2011 Semester One Ends
- > 18/7/2011 Staff Professional Development Week commences (no students)
- > 25/7/2011 Students Return (Term Three)
- > 29/8/2011 Maths / Science Week
- > 1/9/2011 Fathers' Day Stall
- > Term III (TBC) Year 3 & 4 Production
- > 15/9/2011 VAPA Concert
- > 23/9/2011 Term Three Ends
- > 11/10/2011 Students Return (Term Four)
- > 31/10/2011 Mid-Term Break (Melbourne Cup)
- > 1/11/2011 Melbourne Cup Holiday
- > 8/12/2011 Term Four Ends

Early Learning Centre Uniform

Our youngest students in the Junior School rely on their parents to ensure that they wear the correct uniform. As they grow older they are able to take more responsibility for their uniform, remembering to wear their hat when needed and to tuck in their shirts or tie their shoelaces. It is important that parents reinforce the uniform rules at Alphington and to help their children learn to take pride in their appearance. Please make sure that all garments are clearly named. Items may go missing from time to time and lost property is returned if it is named. Please let the ELC teacher know if you are looking for something. A lost property box is located in the main office.



Girls Summer Pre Prep

Summer School Dress

Socks - White anklets

Jumper - Royal blue fleecy AGS Tracksuit top

Shoes - Black lace-up, buckle or Velcro fastening

Boys Summer Pre Prep

Shorts - Grey Junior boxer (not stubbies)

Shirt - Blue School Polo top (with new or existing logo)

Socks - Grey school socks

Shoes - Black lace-up or Velcro fastening

The Facilities / Services Available

Canteen and Lunch Arrangements

The canteen provides students with the opportunity to purchase their lunch or snacks and aims to provide nutritionally sound choices. A price list and guidelines for ordering are issued at the beginning of each year. Parents are asked to ensure that children do not bring soft drinks or excessive amounts of sweets to school. Similarly, if money for canteen purchases is brought to school, it should be only a small amount. Students in Pre-Prep and Prep do not have general access to the canteen but may still order their lunch through the classroom system. Many children like to celebrate their birthdays at school and parents often bring in cakes for this purpose. Please enquire of your child's class teacher if there are any food allergies that need to be considered and what arrangements should be made for this.

Aftercare (Out of School Hours Care)

To assist parents and guardians, Alphington Grammar School offers an Aftercare programme for Pre-Prep and Primary age students. The programme operates from Room 202 and runs from 3.30pm until 6.00pm. The aim is to offer interesting and fun activities as well as some 'winding down' time for children after the long day at school.

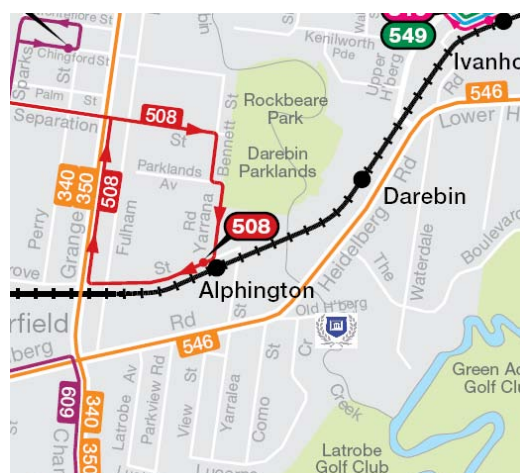
Although the atmosphere in Aftercare is more relaxed than that of the classroom, students are still expected to behave appropriately and any difficulties in this area will be passed on to the parents and the year level coordinator to follow up.

Camp Australia co-ordinate and organise the Aftercare Programme at AGS. They provide us with quality staff which plan and deliver stimulating activities for the children. All children who use Aftercare must be pre-registered with CAMP Australia. Forms for this will be distributed at the beginning of the year or are available from the office.

Parents may make regular Aftercare bookings or use Aftercare casually providing they give 24 hours notice to the office or Camp Australia that they will be requiring the service. This is to ensure that we have adequate staffing.

Transport

- **School Bus** - The school operates a bus service and application forms and bus routes are obtainable from the office. Students in Pre-Prep to Year 2 are escorted to the bus by the classroom teachers. If a child who is a regular bus traveller does not catch the bus as normal the driver informs the school office and classroom teacher.
- **Public Transport** - The school is within easy walking distance of major bus routes and is close to Alphington Grammar School. Further information can be obtained by visiting the metlink website at: <http://www.metlinkmelbourne.com.au/>
- **By Car** - Many younger students are driven to school. The school is easily accessed off Heidelberg Road in Alphington.
- **By Bike** - The State Government are currently working on a bike path that runs along the Darebin Creek and will give some students access to the school via the bike tracks. More information on this will be provided as it becomes available.



Medical Records and Sick Bay

It is essential that student medical records are reviewed each year and kept up to date. If a child becomes ill at school or is injured then he or she is immediately referred to the school's First Aid Officer (a registered nurse) who assesses the condition, applies appropriate treatment or contacts the parents if necessary. We ask parents not to



send sick children to school. If in doubt about a child's health it is much better to keep the child home rather than risk making the condition worse or spreading illness. Children who are unwell do not learn well and are unhappy and uncomfortable. When a child returns to school after an absence the class teacher will ensure that any missed work is explained. Any medication sent to school must go to the first aid officer. It needs to be clearly labelled with name, dosage and dosage time indicated and needs to be accompanied by a letter of permission to administer the medication. With the exception of Asthma inhalers and some other exceptional circumstances, no child should be self medicating.

Below is a table referring to various infectious illnesses and the recommended period of exclusion from contact

Infectious Illness	Patient Exclusion	Action for Known Contacts
Contagious conjunctivitis	Until discharge has cleared	Not to be excluded
Impetigo (school sores)	When sores are treated and fully covered	Not to be excluded
Pediculosis (head lice)	After treatment has commenced	Not to be excluded
Cold Sores	Until cleared	Not to be excluded
Chicken Pox	Until scabs are dry and healing	Not to be excluded
Measles	At least 7 days after the appearance of the rash and fully recovered	13 days after the last contact unless medical documentation is provided
Petussis (whooping cough)	4 weeks or until a medical certificate of recovery is produced	Not to be excluded
Ringworm	Until treatment has commenced and area fully covered	Not to be excluded
Scabies	Until treatment has commenced and area fully covered	Not to be excluded
Rubella	At least 4 days from the onset of the rash and until fully recovered	Not to be excluded
Streptococcal Infections	Until a medical certificate of recovery is produced	Not to be excluded

Education Resource Centre

Hours of opening > Monday to Friday 8.30am – 4.00pm

ERC Coordinator > Josie Walta

The ERC exists to support the school curriculum by nurturing a love of story, maximising student access to the right information and by enabling students to be information literate. Our students have access to a wide range of information across the curriculum, and a comprehensive and carefully selected range of literature.

Education Programme - Early Learning Centre

Our teacher-librarians work closely with the ELC teacher to provide relevant services to pre-Prep students.

Borrowing

A weekly borrowing session is scheduled for each Junior School class:

> Pre-Prep and Prep students may borrow one book, DVD or video for one week,

Regular overdue lists are issued to class teachers, followed by an individual reminder letter to the student and finally with a letter to parents or guardians, after which, the cost of the item will be added to the next school fees invoice. Any lost or damaged items must be paid for before any further loans can take place.

Services

Colour photocopying, printing and laminating are offered at the following costs to the user:

> Laminating - \$3.00 per metre

> Black and white photocopying and printing – 10c per sheet

> Colour photocopying – A4 \$2.00 per sheet, A3 \$3.00 per sheet