



Templestowe Valley Primary School



Templestowe Valley Primary School ~ 4985

*Celebrating 50 years of providing
quality education and service to the community*

School Prospectus

Philosophy & Mission Statement

At Templestowe Valley Primary School, we aim to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse.

The school is committed to supporting and respecting all members of our community - including those with a disability, those from diverse cultural and linguistic backgrounds (including Aboriginal and Torres Strait Islander) and children who are vulnerable.

Each student is valued, listened to and supported in their learning. We cater for individual differences in academic endeavour through a differentiated curriculum that recognises variations in learning styles. All students feel safe and the school aims to help each child work and strive to reach their full potential.

Our Vision

Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

Our Values

Templestowe Valley's philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. Our shared values and common language set out expectations for all stakeholders in our school community.



Within the Students' Code of Conduct, our students are encouraged to commit to:

School Value	I will . . .
HONESTY	<ul style="list-style-type: none"> • always tell the truth • ask permission before borrowing people's things
ACCEPTANCE	<ul style="list-style-type: none"> • play in a way that includes others • encourage others when they are trying hard • treat people fairly and equally
RESPECT	<ul style="list-style-type: none"> • "respect my parents, teachers and fellow students" • represent the school with pride • look after school equipment • use good manners to all
RESPONSIBILITY	<ul style="list-style-type: none"> • play safely at all times • keep the school grounds clean and tidy • take responsibility for my own learning

Statement of Commitment to Child Safety

Templestowe Valley Primary School is committed to child safety and to the responsibility to keep children safe from harm. The school is committed to creating and maintaining a safe, supportive and enriching learning environment that promotes inclusion and empowers students. All actions and decisions are guided by the school values of Honesty, Acceptance, Respect and Responsibility.

The school has a zero tolerance of child abuse, and all allegations and safety concerns will be treated seriously and consistently in line with the school's robust policies and procedures*. The school conducts annual training of staff – including the DET Mandatory Reporting module – to meet its legal and moral obligation to protect all children from harm.

Learning at Templestowe Valley PS

At Templestowe Valley PS we recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of learning and teaching styles and the appropriate level of individual support which will enable them to achieve their full potential. TVPS aims, through successful learning and teaching, to develop the whole person and to enable our students to become lifelong learners.

The school has a commitment to the achievement of excellence and the maintenance of an environment where the children are valued as individuals. The school believes that children learn best when:

- they are actively involved in their learning
- they are challenged and see a purpose for their learning

All staff have a responsibility, collectively and individually, to contribute to the delivery of that comprehensive curriculum. In addition they individually have a responsibility to strive to deliver lessons where the learning and teaching is of the highest quality and where the learning needs of all students are met.

At TVPS, our learning and teaching aims to:

- improve student learning outcomes through quality teaching practices and programs
- provide students with optimism and self esteem
- encourage high achievement
- develop independent learners who accept responsibility for their own learning
- provide a highly skilled staff who are enthusiastic about learning and teaching
- provide students with an understanding of and respect for cultural diversity
- encourage all members of the TVPS community to demonstrate at all times our school values of: Honesty, Acceptance, Respect and Responsibility
- instil a lifelong love of learning in all – students, educators and parents

At Templestowe Valley Primary School, we believe:

- every student is able to learn,
- students learn at different rates,
- individual progress of students should and must be celebrated by home and school.

At TVPS we recognise that children learn at varying rates and in different ways, so learning and the curriculum is planned, implemented and evaluated using a differentiated approach to cater best for individual needs. A challenging and stimulating environment is created in which children are encouraged to become independent, motivated learners in order to;

- develop the skills of leadership and the ability to work co-operatively in teams;
- achieve high levels of intellectual and physical competence;
- acquire decision-making, problem solving and critical thinking skills.

Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is a set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum. 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.

- **Learning Areas** affirm the importance of a discipline-based approach to learning. Each of the learning areas provides, and is defined, by a unique way of seeing, understanding and engaging with the world.
- **Capabilities** are a set of discrete knowledge and skills that are taught explicitly in and through the learning areas.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	Critical and Creative Thinking Ethical Intercultural Personal and Social

Standards and Levels

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement. Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The standards have been developed in response to the growing body of evidence on how people learn and the developmental stages of learning that young people experience at school. This research recognises that while students' learning is a continuum from Foundation through to Year 10, and that different students develop at different rates, they broadly progress through three stages of learning from:

Foundation stage (Foundation to Year 2)

The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the five outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF). The VEYLDF is structured around five interconnected Learning and Development Outcomes for young children. These are:

- Children have a strong sense of identity (Identity)
- Children are connected with and contribute to their world (Community)
- Children have a strong sense of wellbeing (Wellbeing)
- Children are confident and involved learners (Learning)
- Children are effective communicators (Communication)

Teaching and Learning Continued

Breadth stage (Years 3–8)

Students have the opportunity to fully engage with all learning areas and capabilities. Students progress beyond the foundations; their literacy and numeracy becomes more sophisticated, and interdisciplinary capacities are progressively introduced.

Pathways stage (Years 9–10)

Students engage in a broad education and begin to plan their senior secondary program of study.

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities, English as an additional language and gifted and talented students.

Specific information about the Victorian Curriculum for each subject discipline and year level can be accessed at: <http://victoriancurriculum.vcaa.vic.edu.au/>

Class Structure

Classes at Templestowe Valley Primary School are organised in Year levels – consistent with the Victorian Curriculum structure. The first year of school is Foundation (Prep), then follows the structure Year 1 – Year 6.

Supporting Students with Specific Learning Needs

Templestowe Valley Primary School is recognised for its willingness to support students with special needs in a culturally diverse environment. The school actively fosters attitudes of tolerance, respect, cooperation and empathy for each other. The school expertly provides for students with disabilities and impairments with appropriate support and specialised learning programs.

Students with disabilities and impairments are also supported through a range of specialist personnel and programs including speech pathology, Visiting Teacher service, social worker, psychologist and occupational therapy.

Cross Age Program

To facilitate the smooth transition from pre-school to primary school, a cross age “Big Friends – Little Friends Program” operates. This involves senior students from Year 6 establishing a special relationship with the Prep students through regular contact during planned activities.

Catering for Individual Learning Needs

All Templestowe Valley teachers have been trained in programs which identify and support the wide spectrum of student talent and abilities. Those students who require additional support are assisted within the classroom and through other support programs, with advice and guidance being sought from a wide range of professionals including a psychologist, social worker and speech therapist. Parents may be referred to a developmental optometrist.

The Templestowe Valley PS community is culturally diverse with a percentage of families with a Language Background Other Than English. The number of students requiring additional support with learning English is increasing each year and this is catered for through the school’s English as an Additional Language (EAL) program and an outpost program provided by the Blackburn English Language School.

Additional programs which identify and develop the individual abilities of interested and talented students include lunchtime and after school activities and a range of competitions with students from other schools.

Teaching and Learning Continued

These include:

- Excursions and visiting speaker programs offered on a regular basis and are linked to the current unit of study
- School camp ~ begins with a Year 2 sleepover to prepare children for the Years 3 - 6 camping experiences
- Swimming program ~ offered from Foundation – Year 6 with the aim of developing water safety.

<p>The Arts – Visual & Performing Arts</p> <ul style="list-style-type: none"> • Art Club • School Band • Valley Voices • Kelly Sports - Dance • Instrumental Music Program 	<p>School Production</p> <ul style="list-style-type: none"> • Held every second year, all students from across the school are involved 	<p>Leadership</p> <ul style="list-style-type: none"> • School Captains • House Captains • Junior School Council (JSC) • Student Leaders Program • Sustainability Team • Visual Arts & Performing Arts Captains • ICT Captains
<p>Physical Education</p> <ul style="list-style-type: none"> • Interschool Competitions – team and individual • Skills based workshops • District, Regional & State competitions E.g. Cross country 	<p>Involvement in external competitions. These include:</p> <ul style="list-style-type: none"> • ICAS (NSW Competitions) • Maths Olympiad • Manningham Public Speaking Competition • GATEways 	<p>Other</p> <ul style="list-style-type: none"> • Asian Experience • Chess Club • Premier’s Reading Challenge • Lego Club • Cubby Land • Karate • Soccer Club • Valley Titans – TVPS Basketball Club

TVPS Special Events & Programs

- Start of the year “Welcome BBQ”
- Easter Bonnet Parade
- Book Week Character Parade
- School Production – biennial
- Family Dance – biennial
- Footy Day
- Intensive Swimming Program
- Interschool Sport – Years 5 & 6
- Specialist Gymnastic Program – biennial
- Year 2 overnight sleepover at school
- School Camp – Years 3 & 4
- Adventure Camp – Years 5 & 6
- Year 6 “Valley” dictionary
- Christmas Family BBQ
- School Choir
- School Band
- Biennial Asian Experience – Years 5 & 6 – selected students

Excursions & Incursions

Excursions and Incursions are an important part of our educational program. They provide new experiences which assist with language development, enrich vocabulary and expand knowledge. Excursions/incursions are planned to complement the classroom curriculum and can be used as a springboard for inquiry or to complete a unit of study.

Excursions/incursions have a great value as a shared experience and we urge you to support the program. An excursion payment can be paid up-front or you can choose to pay-as-you-go.

Assessment and Reporting

The Victorian Curriculum provides a clear set of standards for assessment of student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities designed by their teachers. The assessment process is ongoing and should provide opportunities for students to fully demonstrate their skills, knowledge and depth of understanding of the curriculum.

Assessment is not only focused on the end product or on test results. Assessment is used by teachers to help direct the learning program so that it best meets the needs of the students. Assessment can also be used as a learning tool where students reflect on and monitor their learning to inform their future learning goals.

Evidence used for assessment may be gathered through the production of physical items (such as written work, models, objects or videos) or through observation (such as participation in class discussions, presentations or approach to work).

Student Assessment

- Pre and post tests such as: “*What do you know? What do you want to know? What did you learn?*” (KWL) are undertaken with students for teachers to use this information about the students’ knowledge, skills and behaviours to inform their teaching and assessment.
- A variety of tools and tests are used by teachers for observing, recording and analysing a student’s abilities in order to inform future teaching. These include standardised and diagnostic tests, and observational surveys.

Parent – Teacher – Student Meetings

Teachers are available to meet with parents at any time throughout the year with times being arranged either by phone or email. Students with specific learning needs have Individual Education Plans (IEP) and frequent contact with teachers is encouraged.

Formal meeting opportunities are organised twice a year and differ across the year levels. They are:

- Foundation assessments & discussions
 - These are individual sessions involving the Foundation teacher and the student. They are scheduled on a Wednesday during the first six weeks of school.
- “Meet and Greet” – Parent & Teacher Conversations for students in Years 1 - 6.
 - These are held early in Term 1. This is an opportunity for parents to share specific information with their child’s classroom teacher in order for home and school to work together and best support the child’s learning.
- 3-Way Conferences – held mid-year for all year levels.
 - We believe that student involvement in the conferences:
 - makes learning active,
 - provides opportunities for students to evaluate their performance, and
 - encourages students to accept responsibility for their learning.
 - In addition, this form of conferencing creates a partnership between the home and the school that is hard to get in any other way. Both research and experience have demonstrated that student-led conferences offer many benefits including the following:
 - stronger sense of accountability among students
 - stronger sense of pride in achievement among students
 - development of leadership skills among students
 - promotion of reflection and engagement with learning
 - helping parents to understand learning from the child’s viewpoint
 - celebration of the whole child
 - showing trust and confidence in the child as a learner

Assessment and Reporting continued

Reports

Parents and students receive reports of progress in a variety of ways. Formal written student reports against the Victorian Curriculum with ratings of progress are issued in June and December. A chart showing the range of assessments for the student will accompany the reports, so that parents can judge the achievements of their child compared to the expected (indicative) level for that reporting period, as well as showing the student's progress over the last twelve month period.

Individual Education Plans (IEP)

Individual Education Plans (IEP) are designed for students with specific Literacy or Numeracy needs. They have a specific focus and are a set of strategies designed to help students achieve short and long term learning goals. The goals are discussed and parents are provided with strategies for home in order to best support their child's achievement of their goals. Signing of the IEP by all parties shows an agreed strategy for support. IEP are reviewed each term,

Building the Home & School Partnership

Learning at Templestowe Valley is a partnership between a student, their family and our school. It can only be successful when all three parties work closely together for the benefit of the child. Please be actively involved in all aspects of your child's education. E.g. Participate in school activities, join committees, read newsletters and notes, etc., but most importantly, talk to your child's teacher. A quick conversation or email is sometimes all that's needed to explain what might be happening at home or at school and could be having an impact on your child's learning; be it a celebration or an issue. This also sends a strong message of support to your child and demonstrates our shared belief in him/her.

We value our partnerships with parents in their children's education and value your input. Most staff are at school from 8:30am. The most effective means of contacting teachers about an issue or concern is to ring or email and make an appointment to meet at a mutually agreed time. Please note: Staff are unavailable to take phone calls during teaching times. Recess is from 10:00 – 11:30am with lunch from 1:40 – 2:30pm. Teachers may be contacted during these times.

Another effective means of communication is through the use of email. Teachers share their email address with the students' parents at the beginning of the new year. Depending on the urgency of the matter, teachers will generally respond within 24 - 48 hours, excluding weekends, and between the hours of 8:30am and 6:00pm.

Keeping Parents Informed – Communication

Compass

Compass is the primary digital portal through which our TVPS school information is shared. Using Compass allows parents to access up-to-date and meaningful information about our school and your child's progress. Compass includes many different features, including the ability to:

- monitor your child's attendance, and enter an explanation for absence or lateness
- communicate with your child's teachers, and update your family contact details
- view your child's timetable and the school calendar
- download and view your child's progress and semester reports
- book parent-teacher conferences
- pay and provide consent for events and school contributions

Keeping Parents Informed – Communication continued

Newsletters

Parents are notified and reminded of all school activities in “*Valley Views*”, the school’s fortnightly newsletter. “*Valley Views*” includes a report from the Principal, a monthly diary about school events and activities and includes samples of children’s work. We also invite parents to contribute articles, notices or items of information. The newsletter is distributed through our Parent Portal – Compass - and is also available on our website. Additional to this, each year level also sends a digital communication – a Year Level Newsletter - out to parents on a regular basis which outlines curriculum, upcoming events and activities specific to that level.

Seesaw

2019 sees the introduction of the use of a digital app called Seesaw for sharing of student learning and communication between home and school. The app was trialed in a couple of classrooms in 2018, and is currently being implemented across the school with great enthusiasm and success.

Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. It’s simple to get student work in one place and share with families, and nothing is shared without teacher approval. Research shows that Seesaw:

- engages students, improves the quality of student work and teaches key tech skills
- helps teachers assess students and use technology resources effectively
- helps teachers stay organised and saves them time
- engages parents and builds a strong home-school community

Parent Participation

School Council

The School Council plays a key role in all Victorian state schools. The Council contributes to the broad direction and vision of the school, develops and reviews school policies, maintains the school’s grounds and buildings and helps to promote interest in the school in the wider community.

Being a member of School Council is a rewarding and challenging experience. As part of a team, Council supports the Principal and represents the school community in providing the best possible educational outcomes for students. The School Council consists of 15 elected members - parents & staff, including the Principal. Elections for Council positions are held in March of each year and the names of those elected are published in the newsletter.

Please contact a Council member if you have an issue you would like discussed. There is an open invitation to all parents to attend School Council meetings as a visitor at any time, with the Principal being advised of this 24 hours prior to the meeting.

TVPS parents are invited to join the various sub-committees of School Council. These committees include:

- Finance
- Parents & Friends
- Education
- Facilities, Buildings & Grounds
- OSHC & Canteen.
- Publicity and Marketing

The sub-committees meet at different times across the term with reports being provided for School Council meetings.

If any parents are considering joining a School Council Sub-committee, please phone the General Office on 8850-5777 and your details will be passed onto the Sub-Committee convenor.

Parent Participation continued

Parents & Friends Association

The Parents & Friends Association (P&F) is a group of committed and enthusiastic parents from within the school who work together to provide materials and amenities additional to those provided by the Department of Education (DET). This group is a sub-committee of the TVPS School Council which helps develop a sense of school community through the organisation of fundraising and social events throughout the year.

Email communication is set up to allow parents to nominate their interest and availability to help at a variety of events throughout the year. The school's email address is: tempvalprimary@edumail.vic.edu.au

Parents Helpers

Parent helpers are always welcome to support activities and events happening both inside and outside of the classroom. This might involve working with a small group of students, or working on a 1:1 basis listening to reading. It might be attending an excursion or helping with a school event such as Cross Country. It might be that you're happy to do work for the teacher at home, such as covering books or cutting out, making games, etc. However you can contribute, we would LOVE your help.

Whether it's in the classroom or helping in the library or on an excursion, parent helpers really enrich student learning. If you are a parent helper, you are required to have a ***Working with Children's Check*** (WWCC) and carry this card with you when you are working with children at Templestowe Valley Primary School, (or any school). Getting a WWCC is free to parents/volunteers helping in a school. The WWCC process is outlined on the DET website: <https://www.workingwithchildren.vic.gov.au/>

Daily Routine

School Hours

Bag Bell:	8:50am
Start:	9:00 am
Recess:	11:00—11:30am
Lunch (eating):	1:30—1:40pm
Lunch (play):	1:40pm—2:30pm
Finish:	3:30pm

Punctuality & Morning Routines

Our learning programs commence promptly at 9:00am. In order for your child to be organised and settled for the day's learning, students are asked to be at school by 8:50am. At that time a bell is rung and students should move to their classrooms in order to meet with their teacher. Once inside the classroom, students then hand in notes, monies and return reading books, etc. before formal learning begins promptly at 9:00am. It is an important safety issue that children wait outside until the 8:50am bell rings as corridors and rooms are not officially supervised before school commences.

We understand the occasional delay, but consistent late arrivals are disruptive and detract from your child's learning. We seek your cooperation in this matter.

Absences

If your child is absent for any reason, or arrives after 9:00am (late arrival), please send a note/email explaining the absence. This is a legal requirement. It is preferable not to telephone the office. If you wish to take your child from school during the day, you require an early leave pass from the office before collecting your child from the classroom. All absences must be entered via the Compass Management system.

For safety reasons, if your child is late arriving – after 9:00am – they must go to the main office and sign in.

Student Safety

Teacher Supervision

Staff members are on Yard Duty from 8:45am before school and until 3:45pm after school. Children need to be under parent/guardian supervision outside of these set yard duty times.

At 3:45pm a bell is rung and students have not been met by parents/guardians must report to the office where staff will endeavour to contact the parents.

Two teachers and two Education Support Staff are on Yard Duty at morning recess and lunch time. If required, students should seek first assistance from the duty teachers.

School Crossings

The crossings on Thompsons Road, Airds Road and Birchwood Avenue are staffed by Manningham Council employed crossing supervisors between 8:30am - 9:00am and 3:30pm - 4:00pm each day.

The Cavendish Drive crossing is a flagged crossing only. If possible, please make use of the supervised Birchwood Ave and Airds Road crossings.

Access for the Disabled

There is provision throughout the school for access for the physically disabled with ramps and other special features provided.

School Drop-Off & Pick-Up

We ask for your cooperation at school drop-off and pick-up times and that you collect your children outside so that the corridor areas are clear for the children to exit safely. Please respect the parking restrictions, access routes and speed limits within the school zone. Arriving at and departing from school each day should be a safe and happy time for all children. Please take note of the signage in the area surrounding the school – especially the **2 minute-drop-off zone** on the school side of the road in Cavendish Drive in the times before and after school.

Parking

Parking is available on all three sides of the school to allow easy access to the school grounds. **The car parks located off Birchwood Ave and off Cavendish Drive are for TVPS staff only.** They are not available for use by parents dropping off or picking up their children.

NB: Obey parking restrictions as Council fines apply

Asthma & Allergies

Every child who has been medically diagnosed with either Asthma or an allergy – particularly if there is concern of an anaphylactic reaction - is asked to complete and provide the school with an annual Asthma and/or Allergy/Anaphylaxis plan. These plans MUST be updated each year.

A reminder to all that many of our children suffer food allergies, so students are encouraged not to share food. If a family is sending along food to share for a special occasion, e.g. birthday, please avoid the use of nuts and be mindful that ingredients need to be listed.

Classes in which there are children with severe allergies have notices sent home to parents requesting that no food for sharing is sent to school. In these classes, an idea for a birthday treat in preference to food might be to provide a 'sticker' or other small item for each child.

Student Safety continued

Illness & Injury

It is important to keep all your children's details up to date and to notify the class teacher and the Office of any illnesses or changes. It is also vital to ensure emergency contact details are correct and up to date. Changes to contact details, address, etc. can be done by parents on the Compass system, but the Office also needs to be advised of this in writing in order to update other admin systems.

A trained First Aid Officer is on call in the First Aid Centre throughout recess and lunch, with Office staff also being First Aid trained. If an accident, or a health issue happens outside in the yard, a "Green Card" is given to the child by the Yard Duty teachers as an "entry" card. The student gives this card to the On-Duty First Aid Officer.

Outside School Hours Care (OSHC)

The Outside School Hours Care program (OSHC) is managed and staffed by the TVPS School Council, and is currently funded for 50 places. We pride ourselves on offering high quality care in compliance with the National Quality Framework. Students attending the Program are supervised and engaged at all times and participate in a wide range of activities.

Before School Care operates from 7:00am - 8:45am every school morning. Students are provided with breakfast up until 8:30am and enjoy a range of games, computers and art/craft activities.

After School Care operates from 3:30pm (2:30pm on early dismissal days at end of term) until 6:00pm *sharp*.

The children are provided with a nutritious afternoon tea and join in a variety of educational and *children's choice* activities. The program is very well equipped to enable students to participate in art/craft-work, board games and indoor and outdoor sports. Outdoor activities include all types of sports and playing on the school playground equipment. There is also adequate opportunity for children to read or work on school assignments.

School Uniform

The wearing of school uniform is compulsory and strongly supported by Templestowe Valley families. Our School Council believes that the uniform, in giving children a group identity, helps to develop in a child a sense of belonging within the school community. It also provides a measure of security when groups are on excursions.

The TVPS School Council has approved an attractive uniform based on the school colours of navy blue and gold. In accordance with school policy, compulsory full uniform must be worn every day, or a note of explanation sent to the teacher. TVPS is a SunSmart School and therefore hats are compulsory when the UV rating is above 3 - particularly in Terms 1 & 4.

A policy of No Hat - No Play applies.

Please refer to our website for a copy of the *TVPS Uniform Policy*.

SUMMER	WINTER
A checked tartan dress; the school colours on white cotton.	A navy pinafore. The bodice detaches to give an A line skirt for warmer days.
Navy blue shorts or 'skort'.	A long sleeved gold or navy blue polo shirt with the school logo
A gold or navy blue short-sleeved polo shirt with the school logo.	Navy blue tracksuit pants.
Optional waterproof rain jacket with school logo in gold.	

School shoes should be black or sneakers, (preferably not fluoro). Runners are compulsory for sport and PE classes.

School Uniform continued

The Uniform Shop is open every Monday after assembly in the Canteen area from 9:30 – 10:30am. If you are unable to attend, please forward your completed order form and correct money via the office.

The price list/order form is available from the notice stand in the school foyer and on the TVPS website <http://www.tempvalprimary.vic.edu.au/tvps2/wp-content/uploads/2019/02/Uniform-Order-Form-2019.pdf>

Personal Property

It is DET policy that personal property brought to school is not covered by school insurance nor is DET responsible for the loss of any such property. Expensive and/or fragile items are not encouraged at school. Please note that **no** 'toy weapons' (eg. guns) are appropriate to bring to school for play at recess or lunch time.

Lost Property

Please ensure that **everything** brought to school is clearly named. This includes **hats**, jumpers, jackets, windcheaters, coats and any other articles of clothing that may be removed during the day. Please also name property – e.g. lunch boxes and drink bottles. Named property can easily be returned to the owner.

Facilities & Services

Location and Building Outline

The school is situated on an internal block, tucked away from the traffic noise and pollution of major roads. Whilst the main gate is in Birchwood Avenue, entrance to the school is also available from the two adjoining side streets, Cavendish Drive and Airds Road.

To see the full Templestowe Valley PS school area, please go to: <https://www.findmyschool.vic.gov.au/> and enter the school name or 3107 postcode.

Pre-School

Templestowe Valley Pre-School adjoins the school grounds; thus facilitating the easy drop off and collection of both pre-schoolers and primary age students.

Canteen

The *Valley Deli* is staffed by parents on a voluntary basis working with a Canteen Manager employed by School Council. It offers a variety of healthy snacks and lunches to the children and staff.

The *Valley Deli* is always looking for parents to help out once or twice per term. The service operates every day for lunch orders (online ordering preferred) and is open at 11:00am and 1:40pm for counter sales during recess and lunchtime.

Library

The school has a well-stocked library with a computerised catalogue. All students have access to borrow from the collection during scheduled Library times. The library is also 'open' during several lunchtimes each week for indoor passive play, weekly Lego Club and reading.

Visual Art Room

Our special purpose Art room is fully equipped with a wide range of media to give students a broad experience in Visual Arts - including a kiln for pottery and ceramic work.

Facilities & Services continued

Other Special Purpose Rooms/Facilities & Uses

The Multi-Purpose Hall is used for whole school Assemblies, Perceptual Motor Program (PMP), Gymnastics and wet/hot weather PE Classes. It is also used by the Outside School Hours Care Program.

The outdoor covered gymnasium is used for assemblies in our warmer months and for PE classes and play in hot/wet weather. Our sports areas include:

- Outdoor Undercover Gymnasium
- School Oval
- Basketball Courts
- Netball Courts
- Passive play areas
- Bat Tennis Courts
- Volleyball Courts
- Adventure Playgrounds
- Handball Courts

Instrumental Music

Tuition is available in keyboard, piano, recorder, flute, clarinet, saxophone, trombone, trumpet, percussion and guitar. These are user-pay lessons, held at school and scheduled within the school day.

Student Banking

Each child may open a Youth Saver savings account with the Commonwealth Bank through the school. Each Monday, parent volunteers act as bankers and the school earns commission on each transaction. These accounts are fee free.

Please don't hesitate to CONTACT US for any inquiries or further information:

Principal: Alison Rees

Phone: 03 8850 5777

Email: templestowe.valley.ps@edumail.vic.gov.au

Website: <http://www.tempvalprimary.vic.edu.au/tvps2/>

RATIONALE OF THE TVPS COMMITMENT TO CHILD SAFETY

Standard 2: A statement of commitment to child safety

Templestowe Valley Primary School is **committed to child safety** and to the responsibility to keep children safe from harm. The school is committed to creating and maintaining a safe, supportive and enriching learning environment that promotes inclusion and empowers students. All actions and decisions are guided by the school values of *Honesty, Acceptance, Respect and Responsibility*.

The school has a **zero tolerance of child abuse**, and all allegations and safety concerns will be treated seriously and consistently in line with the school's robust policies and procedures*. The school conducts annual training of staff - including the DET Mandatory Reporting module - to meet its legal and moral obligation to protect all children from harm.

The school is steadfast in supporting and respecting all children in its community, inclusive of those with a disability and those from diverse cultural and linguistic backgrounds (including Aboriginal and Torres Strait Islander).

The Assistant Principal - Mr Rob Cretney - is the appointed TVPS Child Safe Officer.

SUPPORTING POLICIES & DOCUMENTATION

- [TVPS Child Protection Reporting Policy](#)
- [Step-by-step Guide to Making a Report to Child Protection \(DHHS\) or Child First](#)