



**CAULFIELD PRIMARY**

コーフィールド小学校



**Caulfield Primary School  
Parent Handbook 2025**

# Caulfield Primary School

## Welcome

Welcome to Caulfield Primary School - the first school to be built in Caulfield after the Education Act of 1872 gave all children access to a free education. In 2027 we will celebrate 150 years on this site!

Caulfield Primary School provides a unique opportunity for your child's education. We are one of only twelve schools in Victoria providing a genuine bilingual education. All our students undertake 12.5 hours per week of instruction in Japanese. We offer a celebrated high quality bilingual education underpinned by a holistic focus on the wellbeing and learning of the whole child.

By exposing our children to 'immersion' in Japanese, our students are receiving a very rich and authentic language experience. Research tells us that a bilingual education not only assists in the development of a second language but increases literacy skills in a child's first language.

Another feature making us unique is our Early Childhood Centre. Currently comprising 4 year old and 3 year old kindergarten groups, we aim to ensure that the concept of Early Childhood Education is not just a concept but an exciting reality.

In recent years, our enrolments have been steadily increasing, reflecting the confidence the local community has in our ever-improving school. Our Staff and Council are committed to ensuring that our children receive the best possible educational, social emotional and physical experiences possible.

Our School Values – Excellence, Responsibility, Respect, Honesty, Kindness and Diversity – are central to all we do.

One of the true highlights of our school is the outstanding parent community. The parents at Caulfield make a wonderful contribution to our school in terms of practical assistance, and the welcoming and caring community feel that has evolved. This wonderful feeling extends into the wider community, where we have many wide ranging links with commercial, social and cultural organisations.

The attractive heritage buildings of Caulfield Primary provide generous well resourced, air conditioned learning spaces, and kindergartens on site. The school buildings have been refurbished and we have a multipurpose hall to cater for the many events we have at our school. The well planned and maintained gardens and play areas provide a safe and secure environment, where children enjoy a variety of outdoor activities, and learn the importance of environmental sustainability.

Those of us currently at Caulfield Primary School invite you to join us for an exciting educational journey.

Welcome to our community of learners!

**Edward Strain**  
**PRINCIPAL**

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## School Organisation

### Class Composition

Every year classes are formed after considering the number of students enrolled in the school. At each level class composition is based on a range of factors including gender, age, academic abilities and social consideration. Composite classes may be required.

### Staff List 2025

|                         |  |
|-------------------------|--|
| Principal:              | Edward Strain  |
| Assistant Principal:    | Miharu Morioka   |
| Business Manager:       | Therese Meiers   |
| Office Manager:         | Jess Walmsley  |
| Classroom Support:      | Jenny Parkes, Emily Stuart, Azka Inayah, Noa Sharabi,<br>Payal Ranjit Sharma |
| Japanese Assistants:    | Tomomi Coster, Miki Takebayashi  |
| Tutor/Literacy Support: | Jaime Lowy   |

### Classroom Teachers

|                  |   |
|------------------|---|
| Prep:            | Krystal Ryan, Mari Murray, Sally Curlewis and Aya Hughes            |
| Year 1/2:        | Rosemary Watts, Aoi Sakamoto, Jess Matthews and Ayaka Kato          |
| Year 3/4:        | Carolina Guzman Ramirez, Takako Morita, Tina Pycz and Noriko Kurata |
| Year 5/6:        | Kylie Newman, Asami Onda, Olivia Gibson and Rika Klein              |
| Performing Arts: | Miho Okano  |
| Art:             | Miho Suzuki-Bevan   |
| P. E:            | Niamh Molloy  |
| STEM             | Zhimin Zhao   |

### Outside School Hours Care

Team Kids: 1300 035 000, [CaulfieldPS@teamkids.com.au](mailto:CaulfieldPS@teamkids.com.au)

Book Online: [www.teamkids.com.au](http://www.teamkids.com.au)

### Contact Information

|          |  |
|----------|--|
| Address: | 724 Glenhuntly Road, Caulfield South, VIC 3162                                       |
| Tel:     | +00 +61 +03 9523 7932  |
| Email:   | <a href="mailto:caulfield.ps@edumail.vic.gov.au">caulfield.ps@edumail.vic.gov.au</a> |
| Web:     | <a href="http://www.caulfieldps.vic.edu.au">www.caulfieldps.vic.edu.au</a>           |

# General School Information

## Hours of Operation

|                           |                     |
|---------------------------|---------------------|
| Office opens              | 8:30 am             |
| Children enter classrooms | 8:50 – 9:00 am      |
| School starts             | 9:00 am             |
| First Teaching Block      | 9:00 - 11:00 am     |
| Recess                    | 11:00 am - 11:30 am |
| Second Teaching Block     | 11:30 am - 1:30 pm  |
| Lunch Break               | 1:30 - 2:30 pm      |
| Third Teaching Block      | 2:00 – 3:30 pm      |
| Dismissal                 | 3:30 pm             |
| Office closes             | 4:00 pm             |

## School access

We encourage students to be physically active and encourage walking, riding or scootering to school. Helmets must be worn for both scooters and bikes and riding is not allowed within the school grounds. We have bike and scooter racks located near the hall for locking scooters and bikes during the day. Please make sure your child has an operational lock to use for his/her bike or scooter.

For students who are driven to school, we have a Kiss and Go' area in Olive St outside the main building. Please do not park or leave your vehicle unattended in this area during 8 – 9am and 3 – 4 pm. This area is strictly monitored by the Glen Eira Council and Parking Officers are frequently in the area.

## Yard Supervision

A teacher is on duty in the school grounds from 8.45am until 9.00am, during recess and lunch and after school from 3.30pm to 3.45pm. At 3.45pm any children not with a parent or adult are sent to the office where they will be looked after until they are collected. If you know you are going to be late, please call the school and let us know. Children can worry if they are not picked up on time. We recommend children arrive at school around 8.45am.

## Attendances/absences

Regular and full time attendance is vital if a child is to make appropriate educational, emotional and social progress. The roll is taken every morning and after lunch. In line with Department of Education requirements, all absences need to be recorded by the school and the reason for the absence provided. Please notify the school via SchoolStream, email ([caulfield.ps@education.vic.gov.au](mailto:caulfield.ps@education.vic.gov.au)) or phone (9523-7932) on the day the child is absent, or earlier, so we know the child is safe. If your child is unwell, please keep him or her at home to avoid the spread of infection. If a student is absent for three consecutive days without contact from parents/guardian, the Office will contact the parents immediately and report it to the Principal.

**Although not encouraged, if your child is going to be away on holidays during the school term, please advise the school in writing with as much notice as possible.**

## Late Arrivals/Early Departure

All students who arrive after 9:00 am **must** report to the front office and sign in via the iPad. Students will be given a late card to hand to their teacher. Students arriving late to class without a late card will be sent to the office to collect one.

Students leaving school early **must** be collected by a parent or nominated adult. The person collecting the child reports to the main office to sign the child out and collect a green early to leave card that is handed to the class teacher. Teachers cannot release students without this card.

## Out of School Hours Care (OSHC)



We are proud to partner with Team Kids to provide our Outside School Hours Care program.

**Program Times:** Before School Care: 7.00AM – 8.50AM, After School Care: 3.30PM – 6.00PM, Curriculum Day: 7.00AM – 6.00PM (if available)

To find out more about the program at our school, including fees and how to register visit [www.teamkids.com.au](http://www.teamkids.com.au) or call the Team Kids Customer Service Team on 1300 035 000.

## Movement around the school

Students are expected to move quietly and without running in the school buildings. No students are allowed inside the building, whether with their parents or not, before 8:50am. To avoid over-crowding, parents are not to accompany children to classrooms unless required by a teacher or other staff. Students are also not allowed inside during recess or lunch times, unless they need first aid or have permission from the teacher on duty. If it is wet or the day is hot, the teacher on duty will supervise children inside during breaks. Children are required to use the stairs safely and quietly.

Before school and at the end of recess and lunch breaks, children proceed directly to classrooms without lining up.

## Lunch

Children are given a short break in class at 10:00am for a 'Brainboost'. We encourage you to make this a fruit or vegie snack. Play lunch is at 11:00am and lunch is at 1:30pm. During play lunch and lunch, children are supervised while they are eating – any food wrappings are to be taken home in lunchboxes at the end of the day.

Food cannot be shared as we have children with severe allergies in the school community.

Please provide a water bottle each day as the students are allowed to have these at their tables.

## Health and Safety

- **First Aid**

All staff members at Caulfield Primary School have Level 2 First Aid training. A rostered staff member is available at the office or Staff Room to provide First Aid at all times of the day.

Any significant injuries are recorded and parents are notified. Please let us know if your child has any allergy or condition that should be considered before they receive medical treatment.

- **First Aid Visits**

If your child needs assistance for illness or an injury during the day they will be taken to First Aid where a qualified staff member will attend to their needs. If your child is unwell or injured enough to warrant going home you will be notified. If you are unavailable your Emergency Contacts will be called. All impacts to the head will result in the school texting or phoning you as required by the Department of Education.

- **If your child is unwell**

Please do not send your child to school if he/she is unwell. If a child becomes unwell during the day, parents will be notified. To make sure we're able to contact you in this situation, please keep your contact information and emergency contact details current.

- **Medication**

The school will only accept and supervise medication required during school hours. All medication to be administered by the school must be accompanied by an authority to administer – ie written directions from a parent/guardian with appropriate dose/storage information. If a child needs medication at school, please go to the office and complete a written authority form. Please make sure the medication is labelled with the child's name, dose and the time the medication should be given. All medications should be given to the office staff and are kept in the first aid room.

- **Asthma**

Students who have a documented asthma diagnosis must provide the school with an Asthma Action Plan including an updated photo. Your GP will help you with this document which needs to be updated annually.

- **Allergies and Anaphylaxis**

Students with anaphylaxis allergies must provide a fully completed Australasian Society of Clinical Immunology and Allergy (ASCI) Action Plan, outlining specific requirements for their child in case of an anaphylaxis emergency. If an Epi-pen is necessary, this must be stored in Sick bay and replaced when it expires. An ASCIA plan is also welcome for those children who suffer allergies but are not anaphylactic.

**Caulfield Primary does not ban any foods, including nuts.** This is in accordance with Department of Education guidelines. Students are not to share food with their peers and any school based food activities (e.g. cooking) will be strictly developed and monitored.



▪ **Infectious Conditions and Exclusions**

|  |   |
|--|---|
| Chicken pox  | Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared.   |
| Conjunctivitis   | Exclude until all discharge from the eyes has ceased  |
| Diarrhoea<br>(No organism identified)                  | Exclude until there has not been a loose bowel motion for 24 hours  |
| Head lice (Pediculosis)                                | Exclusion is NOT necessary if effective treatment is commenced prior to the next day at school (i.e. the child doesn't need to be sent home immediately if head lice are detected). |
| Impetigo (school sores)                                | Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing.   |
| Influenza and influenza-like illnesses                 | Exclude until well  |
| Measles  | Exclude for 4 days after the onset of the rash  |
| Mumps  | Exclude for nine days after onset of swelling   |
| Ringworm/tinea   | Exclude until the day after appropriate antifungal treatment has commenced  |
| Salmonella infection                                   | Exclude until there has not been a loose bowel motion for 24 hours  |
| Scabies  | Exclude until the day after appropriate treatment has commenced   |
| Streptococcal sore throat<br>(including scarlet fever) | Exclude until the person has received antibiotic treatment for at least 24 hours and feels well   |
| Whooping cough<br>(pertussis)                          | Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing   |
| Worms  | Exclusion not necessary if treatment has occurred   |

Source: [ch55e-exclusion-period-poster.pdf](#)

▪ **Sun Smart Policy**

“NO HAT, NO PLAY”

It is compulsory for staff and students to wear hats whenever they are outside from Sept 1 to April 30. Volunteers are also encouraged to wear hats and sun-screen. Students who do not have their school hats must sit in a designated shade area. Hats can only be borrowed from the office for sports sessions.

▪ **Safety**

The safety of the students is paramount. Parents are requested to tell their child's teacher if he/she is leaving early and to sign their child out at the office.

All visitors to the school are requested to sign in and out at the office and wear a “Visitor” sticker (generated through the Office). If you have any doubts about visitors in the school, please inform the Office Staff immediately. Parent helpers should obtain and wear their ‘Volunteer’ sticker (generated through the Office).

▪ **Induction**

All parents or friends who wish to volunteer at the school must undergo Occupational Health and Safety Training available through the Office. Volunteers must also hold a current Working with Children Check (apply online at <http://www.workingwithchildren.vic.gov.au/home/applications/apply+for+a+check/>) and sign our CPS Child Safety Policy.

**Pets**

Pets are not allowed on the school grounds.

**Parent helpers**

Please let your child’s teacher know if you’re available to help with reading or excursions, or if you have special skills you would like to offer. Every volunteer is required to have and provide a copy of a valid Working with Children Check before they can volunteer with the school and complete the induction specified above.

Information is available at <https://online.justice.vic.gov.au/wwccu/onlineapplication.doj>

Each year area has a parent representative and an email list for communication purposes only. This information is not to be used or provided outside the school community.

**Term dates**

|        | <i>2025</i>             | <i>2026</i>             |
|--------|-------------------------|-------------------------|
| Term 1 | 29 January – 4 April    | 28 January – 2 April    |
| Term 2 | 22 April – 4 July       | 20 April – 26 June      |
| Term 3 | 21 July – 19 September  | 13 July – 18 September  |
| Term 4 | 6 October – 19 December | 5 October – 18 December |

**Lost Property**

To save time and expense, please label all your child’s property clearly. If an item does go missing, there is a lost property rack and basket outside the Art Room in the main building. It is far quicker and easier to re-unite named items with their owners. Please also regularly check your child’s clothing to ensure that it is his/her own. The Office does not store lost clothing.

## **Kindergarten**

The Glen Education is an incorporated kindergarten open to all kinder aged children in the community. The centre has programs for both 3 and 4 year olds and is managed by Glen Education in conjunction with Caulfield Primary School.

Caulfield Primary School was one of the first government schools in Victoria to offer early childhood services on a school site. This integration of services provides an easy transition to school for children. The school is pleased to be at the front of changes to create the best possible transitions to school for children in Victoria.

### *Enrolments*

For 3 year old kindergarten phone the Early Childhood Centre office on (03) 9570 5866 or access <https://gleneducation.org.au/>

Enrolments for 4 year old kindergarten are taken through Glen Eira City Council- Ph: 9524 3333 or [www.gleneira.vic.gov.au](http://www.gleneira.vic.gov.au).

## **Curriculum**

The curriculum at Caulfield reflects our commitment to ensuring that the fundamentals of Literacy and Numeracy are paramount. In line with Department of Education expectations, students undertake eight-ten hours per week of Literacy and five hours of Numeracy. Children also undertake up to four hours per week of Japanese Literacy, following the same teaching methodology we use in our English Literacy sessions. All aspects of our curriculum reflect the Victorian Curriculum.

Our commitment to a Japanese bilingual education, is further enhanced by Numeracy being taught in Japanese. Visual and Performing Arts across the school are also delivered in Japanese but, again, are based on the Victorian Curriculum.

Physical Education and STEM (Science, Technology, Engineering, Maths) are also delivered as English Specialist programs ensuring our children are engaged in stimulating and engaging learning, with experienced teachers.

The development of Teaching and Learning within the school is a priority, with staff following a strategic approach to the development of their collective, and individual, knowledge and skills. In this way, we can offer our children the best possible learning opportunities.

Embedded in these content areas are the development of general capabilities, including use of current communication technology (personal computers, laptops, smart TVs, iPad and multi-modal technologies). Relevant themes to our learning include multi-cultural understanding and respect, responsibility, team-work, self-management, thinking skills and social and relationship training.

The programs are delivered through a combination of activity-based, multi-sensory learning, clear explicit programs and expectations, student centered monitoring and tracking of achievement and a commitment to develop students as personal learners.

## **Personalized Learning**

Student centred learning has become increasingly important as new technologies allow for personalized instruction and monitoring of achievement.

Students, however, will need to have an intrinsic motivation for continued learning and achievement as they become increasingly independent. Our commitment is to develop self-motivated learners who have knowledge and confidence about their personal characteristics and capabilities and respect the difference in others. Personal learners have skills in self-monitoring, goal setting, and time and resource management. They are able to focus on a task, manage their emotions and maintain positive attitudes towards learning.

Students are also aware of the school's expectations for conduct and behaviour. Each student reflects the values of respect and responsibility in the way they work in the classroom, play in the yard, and present themselves and behave in the wider community.

They become confident, achieving students who convey a caring, thoughtful and inclusive attitude toward each other and we celebrate this by handing out acknowledgement awards which highlight student relationships, sportsmanship, cooperation and work ethic at weekly assemblies.

## **Monitoring and Assessment**

Caulfield Primary School tracks student achievement according to the Victorian Department of Education and National standards. We strive for a quality of learning that satisfies these standards for all children, and exceeds these standards for those whose individual achievement is accelerated. Acceleration into the next level of learning is achieved by ongoing monitoring and assessment and is incorporated into the child's individual program within the class.

Presently we keep contact through fortnightly newsletters, seesaw, classroom diaries, emails and individual interviews at the point of need. Parents receive Student reports in June and December and the NAPLAN reports for Years 3 & 5 around August.

There is also a comprehensive set of ongoing assessment measures that are done online to monitor improvement and continue to challenge the learning capabilities of students. This assessment for learning is a major tool in continued individual improvement and a way to determine if special assistance is needed. Parents will be informed if an individual learning plan is required and they will be partners in achieving successful outcomes.

## **Transition**

Caulfield Primary School has developed student pathway practices that provide for continuous learning and purposeful placements for future learning.

The kindergarten on site and a combination of explicit teaching and activity based learning in the first three years of school show our commitment to the 0-8 National Early Years Developmental Framework.

Transition and orientation is therefore a smooth, happy event where similar environments and practices generate feelings of safety, security and continuous learning.

As well as transition from pre-school, Caulfield Primary practises in-depth transition procedures from year to year. All year levels experience their new environments and teachers make careful considerations to provide the best classroom configurations. Caulfield Primary also run orientations sessions for parents to familiarize them with current and innovative practices designed to develop the family learning partnership.

The Year 6s at Caulfield Primary graduate with strong personal, social and academic skills and continued communications with them indicate their preparation has led to ongoing success.

## **Japanese Bilingual Education**

Caulfield Primary School is a Japanese bilingual school. This provides our children with unique opportunities, not only to learn an important Asian language but, as research tells us, to improve literacy skills in their first language whilst developing the pathways in the brain which facilitate a range of other learning.

At Caulfield we use an immersion approach, meaning our Japanese teachers only speak to the children in Japanese. This provides an authentic environment in which to absorb the language.

All year levels have four hours each week devoted to Japanese literacy, which follows the same teaching model as our teaching of English Literacy. In addition, Numeracy is also taught in Japanese.

Performing Arts and Visual Arts are also both taught in Japanese. Our Japanese teachers are all native speakers and are assisted by a number of Japanese volunteers recruited from the expatriate or student communities in Melbourne.

The school is required to present an annual report on the Japanese program and the program itself is subjected to independent, external evaluation and testing procedures.

There are many benefits to learning a second language. For instance:

- learning a second language enhances a child's literacy skills in their own language;
- it increases brain development;
- research shows learning another language strengthens the areas of the brain that process information, particularly if learning happens at a young age;
- children develop more flexible and creative thinking;
- it enhances acquisition of language including first and third languages;
- an appreciation of the act of communicating is developed;
- children gain a wider view of the world; and
- it will be an advantage for careers in many different fields in the future

## **Sport and Physical Education**

Physical Education is taught at all levels of the school. This program may be supplemented by a Perceptual Motor Program for Prep students and Sport Gala Days for older students.

Additional clinics and activities may be organized and a whole school swimming program occurs each year. In addition to this students in Years 3-6 participate in school athletics, cross country and swimming carnivals

## **Premier's Reading Challenge**

The Premier's Reading Challenge aims to promote a love of reading. For every year level there is a target number of books to read over three school terms. All Victorian students in Prep to Year 10 are invited to participate.

Parents will receive a registration form from school, which they need to sign if they want their child to participate.

For more information go to <http://www.education.vic.gov.au/prc/>

## **General Information**

### **Fees and payments**

The school's voluntary financial contributions for current students are sent home at the end of the previous school year. Term Invoices are sent at the beginning of each term and cover most excursions and activities for that term. Please note that should you wish to not pay for an activity, your child may not be able to participate but will instead be offered appropriate learning activities as a replacement offering.

### **Excursions & Incursions**

Excursion and incursion permission forms are sent through our communications app Schoolstream. Parents can provide permission electronically and retain information on their phone, tablet or computer. Please return all monies and complete the Schoolstream permission form at least 24 hours before the excursion day. Most excursions and incursions can be paid for as part of the Term Invoice.

### **School Camps**

Camps are the ultimate excursion and are available to all students in Years 3-6 every year, so your child can attend at least 4 camps. The camps are chosen carefully from year to year depending on the activities offered. Teachers find this one of the most rewarding times of the year as they make strong connections with students. Year 5 and 6 children also have the opportunity to visit Japan, with a trip planned every two years offered as an optional addition to families.

## **Uniform**

Please ensure your child is in the correct school uniform. If incorrect colours or clothing is worn, children may be loaned second-hand clothing from the office where possible.

A very limited amount of second hand clothing is available through the School Office for \$5 per item. Please see the office if you are interested in viewing these items, but we ask you to restrict your requests to non-peak times i.e. not between 8.45am – 9.15am and 3.15 – 3.45 pm. Please also consider donating your items to school when you leave or your child grows.

Closed shoes must be worn at all times (even on hot days). Runners are essential during PE and Sport sessions.

### *Uniform shop*

The uniform shop is located at PSW 1/596 North Road Ormond 3204. Ph: 03 9768 0387. Ordering can also occur online at <http://www.psw.com.au/retail/default.aspx>

## **Homework**

Homework is an important component of developing personal learning. Using weekly planners that incorporate learning practice, performance goals and due dates helps children develop realistic study habits. Establishing a routine and a suitable location at home helps organization skills. Reviewing and revising aid understanding and concept development. Working with parents and family supports the value you place on learning, promotes confidence and self esteem and keeps parents informed about their child's development.

Each class develops a homework schedule that is consistent with the needs of the class and School and Department of Education policies. Participation is an expected requirement but please communicate with your classroom teacher if you would like a personal variation.

## **Junior School Council**

The Junior School Council is made up of the two School Captains and two Vice Captains and representatives from each of Years 2 to 5. Junior School Council meets regularly and representatives report back to their classes. It may provide information for School Council or Staff Meetings on issues relating to the school. It also organizes occasional activities for students and represents the school at events. Teachers are assigned to coordinate the meeting schedule and support the agenda.

## **Extra-curricular activities**

Teachers and volunteers run a wide range of extra-curricular activities within the school, including a dance club, maths club, school choir, taiko club, friendship groups, drawing clubs and lunchtime library openings.

## **Instrumental Music – Junior Rockers**

Music lessons are currently available through an external music company – Junior Rockers. These lessons can be individual or group and occur during class or lunchtime. Junior Rockers can be contacted through [www.juniorrockers.com](http://www.juniorrockers.com)

## Communicating with Parents

- **Parent/Teacher Interviews**

Opportunities for families and teachers to meet occurs twice a year. In Term 1 teachers organize meet the teacher sessions to support our area information booklets.

In Term 2 reports are handed out and formal feedback is provided after that with parent teacher interviews taking place. Throughout the year, staff are available afterschool for an informal discussion, in addition to this parents are invited to directly email teaching staff. Where needed, individual parent meetings may be scheduled throughout the year.

There are also outside notice boards with sporting news, Parents and Friends Club information and other community updates in the main building and near the Prep classrooms.

- **Schoolstream**

Schoolstream is the primary form of communication within our school community. It is a free-to-use and downloadable App for both Apple and Android devices. School newsletters, excursion notices and permission forms and teacher requests are sent via Schoolstream. While we can provide paper copies of information we have found that 99% of our parent group uses and prefer Schoolstream.

- **The School Newsletter**

Prepared fortnightly by the Office and distributed on Fridays by Schoolstream. The newsletter is our main form of communication. Please make sure you look for it on Friday and read it thoroughly with the whole family. If you wish to contribute items to the Newsletter please email them by Wednesday afternoon to our school email address [caulfield.ps@education.vic.gov.au](mailto:caulfield.ps@education.vic.gov.au)

- **Area Newsletter**

Each month, each Area of the school prepares its own Area Newsletter outlining what the children are currently doing in curriculum and other areas.

- **Seesaw**

Caulfield Primary School uses Seesaw as a means of capturing those special moments that occur throughout the school, whether they be photos, work samples, excursion moments, highlights and a few smiles. We recognise that as parents we are often wondering what is happening in the classroom or what your child is doing. Seesaw provides you a fast, user friendly point of access to allow you and your family to keep up to date throughout the year. It is tailored to your child and allows family access to support your understanding of our classrooms.



## **Additional Support Services**

Limited Speech Pathologist and Educational Psychologist services are available through the school upon request to the Assistant Principal or Classroom teacher. There is also assistance available through the Principal or Assistant Principal for other support services.

## **BeYou**

BeYou is powered by Beyond Blue and aims to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools.

BeYou's vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health.

Caulfield Primary strongly believes that families are the biggest influence on children's mental health and play a very important role in BeYou. Children benefit when the important people in their lives work together and have a shared understanding of their development and their needs.

## **SCHOOL COUNCIL 2025/26**

**President:** Emma Mattock

**Vice President/Treasurer:** James Macky

**Secretary:** Vicki Doust

**Finance Sub-Committee:** James Macky, Therese Meiers, Edward Strain

**Buildings and Grounds Sub-Committee:** James Macky, Ken Fretwell, Vicki Doust, Edward Strain

**Education and Policy Sub-Committee:** Emma Mattock, Miharu Morioka, Krystal Ryan, Travis Ion

**School Engagement Sub-Committee:** Sara Ota, Kyoko Mahler-Isono, Edward Strain

*What is a school council and what does it do?*

All government schools in Victoria have a school council. They are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

The School Council currently has the following sub-committees:

- Finance;
- Buildings, Grounds and Environment
- Policy and Education
- School Engagement;

Non-council members may be co-opted onto sub-committees.

There are three possible categories of membership:

- A mandated elected Parent category

More than one third of the total members must be from this category. Department of Education employees can be Parent members at their child's school

- A mandated elected Department of Education employee category

Members of this category may make up no more than one third of the total membership of school council. The principal of the school is automatically one of these members

- An optional Community member category.

Its members are co-opted by a decision of the council because of their special skills, interests or experiences. Department of Education employees are not eligible to be Community members

The term of office for members is two years. Half the members must retire each year, creating vacancies for the annual school council elections.

#### *Why is Parent membership so important?*

Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school. Those parents who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging.

#### *How can you become involved?*

In view of this, you might consider:

- standing for election as a member of the school council
- encouraging another person to stand for election

#### *Do I need special experience to be on school council?*

No. What you do need is an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

### **Parents & Friends' Club**

Parents and Friends Club at Caulfield Primary School is an open, inclusive group for any parent, guardian, friend or relative who want to take part in their child's school life.

The Parents and Friends' Club runs social occasions and organises fundraising. We welcome your input and suggestions, whether you're a regular attendee at our meetings, or you just want to be involved from time to time. The mainstay of our fundraising are Cake and BBQs run each term and during special events. Annual projects include a Book Fair, raffles and Mother's Day and Fathers' Day stalls. A fete is held every two years. Together, these fundraisers have raised money for computers, plants and tools for the garden, play equipment for the grounds and new synthetic turf.

Our school is small but the Parents and Friend' Club are a committed and enterprising group who pitch in and help create a vibrant learning community.

## **International Students**

Caulfield Primary School is committed to providing a supportive and caring learning environment for its international students.

Our Principal, Edward Strain, is responsible for monitoring all academic progress and welfare of our ISC students, and we welcome the opportunity to discuss the ways in which Caulfield Primary can support and educate your child.

Parents are key partners in their child's education and are encouraged to help in the classroom, join committees and be involved in a range of educational and social activities. International students have the opportunity to share in the fun of learning English alongside our students and are encouraged to participate in many whole school, wellbeing and community based activities.

As an English Japanese bilingual school we are privileged to offer a rich education in another language and culture for all our students.

Caulfield Primary School meets all Department of Education policies and guidelines in relation to International Student needs.

Education Provider: DET            CRICOS Provider Code: 00861K

## **Policies**

All practices at Caulfield Primary School are covered by explicit policies.

The School Council has a role to review and reshape policies where needed to reflect new directions and the evolution of best practises at school. Most policies are visible by their practical application but if you are not sure, you can obtain a copy from the office or our school website. You can have input into policies by writing to the School Council about a particular policy or a practice that results from it. A copy of the school's policies is available at the office for parents to read.