

Lilydale Primary School

Parent Information Booklet 2026



Pride in Our Past
Educating for the Future

Perseverance Respect Inclusion Determination Encouragement

Address: 63 Castella St Lilydale, 3140. Melbourne, Victoria, Australia 9735 1642

Lilydale Primary School



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Welcome to Our Wonderful School

Pride in our Past, Educating for the Future

On behalf of the staff, parents and students, I would like to welcome you to Lilydale Primary School. This booklet has been put together to provide you with an understanding of the programs we offer at our school and how our core beliefs and values underpin all the work we do with our students. Each of our students is unique and we believe that it is important to focus on an individual's learning needs. We seek to celebrate their successes and identify their areas for development. As a School community we work hard to ensure that your child receives the best education that we can provide. Our focus at Lilydale Primary School is about developing the whole child and providing them with diverse learning opportunities in a wide range of subject areas.

Our Instructional Model ensures consistency across all the year levels and ensures we are focused on the high impact teaching strategies of quality feedback, explicit teaching at the point of need and effective questioning. The focus on these important strategies will ensure that we can reach our goal of individualising the learning for all our students. We also have our Learning Pit Graphic which we use in all classes. This demonstrates to the students the difficulties that we all have to go through in order to learn and that only by working hard and practising we will be able to achieve our learning goals.

Our grounds have extensive areas for the students to explore and play. Our oval is used during recess and lunchtime and the paddock for school events and interschool sport. We are constantly looking at ways to involve the students in the development of the grounds and our School Representative Council, which is made up of students and staff, provide us with feedback on what area to develop next. We love to put art around the school and our Gardening and Construction Club have produced several Abstract sculptures which are dotted around the school.

Every student is encouraged to be 'a leader' at our school. We have a very enthusiastic Junior School Council who represent their peers at regular meetings and promote special projects that benefit our school, our local community and our country. Our School Captains facilitate our weekly assembly and we encourage all of our students to develop their public speaking skills through a range of class, level and whole school events where the achievements of students are recognised and celebrated. Our assembly promotes student leadership at all levels and we regularly promote our school PRIDE values of Perseverance, Respect, Inclusion, Determination and Encouragement.

Specialist programs in Science, Visual Arts, Performing Arts/Music and Language (Japanese) enrich our school curriculum. Our extra-curricular programs also provide extension and enrichment opportunities. These extra curricular activities include Judo, Library, Choir, Lego and Chess clubs. As part of catering for individual needs we also run a Tutor Learning Initiative which caters for students who we believe are not achieving the progress we were expecting. This involves students being supported in the classroom or withdrawn to receive specialised support tailored to their needs.

Our Pathway to Learning Program runs from May to December and provides Kinder students with the skills and experiences needed to make a successful transition to Primary School. This program with its clear goals and supportive environment ensures that students begin to make friends, learn skills that they will need and ensure that the teachers understand the needs of our students before they even arrive at our school.

2026 will be an exciting year for Lilydale Primary School as we welcome our new Preps for their first year of learning at our school. I feel very fortunate to be part of such a wonderful learning community, leading such a supportive team of staff and parents. We will be doing our utmost to ensure each and every child from Prep to Grade 6 has the opportunity to succeed in all areas of the curriculum. I look forward to welcoming you and your family into our community and to working with you to ensure the best educational outcomes for your child.

Andrew Weaver

School Mission:

Through reflective and collaborative practices, we will create a positive, safe, and inspiring learning environment that promotes a strong sense of community and ensures child-focused decision making to develop confident, motivated and aspirational students who enjoy learning

School Vision: At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired.

School History

Lilydale Common School on Lot 6 Anderson Street was opened on 1st July 1866. In 1872 a number of small schools in the Lilydale area were joined together to become Lilydale State School Number 876. The main building was built in 1866 with a second storey added in 1927 and a new wing added in time for the 1966 centenary. Fire destroyed the annex in 1980 and the wing that was added was destroyed by fire in 1991. The new section of the building was opened in 1995. In 2011 the new Grade 5/6 BER building was opened. Finally the Block B Building was refurbished in 2018/19 and opened in March 2019.

In 2016 we celebrated our 150th Anniversary when former students, staff and parents returned to the school to celebrate Lilydale Primary School's contribution to the education of the students in the area. Our School is an example of combining the old and the new. This has led to us developing our School motto, Pride in our Past and Educating for the Future. Our buildings and facilities are excellent and provide a very pleasant environment for students and staff.

Our school grounds are very well equipped and maintained with a range of play equipment. There is plenty of space for students to engage in a variety of play activities and sports throughout the year. We have knocked down the Old Lilydale Police Station and this provides us with a great deal more space for our students to play in.

We want our students to have ownership of their school and as such we encourage projects that involve the students in creating art works to enhance the school environment. As such the students have created Totem poles in their classes to decorate the front of the school and the extension art group have produced Totem Poles with the Values on them. Each year the Grade 6 students complete a legacy piece of art that is displayed at the front of the school, to show that they are part of our school family and always will be.

Junior School Council has undertaken many projects in improving play facilities over the years and recently enabled us to purchase the new climbing frame. Together with our strong student leadership program there is ample opportunity for students to become involved in the life of the school.



Pride in Our Past and Educating for the Future

Our Intent and Aspirations

Our teaching and learning will be authentic, engaging, and challenging while supporting different learning styles and using developmentally appropriate practices.

Our school environment will be safe, positive and nurturing and in which caring relationships are evident. The school will develop community-minded individuals who embrace diversity and who are socially, environmentally and globally aware.

Our staff will create a supportive environment that promotes collaboration, reflection, and ongoing professional growth. Shared responsibility and commitment for student learning, personal growth and social development will be the underpinning principle of our learning community.

Our school community will work together to share the responsibility of educating students through effective means of communication and ensuring everyone feels valued, connected and supported.



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Our students learn to be kind, caring, creative and inspired.



School Values

Our School PRIDE Values reflect the community's thoughts of the ideals we want to promote at our school. The Values are Perseverance, Respect, Inclusion, Determination and Encouragement. We believe that each of these values is important in ensuring that we have a happy and caring school that ensures our students are able to learn together in a challenging

but supportive environment. Each week our School Values are celebrated at our weekly assembly and are actively promoted by our staff and student leadership team.

The Framework for Improving Student Outcomes



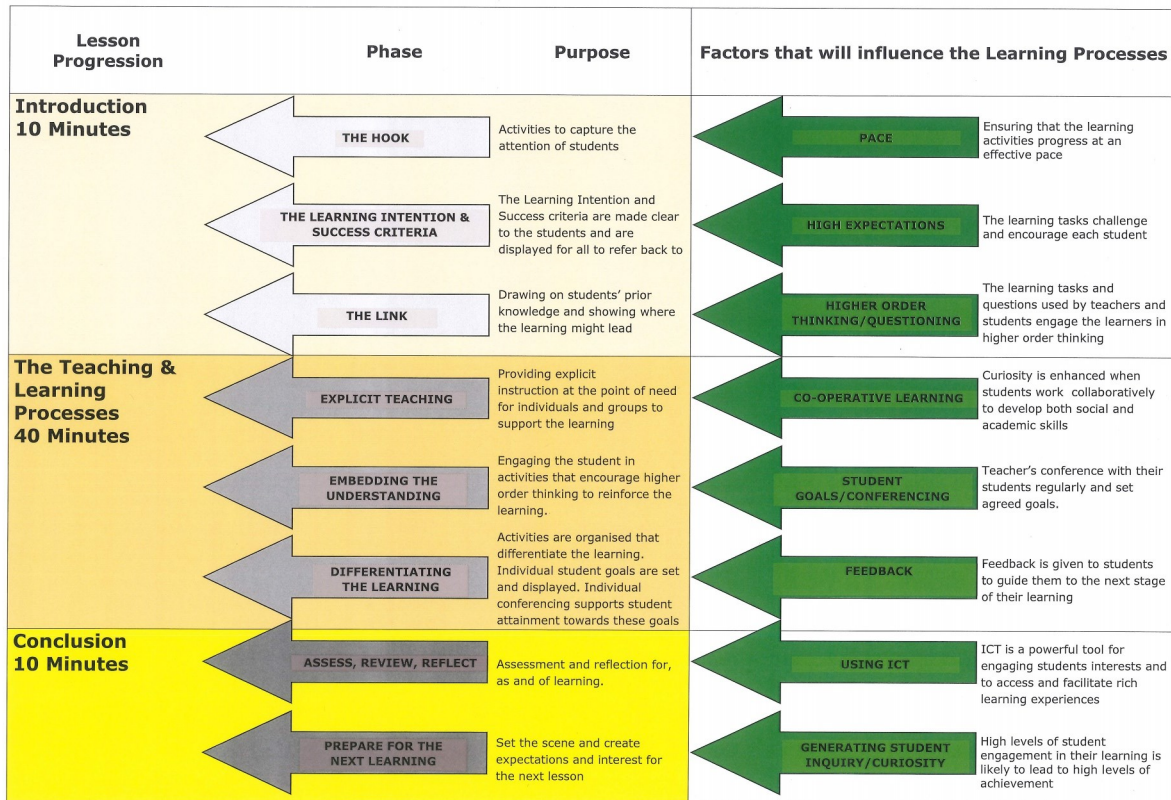
Our School is committed to improving the learning of all our students and in order to be an effective school there are some key ingredients to ensure that we achieve all we can as a school. The Framework for Improving Student Outcomes (FISO) is an initiative from the Department of Education and uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. As a school we are using the Framework to continually identify the areas we need to work on to ensure our school continues to be successful in the future. The graphic above shows the key components of this strategy which places student learning and wellbeing at the centre of all we do.

FISO 2.0 sets out five core elements, each containing two dimensions (Learning and Wellbeing), that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
 - successful lifelong learners
- active, informed members of just and sustainable communities

Our Instructional Model



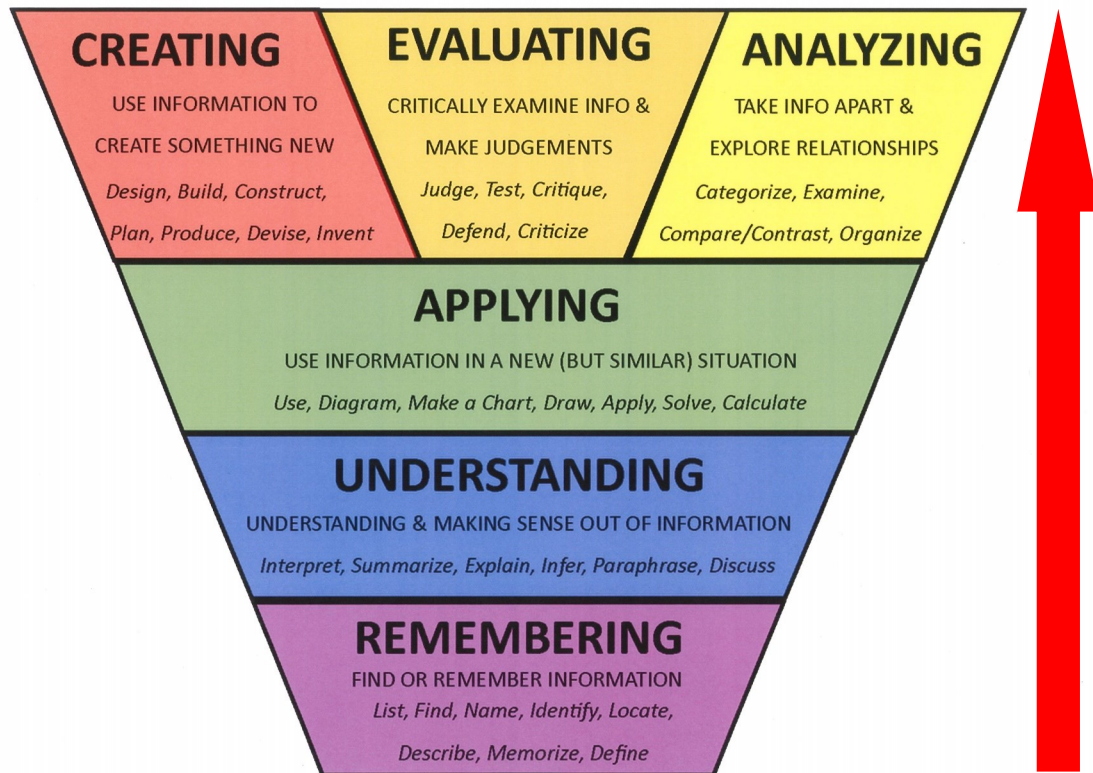
The graphic above shows the Instructional model that we follow at our school. This model provides guidance to teachers and staff about how a lesson should be structured and the important elements that lead to great teaching.

This model was constructed by the teachers and really focuses on ensuring that every student receives the quality instruction that they need to ensure they reach their full potential. This model is based on best practice research that puts the student at the heart of all our work. The structure of a lesson is split into three different sections and the quality of the lesson is influenced by the factors on the right the diagram.

The ideal lesson incorporates these features to a greater or lesser extent depending on the subject matter. This model gives the staff a roadmap to great teaching and learning and ensures that these high impact strategies are always at the front of their mind when planning programs of work.

You will see this Instructional model displayed in every classroom as well as the Learning Intention and Success Criteria for each lesson. The students will also create, in consultation with the class teacher, goals in English and Mathematics which will form a huge part of their discussions with the students about their learning and what we expect them to achieve next.

Our Instructional Model

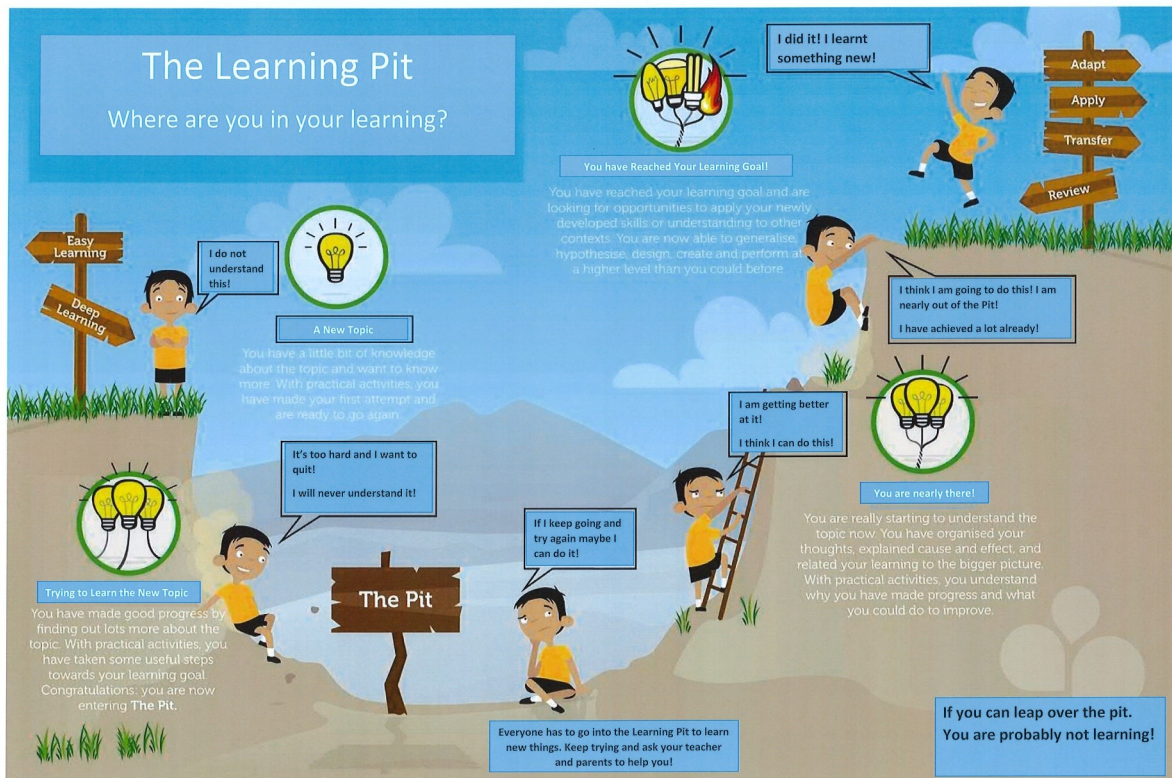


Our Instructional Model has a second part which highlights the focus of our lessons and what we expect the emphasis of our learning should be. We expect to move the students from the lower order skills at the bottom of the trapezium and up to the higher order thinking skills .

We want students to be creating new ideas and evaluating and analysing important information. These critical thinking skills are very important if we are to enable students to be flexible and prepare them for the jobs of the future. Many of the jobs that we are preparing our students for have not yet been created or invented and therefore it is important we ensure our students are adaptable and critical thinkers.

They must learn to make judgements, analyse information and create something new based on their research and experience. We believe that by focusing on these higher order thinking skills that we will ensure our students are prepared in the best way for the challenges that lie ahead. All our work will be focused on moving students up the trapezium so that we can create the flexible, adaptable and creative thinkers of tomorrow.

The Learning Pit



This Graphic is used in all our classes and demonstrates to the children the challenges of learning. The students learn to use the same, consistent language across the school as they reflect on their learning. They often talk to the teachers about being in the Pit and this tells the teachers and the parents that they are struggling with a certain concept. This understanding that we all face challenges in our learning is vital if we are going to develop resilience in our students and get them to understand that each of us, no matter who we are will face these challenges as they learn new concepts. We talk to the students about leaping over the pit and if they are able to do this for a concept they are probably not learning and we need to adapt the work to challenge them at a higher level. This graphic is also used at home by our parents when they are talking to the students about their learning and this has allowed the parents to get a greater understanding of where their children are in their learning journey.

School Information

School: Lilydale Primary school

Address: 63 Castella St ,
Lilydale, 3140
Melbourne, Victoria,
Australia

Telephone: 97351642

Email: lilydale.ps@education.vic.gov.au

Website: www.lilydaleps.vic.edu.au

2027 Term Dates

Term 1 28 January (TBC) -
25 March

Term 2 12 April - 25 June

Term 3 12 July -
17 September

Term 4 4 October -
17 December

School Hours

All children are required to attend School from 9 am to 3.30 pm.

First Morning Bell	9am (Students enter the classroom to prepare for the day)
First Session	9.00 am – 11.00 am
Morning Recess	11.00 am – 11.30 am
Second Session	11.30am— 1.30pm
Lunch Recess	1.30pm – 2.15 pm
Last Session	2.15pm – 3.30 pm



2027 Public Holidays:

Labour Day	Monday 8 March
Good Friday	Friday 26 April
ANZAC Day	Friday 25 April
King's Birthday	Monday 14 June
Melbourne Cup	Tuesday 2 November





Supervision of Students

Teachers supervise the playground from 8.45am to 9am and 3.30pm and 3.45pm. Exits and crossings are supervised from 8.30am-9am and from 3.30pm to 4 pm. Parents are asked to plan for delivery and collection of children between the above times. Morning and lunch recess are also supervised. Students do not leave the school grounds during school hours without permission from the school and parents. Parents will be contacted if their child leaves the school grounds without permission.

Communication

Our school uses Sentral as a way of communicating with parents relating to excursions, school programs, timetable changes, newsletters and other general information regarding the day to day running of the school. Parents will download the App and then have an individual password to access all the information about the school.

Absences

The Department of Education and Training (DET) has a requirement that all children attend school daily. It is also a requirement that a written explanation must be provided to the class teacher immediately following any absence. Parents can advise the school of absences via Sentral to the teacher or leaving a message on the school answering machine (however a written note is still required). Parents will be emailed daily if there is no explanation as to why a student is absent from school. Permission must be sought from the Principal for any long term absence from school. Rules have been implemented by the Victorian Government since the 1st March 2014 and parents should seek further clarification from the school if their child is to be away from school for an extended period of time.

Late Arrivals

Being punctual is a habit we strongly promote at Lilydale Primary School. If students are late (after 9am) they must be accompanied to the office and signed in. Children are often anxious or embarrassed and they can miss key learning concepts when they are late so we urge all parents to help their child to be punctual.

Contact with School

Parents should normally expect to be able to contact the school at any time between 8.30 am and 4.30 pm. Parents are encouraged to arrange a visit to the school to discuss a problem. Please speak to your child's teacher or the Principal.



Lunch Orders

Lunch orders are available every Friday. The lunch orders are provided by Balanced Living Catering at a competitive price. They include sandwiches, hot food, hot rolls, snacks and a selection of drinks. You can order online at <http://www.balancedlivingcatering.com.au> and through the flexischools app.

School closures

The school is closed on ALL public holidays and for 5 student free days per year for curriculum, reporting and staff professional development. These are also student free days where teachers prepare reports or complete assessments. Parents are notified of these days well in advance.

Collection of Students

Between the hours of 9.00am and 3.30pm parents who wish to collect their child from school are asked to report to the office. At the office please use the iPad to sign out students and where possible please supply a note to the class teacher in advance on the day of early collection.

Parents/carers must notify the school if a friend or other person is to collect children early from the school.

Days of Extreme Weather Conditions

In the mornings if it is raining heavily children will be let into the building at 8.50am. At the afternoon dismissal time of 3.30pm, students will be held in classrooms if there is extremely heavy rain, gale force winds or danger of lightning strikes or fires.

Breakfast Club

Our Breakfast Club is held every day and is supported by the Victorian Foodbank. It provides a breakfast for all students who would like one. The breakfast club is staffed by our ES staff and approved volunteers who all hold current Working with Children checks and supported by the Junior School Council. All students that attend the Breakfast Club have a choice of cereal, toast, fruit and a variety of drinks.



Play Lunch and Lunch Arrangements

Students are encouraged to bring a healthy lunch-box for snack and lunch. Snack could include cheese, fruit, vegetable sticks, dry biscuits and dip. Lunches may include sandwiches, wraps, or salads. Individual water bottles are kept in the classroom and students are encouraged to have regular drinks.

Nuts and nut products can be brought to school. UNLESS you are advised by the classroom teacher due to serious allergic reaction by some students.

At school, students are encouraged to eat all their lunch, so please try and provide sufficient without being too much to manage. Lunches are eaten in classrooms or outside in the communal areas when the weather permits.

Junior School Council

Student Councillors are elected by their peers in each level. The Junior School Council meets every fortnight with the JSC Coordinator and the students report back to their Level. It is the responsibility of the Junior School Council to organise themed days and to support the breakfast club. Students are also involved in the decision making process at the school. The students are involved in identifying resources that the students require and spending the money that they have collected to meet these needs. They also support a range of organisations and institutions such as the Royal Children’s Hospital , Eastern Health and State Schools’ Relief.

Student Representative Council

We have a Student Representative Council that involves all students and meet regularly to discuss school life and what we can do to improve the students experience of School. They are consulted about changes that will affect the student body and also report to the School Council directly about their activities.

Student Leaders

We encourage students to be leaders in our school and believe that all our students have a role to play in our school. The students regularly help out in all areas including looking after the grounds and gardens, and being responsible for the cleanliness of our buildings. Our Grade 5 and 6 students have the opportunity to take a formal leadership role including School Captains, House Captains, Junior School Council Captain and Techsperts who look after the technology at the School Assembly, as well as other various responsibilities that help our school to be a real learning community.



Aboriginal and Torres Strait Island Teaching and Learning

At Lilydale Primary School we teach and embed Aboriginal and Torres Strait Islander perspectives into the curriculum sharing the wonder of Indigenous knowledge to support Indigenous peoples as well as promoting a culture of understanding and respect towards cultural diversity for all children.

We have a well-equipped and growing library of Indigenous books to support our staff in the sharing of traditional dreaming stories written by Aboriginal authors. To ensure our arts programs are powerful learning experiences they are enhanced with incursions and excursions to help explore cultural dance, music, language and creative art. We see this as a valuable way to talk about and authenticate culture.

We believe through this, our students learn to develop an acceptance of different cultures and deepen their understanding of, and respect for differences. Our staff are supported with Indigenous professional development opportunities to equip themselves with the knowledge and confidence to engage respectfully with our students, parents and the extended community. With the support from our Koorie Engagement Support Officer (KESO) the students who identify as Koorie are involved in the practice of yarning circles. This enables them to sit together in a circle inside or out on land to talk, listen or share stories and ideas to ensure their culture is celebrated and not lost.

NB: The term 'Koorie' is used with respect to inclusively refer to both Aboriginal and Torres Strait Islander people living in Victoria

Perseverance

Respect

Inclusion

Determination

Encouragement



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School Uniform and Lost property

School Uniform

The wearing of school uniform is compulsory. The uniform is based on the wearing of compulsory colours of Blue and Yellow. Dresses, T-shirts, windcheaters, jackets, shorts and track pants may be purchased through our uniform supplier, Lowes, at the Marketplace, Lilydale.

Details of the uniform are as follows :

Navy Blue Bucket Hats

Blue & White check dress with white trim

Shoes or Runners (No Sandals or Thongs)

Navy Blue windcheater with School Logo

Navy Blue shirt with School Logo

Navy Blue shorts Navy Blue skorts Navy Blue (plain) track suit pants



Naming of Articles

Clothing is an expensive item, so please make sure that everything is clearly labelled. It is also wise to check that your child has brought home all the articles of clothing that went to school in the morning. Names on labels tend to fade and eventually wear off, so please check them regularly. Please also ensure that all personal belongings are clearly labelled, eg lunch box, drink container. It is advisable to label any books or toys that are taken to school. We do not encourage children to bring expensive toys and games to school, as teachers are unable to supervise their use throughout the day, or accept responsibility for damage or loss.



Lost Property

Lost property is located in the wheelie bins in the BER building which houses the Grade 5/6 students and is where we conduct assemblies. Parents and students are able to check for lost items. At the end of each term a display of lost items is held to ensure they are returned to their rightful owners.

Personal Property

Personal property is often brought to school by students. This can include mobile phones, calculators, toys or sporting equipment. (Please note that all mobile phones must be handed into the class teacher before school for safekeeping. They can be collected by the students at 3.30pm). The Department of Education Training does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property. Parents/Carers are asked to discourage students from bringing any unnecessary or particularly valuable items to school.

Sun Smart

The school has a Sunsmart Policy, which makes compulsory the wearing of hats outdoors in Term 1 and Term 4. Wide-brimmed and bucket hats which offer the best protection for the face, neck and ears are available as part of the school uniform. Baseball caps are not permitted as substitute sun hats.



Safety and Security

Parking

When picking up your child from the school please pay careful attention when parking and moving on Castella Street, Jones Street and Clarke Street as students will often be moving across these areas to be picked up. You need to ensure that you confirm with your own child the arrangement for a safe pick up and the time you will be arriving. Please contact the school if you are running a bit late so that we can arrange for your child to be supervised until you arrive. (After 3.45pm students will need to be taken to the EXTEND, OSHC program in the Grade 5/6 Building)

School Crossing

It is essential that anyone crossing Jones St or Castella St to go home uses the school crossings. It is important that parents set an example as to how to use the school crossing and listen carefully to the directions of the school crossing supervisors.

Leaving the School Grounds

Once within our boundaries in the morning, students must stay onsite. It is important that parents reinforce this important message to students so that we can ensure their safety at all times. After school, students should see the yard duty teacher or come to the school office if their parent has not arrived at school at the expected time.

Visitor's Book

All visitors including parent helpers and tradesmen visiting Lilydale Primary School are asked to sign in on the iPad located at the Office and collect a visitor's badge to wear. As visitors leave they are asked to sign out and return the badge. All visitors must have a valid Working with Children's Check, and complete an induction following our ChildSafe practices.



Privacy

The school follows the requirements of the Information Privacy Act 2000 and the Health Records Act 2001 when handling student information. Parents are informed of the purpose for all information gathered and sensitive information such as personal information, phone numbers and Email addresses are not disclosed to other parents without permission.

Student Photographs and Recordings

At Lilydale Primary School we celebrate the efforts of our students by mentioning their participation in school events and their achievements in our school newsletter. Occasionally photographs of the students are included on the school website and School Social Media. There are images of students usually in group photographs and identified only by the student's first name. We invite local press to school events and they are expected to follow school policy on the publication of photographs of students. When a story is about an individual achievement we will always seek your consent before passing information or photographs to the press for publication. Unless a story features an individual child only group photos are published and students identified by first name and year only. We ask that if you wish to opt out of this, you can do so on the opt out form that is distributed at the beginning of every year.



Emergency Management

Detailed evacuation procedures are displayed in all areas of the school. Students regularly practice leaving their classrooms calmly and quickly to assemble at identified safe locations.

Parents should note the following in case of emergency:

- Fire danger ratings and warnings have been introduced in Victoria to provide clear direction on the safest options for preserving life.
- On days of Total Fire Ban the school will monitor the situation via 774 ABC and UGFM radio stations and appropriate websites.
- In some circumstances excursions will be cancelled on Total Fire Ban days.
- On Total Fire Ban Days, if students are absent from school, the Principal will interpret this to mean that those students are in the care of their parent/s or a guardian. Please contact the school as for a normal school absence.
- If there are fires in the area, the school will consult the Lilydale Police and Lilydale CFA before releasing students from school to ensure that it is safe to do so. If there is any danger, students will remain in the school buildings or their designated evacuation point until collected by a parent. A message will be sent out on Sentral
- On declared Total Fire Ban days (and at all other times) please ENSURE that you fill in the SIGN OUT book if removing your child from school between 9.00am and 3.30pm. This book is located at the office. Please sign back in if returning the student to school on the same day.
- In the event of a Lockdown, students will remain locked indoors with the class teacher until it is safe to resume normal school routines.
- During a Lockdown students can not be collected by parents.
- The school's only contact with emergency services during an emergency is the telephone. Please DO NOT USE THE TELEPHONE to contact the school during these times unless it is an emergency. Again you will be kept up to date via Sentral
- Parents are asked to make sure that HOME / EMERGENCY telephone numbers are kept current. Please advise school of any change.
- Parents will be kept up to date of incidents via Sentral.

Finance

School Council has considered the financial commitment of families very carefully. We are able to hold our parent contributions to a reasonable level when given significant support from our school community across a range of areas including assistance at working bees and fundraising.

Payments vary depending on the year the student is enrolled in. In addition excursions and other activities are on a 'Pay as you Go' basis. Amounts requested are the minimum amount considered essential to enable School Council and staff to continue to provide the high quality standards that we have come to expect at Lilydale Primary School.



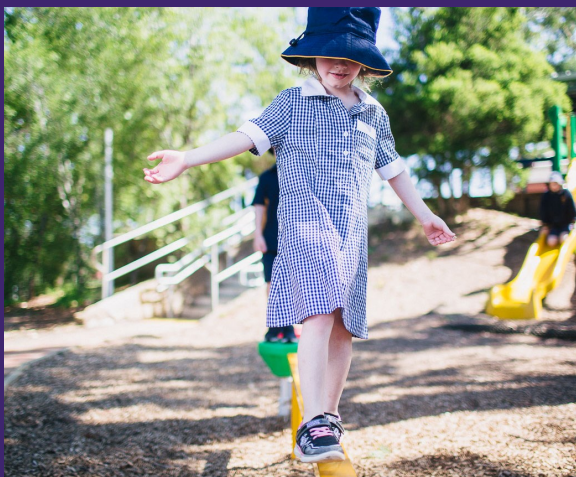
Parent Contributions

At Lilydale Primary School, we proudly provide a comprehensive, well-resourced learning program. Continually striving for high standards across all aspects of learning, we recognise the importance of providing necessary resources to ensure the achievement of our goals.

Where your money goes

The Victorian Government provides for much of our school's basic operational requirements with a financial grant paid to the school in quarterly instalments. It covers items such as contract cleaning, gas and electricity, water rates, telephone, buildings and grounds maintenance, some curriculum support and staff professional development. In order to provide educational programs of a standard and quality expected in our community, and to fully meet the needs of our students, we require funds in addition to those provided by the Government. The Essential Education Items payments at Lilydale Primary School provides for:

- Curriculum resources eg library and reading books,
- Technology, equipment
- Sport and P.E. equipment
- Science, Mathematics, Music and Technology equipment
- Resources for Health and Inquiry Units.



Health and Safety

Infections spread quickly at school. Home is the place for a sick child. If in any doubt please keep your child home. The school does not have the facilities to care adequately for a sick child. If you suspect a non-physical problem may be causing your child to be upset and not wanting to come to school please inform the school so that we can discuss the appropriate steps to change the circumstances into a positive outcome towards coming to school. If your child falls ill at school or has an accident in particular where a head injury occurs parents or guardian will be called. An accident information sheet will be filled in for all students who come to the sick bay with an injury or illness. If you are unable to collect your sick child from school it will be your responsibility to organise a suitable arrangement for another parent or family member to collect your child from the sick bay. COVID protocols have changed regularly over recent years and we will be guided by the current restrictions in place at the time. Further information can be found out by talking to the school office.

Medication

Should it be necessary for your child to take prescription medicine or tablets for non-infectious illnesses during school hours, complete written instructions as to dosage and time to be administered must be provided. Parents should hand any medication to the Office.

Under no circumstances should medication be in your child's possession. The only exception to this is a child's personal asthma puffer.

Medications should always be handed to the office to store and administer, and medications can only be administered with written and signed parental consent.

The school and the teacher should always be informed of any medical requirements (e.g. sight, hearing, speech, or any chronic illness such as asthma that needs constant medication) as well as any allergies that your child may have. Sensitive information is treated confidentially, but is most important for the child's well-being. Information regarding emergency treatment for asthma, allergies and life threatening situations is displayed in the staffroom and first aid room





Emergency Contacts

Please help us to take the best possible care of your child by keeping the information on file at the office up to date (e.g. change in workplace, telephone, address). Two emergency contacts on the form are required.

Liability for Medical Expenses

In the event a student is involved in an accident or sudden illness where the student may require medical attention or ambulance, all medical costs will be borne by the parent/guardian. Parents may wish to obtain student accident insurance cover from a commercial insurer, depending on their health insurance arrangements and any other personal considerations.

Head-Lice

Unfortunately head lice continues to be prevalent in all schools. Please notify the school if your child does become infected. It is advisable to check your child's hair at least once a week. Effective lotions are available from your local pharmacist. Note that all eggs need to be removed for treatment to be effective. Each year a detailed treatment procedure will be issued to parents. Students who have live head lice are excluded from school and must be treated prior to their return.



Accidents at School

In the case of accidents or sudden illnesses the following procedures are used:

Serious Cases

A teacher will give help and remain with the student until appropriate assistance arrives. The Principal is notified and the parents are immediately telephoned if possible.

If the school is unable to contact any parent or carer listed on the emergency form, medical treatment deemed necessary will be undertaken. If we believe the child is in need of urgent medical attention it is the policy of the school to call an ambulance. All of the medical costs will be the responsibility of the parents. Details of these cases are reported to the Department of Education and Training (DET).

Minor Cases

When a student becomes mildly unwell or suffers a minor accident, appropriate first aid is given and the student is supervised. If appropriate, the parent is then contacted and asked to collect their child from school.

Community Partnership

Parent Participation

From the time you enrol your first child you are encouraged to share in all the activities to do with the school.

Why be involved?

You have been educating your child since birth, and parents and teachers are partners in your child's learning once he or she commences school.

Your child is always the central focus in this partnership. Parents can help in many different ways. Not all parents will be able to help at school during the day, but all parents can contribute in some way. In particular, you can be involved in what your child is doing at school by:

- being a good listener to your child
- reading with your child regularly
- talking to your child about school
- getting to know your child's class teacher
- support your child with any school homework and seek advice from the class teacher about the nature of the task
- talking to the teacher about your views and ideas
- attending meetings and information sessions where the staff explain various aspects of the curriculum
- taking part in student/parent/teacher reporting meetings
- working in the classroom with your child and the teacher as the opportunity presents itself.
- supporting your child with work they bring home



By working together with mutual trust and respect, parents and teachers make the best contribution to a child's progress and to the quality of the education your child receives.

Parent Helpers

Parental help is vital in ensuring that students make the progress that they are capable of. We will be looking for volunteers to assist students with their learning. Parents who are interested in helping out at school should contact their class teacher for further information. A Working With Children's Check and an annual induction is required for anyone wishing to support students learning onsite.

School Mission:

Through reflective and collaborative practices, we will create a positive, safe, and inspiring learning environment that promotes a strong sense of community and ensures child-focused decision making to develop confident, motivated and aspirational students who enjoy learning”

School Vision:

At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired.

School Council

Every State school in Victoria is responsible to the Department of Education and Training and to its community through its School Council for the school’s curriculum and organisational policies. This responsibility is exercised within State policies and guidelines such as Equal Opportunity requirements, Schools of the Future accountability requirements and audit provisions.

All parents of children enrolled at the school are eligible to offer themselves for election to School Council and to vote at School Council elections. Elections are usually held in February.

The Constitution of Lilydale Primary School Council provides for a membership of 12 people, made up of:

8	Non-DSE employees (parents)
4	DET employees (staff)
2	Community representatives (optional)

Membership of School Council is for a 2-year term with half the membership retiring in February each year.

Current School Council Office Bearers are:

President	Kelly Dohle
Vice President	Bianca Steer
Secretary	Michelle Matthews

The School Council reports to the School Community through the school Newsletter and at the Annual General Meeting, at which a printed Annual Report and Audited Statement of Accounts is presented. Meetings are held at least twice each term.

Interested parents are welcome to attend ordinary meetings of School Council as observers and are able to attend any sub-committee as a full member.

Communication/Student Reports

Communication is vital in the workings of a modern school so that all stakeholders understand how they can access information and be kept up to date on the progress their child is making at school. Improving all aspects of our communication strategies is an ongoing priority so that information is easily accessible to all. You can find out information about the school through:

Our Whole School Newsletter (Weekly)

The School Website

Letters and Permission notices

Information Evenings

Reports

Parent/Teacher Evenings

Student/Teacher and Parent Conferences

Class Teacher Emails

Student Reports

Student reports will be completed by teachers and distributed to parents at the end of each semester. The reports will give parents an opportunity to see how their child is progressing in relation to the Victorian Curriculum.

Virtual Events

Due to the effects of the COVID pandemic we will also be streaming a lot of our events through Facebook. Just like and share our page to access the live stream of Assemblies, Parent Information evenings etc.



Respectful Relationships

Our Respectful Relationship Pledge

Lilydale Primary School acknowledges all people are born free and equal in dignity and rights. Our School recognises and celebrates diversity. All people, regardless of age, gender identity, sexual orientation, physical or mental ability, religion, or perspective are valued in our inclusive community.

The Resilience, Rights and Respectful Relationships program has been designed for students in primary and secondary schools to develop their emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

There are eight topics we will be covering over a two year cycle.

Topic One: Emotional Literacy

Helps students develop the ability to be aware of, understand, and use information about the emotional states of themselves and others with competence. It includes the ability to understand, express and manage our own emotions and respond appropriately to the emotions of others.

Topic Two: Personal Strengths

Students develop a vocabulary to help them recognise and understand various strengths and positive qualities in themselves and others. They identify the strengths they admire in others and those they need to draw on to engage with the challenges and opportunities that life presents.

Topic Three: Positive Coping

Students develop language around coping, critically reflect on their coping strategies and extend their repertoire of positive coping strategies. Coping strategies are the things people do to help them to self-calm, self-cheer persevere and endure, release tension, deal with distress or uncertainty or lift their mood.

Topic Four: Problem Solving

Students learn a range of problem-solving techniques that can be applied when confronting personal, social, and ethical dilemmas. They engage in applied learning tasks in which they apply their problem-solving skills to realistic scenarios. The coping repertoire of children and adolescents includes their problem-solving competencies and skills. Problem-solving is identified by the World Health Organisation (WHO) as a key skill for health

Topic Five: Stress Management

Teaching stress management assists students to recognise their personal signs and symptoms of stress and to develop strategies that will help them to deal with stress effectively. Teaching these strategies will help students cope with future challenges. The activities focus on ways in which self calming strategies can be used to manage stressful situations.

Topic Six: Help Seeking

Help-seeking is a coping strategy that involves seeking technical, instrumental, social or emotional support from other people. Help-seeking behaviour of children and young people is fundamental to their mental health and wellbeing.

Topic Seven: Gender and Identity

This topic provides age-appropriate learning activities that assist students to understand and critique the influence of gender norms on attitudes and behaviour. Students engage in critical thinking exercises within which they detect and challenge the limiting nature of many gender norms. They learn about gender equity and human rights. Students explore self-expression in relation to learning, leisure, health and work and learn about key issues relating to gender identity, and the importance of respectful gender relationships.

Topic Eight: Positive Gender Relations

Students develop self-care, peer support and help-seeking skills that can be applied in response to situations involving gender-based violence within family, peer, community or on-line relationships. They focus on building positive gender relationships and accepting difference and diversity.



Sentral

The School uses Sentral Administration software which allows staff to record the students' progress towards their learning goals and report against the Victorian Curriculum criteria. This system allows us to carefully track students and identify areas of concern. Staff use this program to report to parents.

Parent/Teacher Meetings

During Term 1 parents are invited to attend a Parent/Teacher meeting to share information and ensure that your child is enjoying a settled and engaging start to the year. At the beginning of the Second Semester, a three way conference will be held. This involves discussions between the teacher, parent and child and focusses on the development of learning goals as well as sharing the learning that the child has already achieved. These conferences focus on the partnership between the teacher, parent and child in ensuring that the child is making the kind of progress that should be expected and sharing information that might be pertinent to the development of goals. We encourage students to be responsible for their own learning and to set goals for the semester. A written report and portfolio of student work is presented at the end of each semester with an option of a parent/teacher meeting.

Student Support Groups

For students who require a little extra monitoring in their learning the school holds an SSG (Student Support Group) meeting every term to set goals and ensure that the students are getting the best provision possible. These meetings include the parents, teacher, support staff and the Disability Inclusion Coordinator. They are designed to set goals and monitor the student's progress towards them. It is also an opportunity for those involved to share ideas to support the student's learning both in school and at home.

Disability Inclusion

Those students who require specialised support will be supported by our Disability Inclusion Coordinator. This involves seeking support and advice from outside professionals, the parents and the staff to ensure that we are providing the appropriate level of support for the student. The Disability Inclusion Coordinator facilitates the application process for extra funding for these students so that they can enjoy success in their schooling no matter what challenges they are facing.

Curriculum & Enrichment Activities

From 2026, the Victorian Curriculum F-10 has been implemented within Victorian schools.



The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The general capabilities outlined in the Victorian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young

Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in English, mathematics, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and attitudes that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Victorian Curriculum includes four capabilities:

- Critical and creative thinking
- Personal and social
- Ethical
- Intercultural



The Victorian Curriculum also addresses the cross curricula priorities of:

Aboriginal and Torres Strait Islander histories and cultures will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

Asia and Australia's engagement with Asia will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.

Sustainability will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

At Lilydale Primary School we include these capabilities and cross curricula priorities within the subject areas of: English, Mathematics, Science, Humanities, Technologies, Language, Visual and Performing Arts, and Health and Physical Education .

Sport

The School takes part in all the District Sports competitions including Cross Country, Swimming, Athletics and Interschool Sports. In order to ensure our students get lots of experiences in sport we also access expert coaching through the Sporting Schools Program which allows us to give the students a range of sporting experiences including little known sports. This range of opportunities ensures that we cater for every sporting ability and give students the chance to experience a range of sports that they would otherwise miss out on.



The Arts

Visual Arts

Students attend Art class for an hour a week with a Specialist Art Teacher

The Visual Arts program exposes students to a number of artists and styles, enhancing their Art appreciation and the impact of Art in society. Students experiment with a variety of techniques, materials, processes and technologies. They are encouraged to develop their creativity and imagination. Each year students' work is displayed in the Lilydale Primary School Art Show, where the Art Room is transformed into a "Sea of Art". Students feel tremendous pride showing off their Art pieces to their family and friends. Over the years students have created many Art works for the school grounds which brighten up the school and create lasting memories.

Performing Arts

The Performing Arts Program consists of weekly Music, Dance or Drama sessions for all students. Lessons develop students' understanding and appreciation of music and musicians. Song, dance and instruments are incorporated into lessons. Students in Level 3 learn the recorder and those in Level 5 and 6 learn keyboards. All students are involved in the annual School Performance and also the Christmas Concert. Students in Level 3—6 have the opportunity to join the Choir, which performs at many local events. Students also have the opportunity to have keyboard lessons through external teachers who come to the school.



Book Club

The school acts as an agent for Scholastic Australia who offer books at reasonable rates. Catalogues are distributed approximately every six weeks, with a return date advertised in the Newsletter.

Swimming Program

The Swimming Program at Healesville Indoor Pool has continued to provide quality tuition in water safety, swimming and survival skills at all levels and is completed in Term 1 every year.



Incursions, Excursions and Camps

Excursions and visits to the school by performers and speakers, which are an integral part of the curriculum, are arranged from time to time during the year. In planning these, the staff takes into account the educational experience to be gained and the costs to parents. The School's policy is that no child should miss out on these experiences if it can be avoided. No child will be permitted to attend our excursion or camp unless full payment is made prior to the event or the issue has been discussed with the Principal. No child can be taken on an excursion outside the school's immediate neighbourhood unless written permission and authority to take emergency action in the case of accident or serious illness has been received from the child's parent or caregiver.

Camp Timetable

Prep–Grade 1	A night of Activities back at School
Grade 2	A night of Activities back at School
Grade 3/4	Adventure Camps
Grade 5/6	Odd Year— Phillip Island Even Year—Sovereign Hill

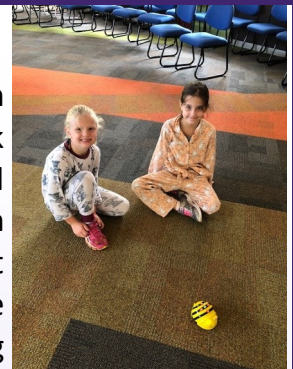
ICT in the Curriculum

At Lilydale Primary School computers are an important educational tool integrated across the school curriculum. Students have access to the school's computer network in the classroom through desktop computers and iPads in all levels. Students also have access to a wide variety of ICT experiences and will develop a range of useful skills. Digital cameras, data projectors and interactive whiteboards feature as tools that students become familiar with. Activities include word processing, problem solving in real life situations, animation, mathematics, language, spreadsheets and databases, use of Power Point and topic related software including graphics and drawing, digital movie making and computer animation. Keyboard skills are also emphasised. Students have supervised and structured access to the DET Internet cache. Students have access to the Computer lab twice a week. The school has an internet usage policy and both students and parents need to sign a contract which outlines acceptable computer and internet usage.



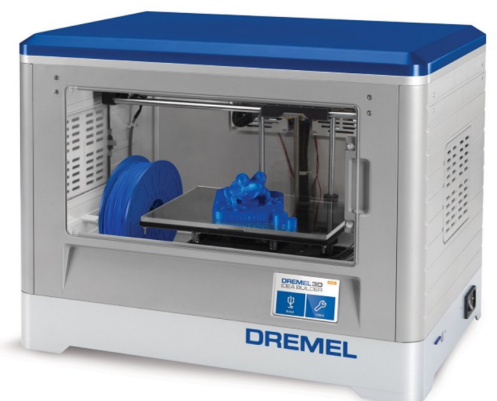
Robotics and Coding

At Lilydale Primary School we are concerned to prepare our students for a future in which computer programming or coding will be an important part of everyday work life. In order to give our students the best possible start we use a program called CODE.org to track and monitor students skills in computer programming starting in Prep. The students then use this knowledge to apply to the robots that we have at the school. The Prep to Two students use Beebots which can be programmed on the bot itself, the Grade 3 and 4 students use Ozobots which can be programmed using a computer or simple lines and colours that have different meanings. The Grade 5/6 students use Spheros which are advanced robots that can be coded in very complex ways. The students also use these robots and coding skills in all areas of the curriculum to demonstrate their understanding of various concepts.



Computer Aided Design

We have introduced Computer Aided design into our curriculum. This involves the students in the study of the Design process and how this can be used to solve real life problems. The Makerbot digitisers allow students to scan in their prototypes and alter them digitally on the computer. These images can then be three dimensionally printed using one of our three 3D printers.



School Production

Every even year the School produces a School Production which is run by the Performing Arts teacher and includes performance from all year levels and the Choir. This is a very important part of our year and ensures that the students recognise the value of working together as a group and the value of public speaking. The main roles are filled by the Grade Five/Six students though every student is encouraged to be part of something magical on stage. The production takes place in Term 3 and is an evening that the whole School Community comes together to enjoy.

Extension Programs

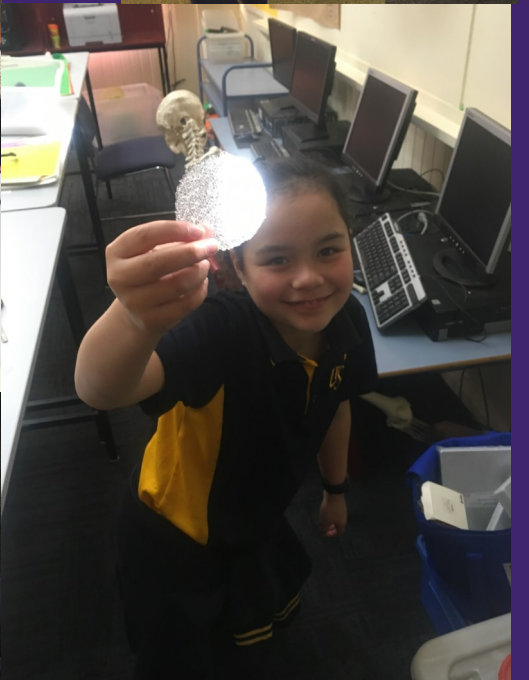
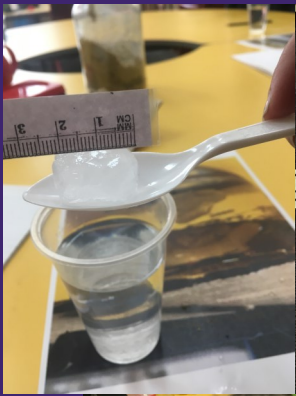
In order to support students to reach their full potential our school provides extension programs in Visual Art, Japanese, Performing Arts and in English and Mathematics. The students identified as requiring this support work closely with the teacher and special projects or competitions are entered to challenge our gifted students to improve their work even further. The Mathematics extension group enter Australian and International competitions based on project that require complex problems solving.

Science

Science is a very important part of the curriculum at Lilydale Primary School and we have a Primary Science Specialist to lead the Science work we complete with the students. Each class will complete at least one hour of Science instruction every fortnight. The Science Curriculum is divided into three strands, Science as a Human Endeavour, Science Understanding and Science Inquiry. The children take part in Science experiments and follow the scientific process to ensure they learn the basic of scientific theory by completing the experiments themselves.

The content of Science Understanding can inform students' understanding of everyday phenomena, as well as contemporary issues such as resource use, emerging technologies, climate change and protection of biodiversity. The importance of these areas of science can be emphasised through the content of Science as a Human Endeavour, and students can be encouraged to view historical and contemporary science critically through aspects of the Science Inquiry strand, for example by evaluating and communicating. We have newly introduced lab coats for the younger students and they enjoy dressing up and completing their amazing experiments.





Science

Perseverance Respect Inclusion Determination Encouragement

LUNCHTIME CLUBS

MONDAY

Choir Grades 3-6



TUESDAY

Lego
Library



WEDNESDAY

Library
Chess



THURSDAY

Judo



FRIDAY

Gardening &
Construction



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School Garden and Chickens

The School has a well-established garden and we have a garden club that runs every Friday to learn about the plants and how can care for them. The Chicken Coop was upgraded in 2024 to house 4 chickens that the students help to look after. The students collect the eggs daily and they learn to appreciate where different food comes from.



Japanese

Japanese is taught to all students from Prep to Year 6 and includes common greetings, number work, colours and developing into whole conversations. Our experienced Language Teacher ensures that the students are fully engaged in language learning with hands on activities that stimulate the students understanding of the Japanese language.

Healthy Eating and Physical Fitness Policy

All students are encouraged to drink water in class, as well as during and after physical activity.

The school encourages all students to eat fresh fruit daily.

Confectionery and high sugar drinks have been removed from the lunch order service.

All students take part in weekly PE and sport programs. Level 5 and 6 students participate in Interschool Sport. Students are involved in additional Sports programs and clinics throughout the year such as Bowls, Gymnastics, Soccer and AFL.

The school takes part in Ride2School and Walk2School days and organises a series of health related fitness activities at school throughout the year.



Premier's Reading Challenge

Lilydale Primary School takes part in the Premier's Reading Challenge. Since 2005, the Challenge has promoted the importance of reading among students in Victorian schools and encouraged families and parents to be more involved with supporting children's reading in and beyond school. Parents with children who are new to the Challenge will soon find out that this challenge provides an easy and fun way for children and young people to record their reading as they try to reach the set reading targets. Those parents with children who have participated in previous Challenges will know that, apart from the intrinsic rewards reading provides, there are certificates of achievement for those learners who reach their reading targets. Last year, our students read over 9,500 books during the challenge and we hope to do even better in 2024. We expect that all the students at Lilydale Primary School will continue to improve their reading skills and stamina by taking up this challenge.

Reading and Maths

Resources for use at home and at School



At Lilydale Primary School we are always looking to identify new ways that we can enhance the learning resources available to our students. Lilydale Primary School introduced Sunshine Online to our school in order to provide extra resources for teachers and parents who want to encourage and consolidate their child's learning.

This web based resource provides books and activities for students to use both in the classroom and at home. As part of the subscription it allows parents and teachers to access:

Over 550 levelled books to supplement the books the students are already using

Over 1000 interactive activities to support learning in Literacy and Numeracy

High frequency word lists

Extra fiction and non-fiction titles in the "Bookshelf" area levelled to the students' needs

Letter blends resources

Word Families resources

Indigenous Titles

Numeracy activities



A subscription to Sunshine online for parents would normally cost **\$99** per family but through our subscription parents can access these wonderful resources for **free**. In order to access our subscription you should go to www.sunshineonline.com.au or click on the link on our school website.



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT



SWPBS

What is SWPBS?

SWPBS is an evidence-based school improvement approach that creates a positive and supportive learning environment for all students. It focuses on teaching and reinforcing positive behaviours while providing targeted assistance to students who may need extra support, leading to a more successful and inclusive learning community. When implemented well, it ensures that all students receive support to maximise behavioural, wellbeing and academic growth.

The approach also improves teacher wellbeing by providing them with the tools to establish positive climates for learning where they can focus on teaching and learning, by increasing engagement and instructional time.

SWPBS is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Acknowledging Positive Behaviours



Students displaying the behaviours on the Lilydale Primary School Positive Behaviour Matrix will be acknowledged by receiving a bee from a member of staff.

These bees can be collected and exchanged in the classroom for rewards.



- Be Respectful
- Be Safe
- Be Kind
- Be a Learner



PS | POSITIVE BEHAVIOUR MATRIX

Lillydale
Primary School



RESPECTFUL



SAFE



KIND



A LEARNER

CLASSROOM	YARD	MOVING ABOUT	DIGITAL	ALWAYS
<ul style="list-style-type: none"> ● I am calm and quiet when I am inside. ● I put my hand up during learning time if I would like to share. ● I say please and thank you. 	<ul style="list-style-type: none"> ● I eat in the Golden Forest and put my rubbish in the bin. ● I look after our school equipment and playground. ● I use our toilets and taps appropriately and respect privacy. 	<ul style="list-style-type: none"> ● I move quietly in the buildings. ● If I am a messenger, I knock and wait quietly. 	<ul style="list-style-type: none"> ● I follow the Users Agreement when using laptops, iPads and computers. 	<ul style="list-style-type: none"> ● I use appropriate, inclusive and respectful language. ● I respect others personal space and belongings. ● I respect other people's contributions, ideas and beliefs. ● I question respectfully.
<ul style="list-style-type: none"> ● I ask to leave the classroom during class time. ● I sit during eating time. ● I follow the school safety plan and listen to the teachers instructions. ● I use equipment safely and for its intended use. 	<ul style="list-style-type: none"> ● I get help from the yard duty teacher if someone or myself is hurt. ● I wear my hat during the sun smart months (Term 1 and 4). ● The Golden Forest is a quiet and calm place that we walk through. ● I stay outside when it is play time. ● I always stay in bounds. 	<ul style="list-style-type: none"> ● I keep left when on the stairs and in hallways and I stay in my line. ● I am in the right place at the right time. 	<ul style="list-style-type: none"> ● I will only use school approved apps and websites. ● I will keep my login details, personal information and passwords private. ● I leave my phone/smart device in my bag until I hand it into the tub each morning. 	<ul style="list-style-type: none"> ● I offer support or seek help when needed. ● I use my breathing technique/calming strategies. ● I request a break when needed and follow the break rules. ● I keep my hands and feet to myself.
<ul style="list-style-type: none"> ● I can use empathy and I am aware of other people's feelings. ● I am encouraging of others. 	<ul style="list-style-type: none"> ● I am an Eco Warrior and look after our school grounds. ● I share the playground space with everyone. 	<ul style="list-style-type: none"> ● I am aware and considerate of others in the school. 	<ul style="list-style-type: none"> ● I use kind, inclusive and respectful language online. 	<ul style="list-style-type: none"> ● I am inclusive and I look out for others' wellbeing. ● I am honest. ● I use good manners. ● I am mindful of my words and actions. ● I care for my mind and body.
<ul style="list-style-type: none"> ● I actively listen to help me learn. ● I am on time, organised and ready to learn. ● I stay focused and remain on task. ● I allow others to learn. 	<ul style="list-style-type: none"> ● I go to the toilet and have a drink at play times. ● When the music starts I pack up quickly and line up. 	<ul style="list-style-type: none"> ● I enter rooms quietly and calmly. 	<ul style="list-style-type: none"> ● I use technology as a learning tool. 	<ul style="list-style-type: none"> ● I come to school ready to learn. ● I have to go into the learning pit to learn new things.

Gardening and Construction Club



Perseverance Respect Inclusion Determination Encouragement

Student Engagement and Wellbeing Plan

The Student Wellbeing Policy outlines expected behaviours of students at Lilydale Primary School.

‘The school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.’

Lilydale Primary School is “a community of children, teachers and parents” which encourages excellence in our

- learning and teaching
- care of each other
- contribution to society
- care of our environment



As with all communities, there are basic principles needed to ensure that the rights of our members are protected and that they are free to pursue the aims we value.

- All individuals are to be valued and treated with respect.
- Students have a right to work in a secure environment without intimidation where they are able to develop their talents, interests and ambitions.
- Parents should expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged.
- Teachers should expect to be able to teach in an atmosphere of order and co-operation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.



Lilydale Primary School implements wellbeing support structures and programs which prioritise and address the identified needs of individual students or the school as a whole.

The school maintains programs such as:

- Better Buddies
- Student of the Week Awards
- Transition Programs
- Restorative Practices
- Schoolwide Positive Behaviours
- Junior School Council
- Student Representative Council
- Leadership Skills
- Multi Age Groupings



The school provides the following support structures:

- Monitoring of and responding to protracted student absences
- Trauma Management Process
- Protocol for Mandatory reporting
- Student Support Groups for Students in need
- Expected Behaviours checklist/Consequences
- Student Wellbeing Support



The school also has access to outside services to provide support for students, staff and families:

- Department of Education and Training
- School Nurse
- CYMHS (Child and Youth Mental Health Service)
- Anglicare
- Family Care
- Orange Door



This Information booklet is designed for you to understand the programs, policies and procedures of our wonderful school. We believe in developing all students to their full potential and developing programs that emphasize the importance of hard work, enthusiasm and having a go. Our School values underpin all our work and we believe passionately that all students can make progress through support, extension and tasks that relate closely to real life situations. We are sure that you will find this booklet useful as you decide where to educate your child.

If you have any questions relating to the information contained in this booklet or would like to arrange a tour of our school please do not hesitate to contact us on the telephone number or Email address below. We look forward to hearing from you soon and starting to discuss how we can maximize the learning potential of your child.



Lilydale Primary School

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