



GARRANG WILAM
PRIMARY SCHOOL

Parent Handbook 2025

Parent Handbook

Principal's Welcome

Congratulations on choosing Garrang Wilam Primary School for your child's start to their formal education. Welcome to you and your family as together we ensure your child has the best learning experiences and development opportunities possible. Our students excel in the vibrant, positive and connected community we create together.

We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.

Garrang Wilam (pronounced: *gar-rang wil-um*) is taken from the Woi-wurrung language, as spoken by the Wurundjeri people, and means 'eucalyptus home'. Our logo means elders and students focused together, and encourages us to 'dream big'.

Your child will be expected to become actively involved in their learning whilst building a positive school culture. They are expected to work and play co-operatively so that everyone feels respected, confident and safe. A respect of all cultures and beliefs is an essential characteristic of global citizens, thus we live by a set of values that underpin this. We want our students, staff, parents and community members to show;

Together - Be a team player

Focus - Be a learner

Strength - Be courageous

Leadership - Be influential

Your child is beginning at Garrang Wilam Primary School at a very exciting time in the history of the school. Your child is the first cohort and will be instrumental in establishing the positive culture and community vibe at the school.

Your involvement in your child's learning cannot be over-emphasised. As parents, the school values your support to optimise your child's learning and development. I encourage you to be involved where possible, whether it be through reading at home with and to them, supporting and encouraging your child's independence appropriate to their age or simply being positive about school and learning.

Wominjeka!

Carly Corr - Principal

School Vision

VISION

Our students excel in the vibrant, positive and connected community we create together.

MISSION

We invite all students to come and learn, to belong and work collaboratively in their pursuit of learning. Our people are invested in deliberate practice to create a community that truly makes a difference. Our community will develop over time through shared experiences and an aligned focus on what matters; learning.

PURPOSE

Our endeavour is that after 7 years of education your child is just as curious and displays a yearning for learning as when they first arrived filled with wonder. Education is about the 'Aha' moments when a child's world expands and connects. The first moment is when they have learnt to read. They have mastered that symbols have sounds, that a collection of sounds make words, they can decode and read with purpose and meaning. They are able to transfer their thinking into meaningful words to entertain, persuade and inform for a variety of audiences. Writing is powerful. We want your child to see the purpose and connection in all that they do. That moment when they apply problem solving and mathematical thinking to make a robot dance, or engineer and print a 3D object to a design solution or maybe even create an image or make a sculpture come to life through enhanced digital technology.

We want your child to understand how their brain works and what their body needs to function, flourish and thrive. We want your child to learn a language that is not their first. But most of all we want your child to understand they can influence their world now and into the future. After all, this generation will be the ones who will live with sustainable environmental solutions and probe for innovative policies and practices to work with Artificial Intelligence in an ethical and social manner.

The success of our outcomes is due to our collective approach to

- Positive education
- High expectations
- Clear instructional framework for teaching and learning
- Using evidence and research to make decisions
- Partnerships

Our goals

- Student learning growth
- Empowering student voice, leadership and agency

- Building pride and confidence

Our imperatives are

- Safety, people, culture
- Organisational capacity and capability
- Consistent teaching and learning framework

Our Metrics

- Student achievement, student voice, goal development and wellbeing outcomes
- Parent opinion and contribution
- Staff development and wellbeing

OUR STORY IS UNIQUE

We are brought together by telling our stories to each other. We are brought together by listening to each other's stories. Really listening.

No matter whether we were born in Chile, the Philippines, Samoa, Vietnam, India, Sri Lanka, Bangladesh, Ethiopia, Tonga, Pakistan, New Zealand, Nepal, Australia, Fiji, Philippines, Spain, China, Vietnam (ADD IN ALL COUNTRIES) or whether we can speak Hindi, Punjabi, Somoan, Gujarati, Urdu, Nepali, Amharic, Bengali, Tamil, Vietnamese, Tongan, Spanish, Pashto, Oromo, Filipino, Mandarin, Kurdish, Italian, Malayalam Telegu, Arabic or English, or what cultural traditions or religious practices we follow, we all have something in common; stories. Your story, my story, our story.

Stories tell us we are not alone.

Stories make us feel connected.

Stories help us to belong.

Stories make us understand.

Stories make us cry.

Stories make us laugh.

Stories make us think.

Stories inspire us.

Stories make us curious to find out more.

Stories can make us sad.

Stories can make us feel proud.

Our story begins with Bunjil the Eagle,

In the Kulin nation in central Victoria he was regarded as one of two moiety ancestors, the other being Waa the crow. Bunjil has two wives and a son, Binbeal the rainbow. His brother is Palian the bat. He is assisted by six *wirmums* or shamans who represent the clans of the Eaglehawk moiety: Djart-djart the nankeen kestrel,

Thara the quail hawk, Yukope the parakeet, Lar-guk the parrot, Walert the brushtail possum and Yurran the gliding possum.

According to one legend, after creating the mountains, rivers, flora, fauna, and laws for humans to live by, Bunjil gathered his wives and sons then asked Crow, who had charge of the winds, to open his bags and let out some wind. Crow opened a bag in which he kept his whirlwinds, creating a cyclone which uprooted trees. Bunjil asked for a stronger wind. Crow complied, and Bunjil and his people were blown upwards into the sky. Bunjil himself became the star Altair and his two wives, the black swans, became stars on either side.

A Boonwurrung story tells of a time of conflict among the Kulin nations, when people argued and fought with one another, neglecting their families and the land. The mounting chaos and disunity angered the sea, which began to rise until it had covered the plains and threatened to flood the entire country. The people went to Bunjil and asked him to help them stop the sea from rising; Bunjil agreed to do so, but only if the people would change their ways and respect the laws and each other. He then walked out to the sea, raised his spear and ordered the water to stop rising

The land on which our school sits has many stories to tell and this is just the beginning.

During the time of European settlement the site was owned by a member of the Cropley family; George who married Catherine Cropley.

In 1850, George Cropley and his 4 brothers came to Truganina from Lincolnshire, England. They travelled by boat. George was a farmer and kept cows for his dairy, and grew hay to feed horses. George and his brothers had 2 farms called 'Mayfarm' and 'Stoneleigh.'

In 1855 – Catherine Searle and her family migrated to Truganina from Cornwall, England. Catherine was a school teacher.

We know both George and Catherine's families were wealthy and educated because they had a governess and servants and they could afford to travel by boat to Australia and they could afford to purchase land to build their farm.

In 1859 George bought 4 plots of land from his brothers to make a bigger farm and called it 'Mayfarm'. The farm was 120 hectares. A football field is 1 hectare so the farm is the size of 120 football fields. Part of the farm was used to grow hay to feed the animals, most of it for horses.

Some of the hay from the Skeleton Creek farms was sent to India. The hay was considered the best in the world.

Catherine Cropley, the wife of George, created a school. Maybe one of the first female Principals in the area. Catherine was taught at home by a governess in

England. When she came to Australia she could see that the younger children on the farms needed someone to teach them how to read and write like she did. So that is why she decided to make a school on Mayfarm. There were 12 children when it started and up to 100 students. The school moved 3 times as more families came to live in Truganina. The school had 2 rooms. It was made of wood, had a dirt floor, a fireplace with a wooden chimney for heating, and the walls were lined with canvas (material).

1 classroom – a large desk for the teacher and 4 long wooden seats. 3 children could sit on one seat.

1 room for the teacher to live in.

50 years ago (In 1968) there was a big bushfire and all of the Truganina buildings were burned down.

The next part of our story is about a land developer. The land was sold to accommodate a growing population in Melbourne. The peacock that is standing proudly watching over the school was donated by the land developer. This is where you come in.

There are many reasons your families bought land and built a shelter for you. Each and every one of you has a story to tell. A beautiful story. A journey of hope, transitions and change. Some are filled with sadness and grief, at leaving loved ones behind. Some are filled with hope about bringing loved ones into your home.

And so a school was born.

Natalie Nelson was appointed as Principal of this school. She wanted to create a symbol to reflect who we are now and the journey we have travelled to get here; a connection between our first peoples, and you.

In order to create a symbol that was worthy of our story, she commissioned an award winning artist, Deanne Gilson. Deanne Gilson is a proud Wadawurrung woman and she created an image that represented four elements

- we are all different, yet the same
- we have our own unique strengths
- we are all part of something bigger than ourselves
- but also held the vibrant colours of the Western Volcanic Plains and had a 'bush tucker' element to it.

The colours chosen are reminiscent of the native grasslands and eucalyptus trees that were here and have been replanted in your new school.

- The straw is the native grassland.
- The green is the eucalyptus.
- The magenta is the flowering gum.
- The bright gold colour represents the sun and the hay from the farm.

- The larger shapes represent elders or adults and the smaller shapes students.
- There are four elders and four students. The same.
- They are all looking at each other in a circle.

Our logo means 'Elders and Students Focused Together'.

The name of our school Garrang Wilam (pronounced: *garr-rang wheel- arm*) is taken from the Woi-wurrung language, as spoken by the Wurundjeri people, and means 'eucalyptus home'.

And that is what we hope we make - a home.

Our story is just beginning. We will write our story many times over.

SCHOOL VALUES

A respect of all cultures and beliefs is an essential characteristic of global citizens, thus we live by a set of values that underpin this. We want our students, staff, parents and community members to show;

Together - Be a team player

- I help others succeed
- I allow teachers to teach and students to learn
- I learn about other cultures and backgrounds
- I use my head and my heart to benefit others
- I am a team player and a good friend
- I celebrate others achievements

Strength - Be courageous

- I smile and use my manners
- I raise my hand when I want to speak
- I choose to do what is right even when no one is looking
- I push through challenges
- I know my inner layer holds me together
- I will push myself towards challenges

Focus -Be a learner

- I am ready to learn (Stop, Engage, Track the speaker)
- I actively participate so I can progress
- I am curious, creative and ask questions
- I am willing to have a go even when it is challenging
- I set goals
- I accept feedback

Lead -Be influential

- I use my inner ability to be the best that I can be
- I speak up when something feels wrong
- I am kind to myself and others
- I explain my goals and my thinking
- I accept adult decisions and express my opinion without arguing

SCHOOL INSPIRATION

I am a curious learner of Garrang Wilam Primary School. I will show leadership by being kind, respectful of others and a good listener. I will represent our School Values in the classroom and the community by caring for our environment, encouraging others, and doing my best to grow.

POSITIVE EDUCATION

The school values are Together, Focus, Strength, Lead. We will celebrate students demonstrating those behaviours at weekly student led assemblies.

We will explicitly teach and model expected behaviours and follow a positive education approach. School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

We will be working in partnership with all community members to begin our SWPBS journey to enhance our positive learning community. We hope to achieve:

- Establish clear and consistent expectations of student behaviours against each of the school values
- Establish a clear procedure of responding to behaviour expectations
- A whole school system of acknowledging positive behaviours
- An SWPBS launch/ celebration event

BULLYING

All students at some stage or another can be rude, mean and exclude others. At Garrang Wilam Primary School we see this as a teaching moment. If a major incident occurs parents are contacted and a natural consequence is given in line with our

expected behaviours matrix. Bullying by its definition, means it is targeted and sustained. We follow a strict process to investigate all claims of bullying and bullying behaviour. It is not tolerated.

PROMOTING A POSITIVE CULTURE

We

- teach students how to interact and negotiate with each other.
- model directly and indirectly how to care, share and respect one another.
- provide outdoor experiences and excursions that promote a care and hope for environmental conservation.
- allow students to collaborate throughout their schooling.
- guide students to accept and understand different cultures.
ensure learning opportunities are designed so that they are developmentally appropriate for each individual child.

FOSTERING DEEP THINKERS

We I

- provide a high-quality education that connects authentically to their world.
- teaching students how to ask deep questions and create learning environments that encourages questioning and wonder.
- ensure students can express their understandings in different ways.
- teaching students how to be reflective learners so they can articulate how they learn.
- Provide rich provocations that foster authentic experiences connected to the real world.
- explicitly teach the essential learning skills to think.

DEVELOPING AGENCY FOR ALL LEARNERS

We

- create an environment where students can display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn.
- partner with students in making decisions about teaching and learning.
- ensure activities for students are challenging and engaging where they have individual goals that they monitor and track.
- classroom environments are resourced and organised so students can access materials and resources independently.
- foster stamina for independent learning is created at our school.
- ensure experiences will promote a growth mindset and design learning that stretches their thinking.
- create a culture where students take responsibility for their learning and are, on the whole, independent and self-regulating learners.

- develop opportunities to reflect, take action and accept the responsibility that comes with problem solving.

RESPECT AS AN INTEGRAL PART OF OUR SCHOOL

We

- foster tolerance and respect individual strengths and weaknesses.
- teach the behaviours and actions that demonstrate respect of ourselves, others and the environment.
- understand that respect is about positive regard for others and is not about power.

EXCELLENCE AND PRIDE IN OUR EFFORTS

We

- provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment.
- teach students about growth mindset so we can apply this in our lives will support us to strive towards reaching for our goals.
- show courage when embracing mistakes to support us to grow and learn.
- stop and celebrate our achievements.
- be a great model who strives for improvement and positive mindsets.

FACILITIES

Garrang Wilam Primary School is a proud public education provider, located 22 kms west of the city of Melbourne. The school includes an administration building, two learning neighbourhoods, a gymnasium complex, outdoor courts and sports fields. Inside the administration building houses a large library, first aid facilities, visual arts space, space for science/ technology, food technology space, which we will call 'Culinary Haven'.

There is enough room to accommodate between 480- 520 students in these buildings. The site has also been planned to accommodate a peak enrolment of larger than 525 and have allowed for portables to be onsite without compromising any dedicated play spaces.

The gymnasium complex includes a stadium quality basketball/ netball sized gymnasium with tiered seating, an outstanding music facility which doubles as a stage for the gymnasium. There is also a canteen and change room facilities and an extensive foyer. It is anticipated that these facilities will be utilised for community usage including a shared arrangement with local sporting clubs to ensure sport can be accessed onsite after school.

The contemporary Learning Neighbourhoods include a range of learning settings that support various modes of learning and teaching. These include: flexible

collaborative learning spaces, explicit instruction rooms, project studios, quiet reading or small group nooks, small group spaces, presentation/ storytelling amphitheatre, unisex toilets and staff work spaces. The design allows all students to experience a range of teaching and learning approaches to ensure they reach their personal best. The extensive outdoor spaces include hard courts, full sized grassed football oval, outdoor stage, nature play with a dry creek bed, agility playground and an extensive carpark.

TOILETS- UNISEX

The toilet facilities meet design standards in relation to accessibility, inclusivity, privacy and safety. In each learning neighbourhood there are two lots of toilet facilities and one disabled toilet area that enable students to access toilets without leaving the building. This enables improved safety for our students as they do not need to leave the teaching and learning space. The hand washing area is accessible by both boys and girls and can be monitored by staff from the learning neighbourhood or whilst on yard duty. The toilet cubicle is lockable and has a door that goes from floor to ceiling allowing for increased privacy in comparison to older style cubicle toilets where students could look underneath or over the top. In each bathroom space there are 3 individual cubicles and these will be designated as either male, female or unisex to respect our student's needs/ preferences.

At Garrang Wilam Primary School we will be explicitly teaching students how to develop respectful relationships through activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships.

Respectful Relationships is an initiative to support schools and early childhood education settings promote and model respect and equality.

Taking a whole-school approach to Respectful Relationships is about embedding a culture of respect and equality across an entire school community, from our classrooms to staff rooms, sporting fields, fetes and social events. This approach leads to positive impacts on students' academic outcomes, mental health, classroom behaviour, and relationships between students and teachers.

If students behave inappropriately in regards to the schools expectations, including in the toilets, behaviours will be addressed in line with our Student Engagement and Wellbeing Policy and Bullying Prevention Policy.

Operational Matters

NORMAL HOURS OF ATTENDANCE

8:40 - 8:50 am	Supervision
8:50 - 9:50 am	Session 1
9:50 - 10:50 am 10:40 -10:50 am	Session 2 Snack eating time
10:50 - 11:20 am	Recess
11:20 am - 12:20 pm	Session 3
12:20 - 1:20 pm	Session 4
1:20 - 1:30 pm	Supervision- Lunch eating time
1:30 - 2:00 pm	Lunch
2:00 - 3:00 pm	Session 5

PUNCTUALITY

Punctuality is important from the onset of school to set good standards for their future lives. Often if late, a child will feel embarrassed and have cause for unnecessary discomfort. It also disrupts the class and children who are 'ready to learn'.

Students arriving late or leaving early will need to sign in or sign out at the self-service kiosk located at the school office. If your child arrives after 8:50 am, they will need to sign in via the office.

It is important that there is a teacher in the room when you arrive in the morning. Please understand that sometimes teachers have meetings and collegial discussions in the morning. We ask that the children do not enter without a teacher present.

The Welfare Officer will contact parents of children who are consistently late. Late arrivals are disruptive to class programs and adds undue stress to the student, teacher and peers.

How about 10 minutes late a day? Surely that won't affect my child?			
He/she will only miss...	That equals...	Which is...	Which over 13 years of schooling is...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly 1.5 years
20 minutes per day	100 minutes per week	More than 2.5 per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1.5 years
1 hour per day	1 day per week	8 weeks per year	Nearly 2.5 years

If you want your child to be successful at school, attendance is a great beginning.

STUDENT ABSENCES (AWAY FOR THE ENTIRE SCHOOL DAY)

Regular school attendance is vital to maintain a high level of student achievement and engagement, support the development of positive relationships and develop independence and responsibility.

1 or 2 days a week doesn't seem like much but...			
If a child misses...	=	Which is...	Which over 13 years of schooling is
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Nearly 2.5 years
2 days per week	80 days per year	16 weeks per year	Nearly 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

When a student will be absent, or has been absent for one or more entire days, the parent/guardian should record this on Compass. Specific information about Compass and parent login details for Compass will be provided to each family. If the parent/guardian is having any difficulties using Compass, they can:

- Send a note from home – signed and dated by the parent/guardian
- Telephone the school office on 7301 7000
- Email the school office Garrang.wilam.ps@education.vic.gov.au

All families requesting absence for extended family holidays must make this in writing. Extended absences will be approved on a case by case basis. Please record the absence as 'extended family holiday' so we may track our data.

LATE ARRIVALS

When a student arrives after 8:50am, they need to sign in at the Compass Kiosk located at the front Office and take the late pass slip to the class teacher. If a student arrives at class after the roll has been marked and does not have a late arrival slip, the teacher will send the student back to the office to obtain a late arrival slip.

EARLY DEPARTURES

When a student needs to leave the school before the final bell for the day, they must be signed out by a parent/guardian (16 years or older). The parent/guardian must go to the office first to sign the student out on Compass and obtain an early departure slip. An office staff member will contact the grade and your child will walk to the office with their bag to meet you. It is recommended that a parent/guardian calls the front office prior to picking up a student, this is so that the class teacher can have the student prepared and ready to go causing minimal disruption.

SCHOOL DROP OFF AND PICKUP

A yard duty teacher is present in the school yard from 8.30am each morning. We ask that all students arrive at school at 8:40am and be no later than 8:50 am. Any student at school before 8.30am MUST be supervised by a parent/guardian or be booked into before school care.

Students are released from school at 3.00pm each day. Parents collecting their child from school must collect them between 3.00pm – 3.10pm. Parents should be on time as children can become distressed when parents are not present at collection time. If a parent realises they will be late to collect their child, they should notify the office staff. Any student on school grounds after 3.15pm, must be supervised by a parent/guardian or be booked into aftercare.

BELLS

Garrang Wilam Primary School has chosen to be a 'no bell' school. There will be music played at the end of the break times (lunch and recess) to indicate to the students to line up.

TRAVELLING TO SCHOOL

Skateboards, Roller blades and shoes with wheels are not permitted at school at any time. Foundation to Year 6 students are permitted to ride bikes and scooters to school only if wearing helmets and are to place their bikes and scooters in the lockable bike shed. It is recommended that younger students are supervised by their 'grown up'.

We recommend using the school crossing located on Alcock Road.

OUT OF SCHOOL HOURS PROGRAM

Team Kids coordinates our Out of School Hours Care Program.

Before school care operates from 6.45-8.40am

After school care operates from 3.00-6.15pm

The OSHC program is a paid service where students are supervised in a safe and caring environment outside normal school hours. The program aims to be a home away from home where the students are involved in planning the activities and where they genuinely enjoy attending. The program offers the following services:

Before School Care	6.45am – 8.40am	After School Care	3.00pm - 6.15pm
Holiday Program	6.45am - 6.15pm	Curriculum Days	6.45am – 6.15pm

Students have the opportunity to participate in stimulating activities, mix with their peers and have fun. The program can be used either casually or on a permanent basis and is registered with Centrelink which enables families that qualify, to claim Child Care Support At Before School Care students have the option of having a nutritious breakfast and activities to waken them up Students who attend the After School Care Program participate in a wide range of games, outdoor play, cooking and craft activities as well as having the opportunity to complete homework, mix with their friends and enjoy themselves. The Holiday Programs often involve excursions, incursions and planned theme days. OSHC information and registration forms will be

made available to families in Term 4 with registrations and bookings becoming available towards the end of the year. <https://teamkids.com.au>

HEALTHY EATING

A healthy, well-balanced diet is essential for students to aid learning and concentration through the school day.

Provide your child with two packs of nourishing food. Children are usually hungry at different times and may choose to eat a larger meal at break 1 than at break 2. Packing food that can easily be grazed throughout the day is ideal as well. A reusable drink bottle for children to fill with water is recommended. We discourage sugary drinks, sweets and chocolates. Students eat their food under supervision in the classroom. We also do not encourage food sharing or food swapping.

We encourage students to bring rubbish-free lunches so please consider this when packing lunches. Please label all food containers used instead of plastic wrappers.

OUTDOOR PLAY

In the first few days we will spend time visiting different areas of the playground and teaching them how to play in those areas. It is usual for most children beginning school to not venture far from the classroom and to parallel play rather than cooperative play. They will often play with lots of children, and may come home and say that 'no one played with me' or 'I couldn't find anyone'. This is not always the case, they often play with many children, but not one in particular.

Your child will enjoy playing on the play equipment, digging in the sandpit and playing games in our various play areas. Sandpit toys, balls and other sporting equipment are available for students to use.

We would prefer that precious toys, trading cards and games not be brought to school from home, to avoid tears if they are misplaced or damaged. It is difficult for young students to be responsible for these items.

ON WET OR EXTREME HEAT DAYS

All students remain in their classrooms if it is raining during break times until weather clears and it is possible to go outside. Students are supervised inside.

On days of extreme heat students remain inside and are encouraged to drink plenty of fluids. There is no provision to send students home on very hot days, but parents are able to sign children out and take them home. Students must have drink bottles, hats and sunscreen.

ART SMOCKS

An Art smock is required for each student. We have an amount of art smocks that students can use at school, however we appreciate further donations. We recommend an art smock that is of thick fabric, so clothes are kept clean.

BIRTHDAYS

We love to celebrate this special day with your child and if you are planning on bringing in a treat for your child to share with classmates, please be aware that we have a number of children with allergies to various products which will need to be communicated. Individually wrapped treats are preferred and these will be handed out at the end of the day to be taken home with the students. Please do not supply a whole cake.

Financial, health and safety matters

FAMILY AND STUDENT CONTACT DETAILS

It is important that the school has the most up to date contact details for each student and their family. Correct contact telephone numbers (home, work and mobile) are essential so that parents can be notified in case of illness, accident or emergency. Additional EMERGENCY CONTACT phone numbers for friends and/or relatives should also be provided in case the parents/guardians cannot be contacted.

PLEASE NOTIFY THE SCHOOL OFFICE IMMEDIATELY WITH ANY CHANGE OF ADDRESS, TELEPHONE, HOME LIVING ARRANGEMENTS or CHANGES TO COURT ORDERS.

MEDICAL AND HEALTH NEEDS

It is important that the school has the most up to date information of your child's health and medical needs. This includes all allergies, asthma and health diagnosis. A relevant Action Plan needs to be completed for Anaphylaxis, Allergies and Asthma as well as serious health needs such as epilepsy and diabetes. Action Plans and further information must be completed and agreed to prior to school starting.

All relevant Action Plans and medication can be dropped off at the Front Office on the first day of school.

From time to time your child may require administration of medication for short periods of time. You must complete the relevant form and ensure the Front Office is aware of the needs. Please note we are unable to give Panadol or Aspirin.

Our Anaphylaxis, Asthma and First Aid and Medication Policies are also available. Please contact the First Aid Officer if you have a child with a medical need.

COVID SAFE

The school will follow all Health Advice and Department of Education guidelines. The community will be kept informed of all changes.

THE PRIMARY SCHOOL NURSING PROGRAM

The Primary School Nursing Program is a free service offered by the Department of Education and Training (DET). It is available to all children attending government primary schools, English Language Centre Schools, Catholic and independent schools, in Victoria. It is part of a range of health and support services for school

students and their families. The aim of the program is to promote child health and wellbeing and to assist in the early identification of children with potential health related difficulties.

THE PROGRAM OFFERS FAMILIES AND CAREGIVERS:

- an assessment of any concerns you may have regarding your child's health and wellbeing
- advice and information about your child's health, and referral to other services if needed
- advice, information and support for families and school communities to promote the health and wellbeing of children and families.

AFTER THE HEALTH ASSESSMENT

If the nurse has concerns about your child's health after assessing your child, the nurse may contact you. The nurse may suggest referring your child to be assessed or treated by another health professional or agency. A report will be sent to you, outlining the outcome of your child's assessment, if required.

HEALTH ASSESSMENT FOR OLDER CHILDREN (GRADES 1 – 6)

If you or your child's teachers have concerns about your child's health, you can ask for the Primary School Nurse to review your child. Referral forms are available at your child's school or you can contact the school nurse directly at the closest DET regional office listed on the back page of this brochure.

HEALTH ASSESSMENT FOR CHILDREN AT ENGLISH LANGUAGE CENTRE SCHOOLS OR NEWLY ARRIVED

A health assessment may also be offered to the following children:

- all children attending English Language Centre schools
- any primary school children who have recently arrived in Victoria from residing overseas.

THE FOUNDATION HEALTH ASSESSMENT

A health assessment is offered to all children in their first year of primary school. Your child's school will provide you with an information package containing an information brochure on the Primary School Nursing Program and the School Entrant Health Questionnaire (SEHQ). You are asked to give information about your child's health history and any concerns you may have about your child's health. The SEHQ will provide important information about your child's health so that the nurse can make an effective health assessment. If your child needs a brief further assessment, such as a vision or hearing test, the nurse will see him or her at school. Your child

cannot receive a health assessment under the Primary School Nursing Program without your consent.

CURRICULUM CONTRIBUTIONS/PARENT PAYMENT

At Garrang Wilam Primary School, we are committed to providing the very best education for all our students. We are looking forward to a great year of teaching and learning and would like to advise you of our voluntary financial contributions for 2025.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all you support, whether that's through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

In the past year our community has supported us by paying these contributions which has allowed us to offer a robust and varied curriculum program. To sustain these programs this support is still needed. We hope that families will continue to pay these contributions so we can offer our existing program in 2025

Within our school this support has allowed us to resource an incredible Physical Education Program, Music Program and innovative and creative Visual Art offering as well as setting up a comprehensive Digital Learning Program with a focus on Robotics. We have resourced reading materials to bolster our take home reading program, classroom reading materials and library books, with over \$20,000 spent towards this. Every classroom has math toolkits for students to use when displaying their math knowledge. Kits are filled with hands-on resources such as MAB, linking cubes, tens frames, Cuisenaire rods, rulers and dice. The support has also contributed to our well-maintained grounds.

We thank you in advance for your continued support of our school and we look forward to working with you and your child/children in 2024.

You will receive a Parent Payment letter outlining the voluntary contributions per year level late December via email. Please speak to our Business Manager, if you have any queries in regards to financial matters.

There may be additional one off payments for excursions/ incursions or special events.

For further information on the Department's Parent Payments Policy please see <https://www2.education.vic.gov.au/pal/parent-payment/policy>

SCHOOL UNIFORM

Students are expected to comply with the Uniform Policy while travelling to and from school, during school hours and when attending school activities. The Uniform Policy has been developed in a considered way to provide choice for the student, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.

Uniform and Appearance

While at school, travelling to or from school or participating in school activities, students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms must be clearly marked with the owner's name
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden.

Hats - Students must wear suitable Sunsmart hats consistent with our Sunsmart policy when outdoors from September - April. Students are encouraged to wear protective headwear such as beanies at other times when outdoors. Hats are not to be worn inside. The school hat is a bucket style hat in grey.

Headscarves & Turbans - must be in school colours only- red, grey or white

Hair Accessories – must be in school colours only – red ,grey or white. Long hair should be tied back (for safety reasons)

Jewellery – no decorative jewellery to school. Stud earrings and sleepers are okay. Watches are permitted.

Socks – must be in school colours only (grey or white)

Shoes – black shoes must be worn, black runners are acceptable.

Dresses and Skirt– Knee High or short socks in school colours must be worn with dresses or grey or white tights – no long pants are to be worn under the dress except in the case of cultural reasons (leggings are acceptable, no track pants)

Pants/Trousers – can be worn with tops and jackets only – not with dresses, skirts except in the case of cultural reasons

Jumper/ Vest/ Soft Shell Jacket can be worn with dresses, skirts, shorts and trousers.

Sports Uniform may be worn on the days students are doing sport or physical education classes. These may be top, shorts, skirt or tracksuit pants.

Purchase of Uniforms

PSW is our uniform supplier. Their shop is located at

Unit 1, 195 Old Geelong Road, Hoppers Crossing

Contact number (03) 9768 0312

Normal operating hours are:

Mon - Fri 9am-5pm Sat 9am - 2pm (November - March)

Tue - Fri 9am-5pm Sat 10am - 1pm (April - October)

Click & Collect is also available

Please see PSW website for a full list of our uniform and prices, and ways to purchase the uniform. <https://www.psw.com.au>

Please contact the Principal or Business Manager to discuss support that we may be able to provide to families experiencing difficulty meeting uniform costs, including information about eligibility for uniform support through State Schools' Relief. Further information about State Schools' Relief is also available on their website: <https://www.ssr.net.au/>

Parents seeking exemptions to the Uniform Policy due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal for consideration.

Preferred branded items from uniform supplier	Items (can be purchased elsewhere)
Dress or Skirt	Beanie
Shirt - long-sleeve and / or short sleeve	Scarf
Jumper and/ or vest	Black Shoes – black runners are acceptable
Shorts and/ or trousers	Grey or white tights
Soft Shell Jacket	Grey or white socks - knee high and regular length
Bucket hat	

VISITORS TO SCHOOL

Any person visiting the school for any reason is required to FIRST go to the main office to sign in on Compass. All visitors should carry photo identification at all times. If you are not wearing a visitor's badge you may be asked to leave the school grounds.

WORKING WITH CHILDREN CHECKS

As a school, we encourage and appreciate the support and involvement provided by parents/guardians as this assists the school in running many of its programs and activities. Parent help can take many forms including assisting with reading groups, covering books, attending camps, excursions and sports/athletics days, etc.

If you would like to assist with any form of parent help and you hold a current WWC Check, you need to provide your WWC card to the office staff. The office staff will take a copy of your card and keep this in a confidential file. If you would like to assist with any form of parent help and you do not yet hold a current WWC Check, you need to apply for a WWC Check as follows: Complete an application form available online at www.workingwithchildren.vic.gov.au and submit with a passport size photograph of yourself at any participating Australia Post outlet, where a receipt will be issued.

You will then receive your WWC Check in the mail, 2-6 weeks later. Once received, you will need to provide your card to the school office staff who will take a copy of your card to keep on file. The only cost involved in obtaining a volunteer WWC Check is the cost of the passport photo. The school maintains a confidential list of all parents/guardians who hold a current WWC Check. For further information regarding WWC Checks visit: <https://www.workingwithchildren.vic.gov.au>

SCHOOL COUNCIL

The GWPS School Council extends a warm welcome to all parents of Garrang Wilam Primary School. The School Council has an important role to play in the effective functioning of the school. Not only does it give parents an official voice on school matters, but it has joint responsibility with the school for administering Government grants, for maintaining the buildings and grounds, and for purchasing school equipment. This can only be achieved with the support and help of the wider school community. The key functions of school council with regard to the school are:

- to establish the broad direction and vision of the school within the school's community and take into account any views of the school community for the

- purpose of making decisions in regard to the school and the students at the school and to generally stimulate interest in the school in the wider community
- to prepare the School Strategic Plan and the Annual Implementation Plan — to be signed by the president and the principal and to report annually (the Annual Report) to the school community.
 - to arrange for the supply of goods, services, facilities, materials, equipment and other things or matters required for the conduct of the school, including the provision of preschool programs
 - to manage the hire, licence and shared use of school facilities and to regulate and facilitate the after-hours use of the school premises and grounds
 - to raise funds for school related purposes and to ensure that all money coming into the hands of the council is expended for proper purposes relating to the school
 - to exercise a general oversight of the school buildings and grounds and ensure they are kept in good order and condition
 - to determine the dates for the school's student-free days
 - in accordance with the number of student-free days each calendar year specified by the Secretary of the Department

School Council meetings are held monthly either online or face to face. School Council elections are held annually in Term 1. We encourage parents to nominate, as this is an exciting opportunity to set the tone for the school.

SAFETY

Road safety

The streets around the school are particularly narrow. Please take extra precaution and teach your child how to check for oncoming traffic, open car doors safely and exit curbside. Also, teach your child how to cross the road safely by looking right, left, and right before crossing the road.

Emergency Management

The school will practice drills on a regular basis to familiarise your children in case of an emergency such as an evacuation or lock down.

Sunsmart

Your child is expected to wear a sunsmart hat from September to April of each year. You may wear one as well.

ASSEMBLY

Whole school assemblies will be held weekly on Friday from 2:05pm. All family members are welcome. Assemblies may be held in various locations, depending on the content and weather.

Communication

COMMUNICATION TO PARENTS AND FAMILIES

We have developed a number of digital platforms used for communicating with current and potential families. We have provided you with an overview of the purpose and details of each platform. They are always works in progress and we invite continuous feedback on both content and functionality.

	Compass	GWPS Facebook	GWPS Website
Function	Important alerts and student management	General news and information for parents	Information for broader community
Purpose	<ul style="list-style-type: none"> to provide parents and families with a portal to ensure the smooth day to day program for their children and to allow for a streamlined approach to event management. to instantly alert parents and families to relevant and timely information through push 	<ul style="list-style-type: none"> to inform the school community about what is coming up, and celebrate last fortnight events. to serve as the central information site for current parents and families, providing general parent documentation, including uniform, lunch orders, policies, and relevant community news and updates. 	<ul style="list-style-type: none"> to provide a static online presence that publicises GWPS to the broader school community, including future students and their families.

	notifications		
Frequency	As needed	monthly with more frequent updates as needed	annually or biannually
Key Components	<ul style="list-style-type: none"> • Student management, including: • Staff contact information • Online payments and permissions (fees, excursions, events) • Attendance and sick bay notifications • Student Reporting • Push notifications for events, GWPS News updates, important alerts, daily/weekly reminders 	<ul style="list-style-type: none"> • Key dates and upcoming events • Celebration of recent events/activities • Extra curricular news • Information about uniform, lunch orders, policies etc • School Council • OHSC updates • Sponsorship and community links 	<ul style="list-style-type: none"> • Information for prospective families • Photos and videos that promote the school • Quick links such as Compass, GWPS News, OSHC, Find my school

PARENT-SCHOOL COMMUNICATION

Good communication between parents and the school is strongly encouraged. Parents and teachers working in cooperation with each other will help make each child's school days happy and successful. It is useful to inform the class teacher of any significant events that occur in your child's life. Please do not hesitate to contact the class teacher to discuss matters concerning your child.

Should you wish to meet with your child's teacher, you will need to arrange a suitable time with that teacher. Information and meeting requests can be asked verbally of your teacher, via the school email or by calling the school office to request a meeting with the teacher. To ensure a happy and reassuring start for all students at this busy time, teachers must be available at the beginning of each day to give their full attention to the students and their program. Please refrain from discussing personal issues at this time.

Parents can also request a time to meet with the Assistant Principal or the Principal to discuss any concerns they may have. We ask that you always quote your child's **full name and class** when you send any form of correspondence to school.

COMPASS

We will use the Compass School Manager to communicate with families. Through this web based app, you will be able to report your child's absence, access your child's semester school reports, pay school fees and pay for incursions and excursions as well as being kept up to date with events and other important information.

Accessing Compass

Compass is a web-based system that is accessible on any modern web browser (Internet Explorer, Firefox, Chrome, Safari) or by using the Compass iOS or Android apps. Search for 'Compass School Manager' in the store.

Every family receives a separate login to Compass which will be provided to you by our school. To access the parent portal, go to our school website and click the Compass link on the homepage.

Alternatively, if you are having trouble finding the Compass link you can go to <http://schools.compass.edu.au> where you can search for and find our school's direct URL.

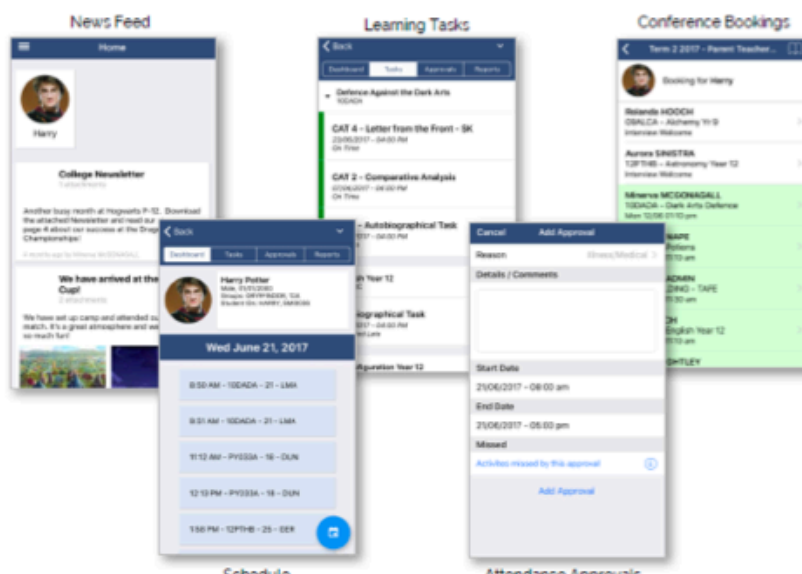


Compass Apps

You can download the Compass App on iOS and Android devices. Search for "Compass School Manager" in the store.

Using the App you can:

- View the School News Feed
- Receive Push Notifications
- View Schedules
- View Learning Tasks
- Book Conferences
- Add Attendance Notes / Approvals
- View Academic Reports



Logging in to Compass

To log in you will require your unique family username and password. These details will be provided to you by our school.

Upon first login, you will be required to change your password and confirm your email address and mobile phone number. These details may be used by our school for SMS, password recovery and email communication throughout the year.

If you have lost your details or forgotten your password, you can recover your details by clicking the 'Can't access your account?' link on the front page.

Please note: This booklet provides an overview of key features within Compass, our school may not have yet enabled all of these modules at this time.

Consent and Payments

1

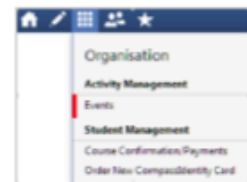
From the Compass home screen, click on the event alert under 'My News' (screenshot 1) or navigate to 'Events' under the *Organisation* menu item (screenshot 2).



Screenshot 1

2

From the Events page a list of upcoming events and excursions will be displayed. Click the red 'Process Now' button to provide consent and/or payment (depending upon what the event requires).



Screenshot 2

3

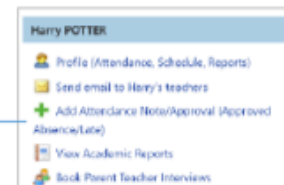
An online payment/consent form will be displayed. Complete all highlighted fields and click the 'Submit Details' button.

Note: If the event has a requirement for both consent and payment, these cannot be done separately. Should you need to provide payment or consent separately, please click 'Print Form (Offline)' to complete the process manually.

Attendance: Adding an Attendance Note/Approval

1

From the Compass home screen (or from your student's profile), click the 'Add Attendance Note/Approval' item.



2

- From the pop-up window,
- Select the reason
 - Enter a brief description of the absence
 - Select the start and finish time
 - Click the 'Save' button.

A screenshot of the 'Attendance Note/Approval Editor' form. It has two main sections: 'Note/Approval Details' and 'Potentially Affected Sessions'.
Note/Approval Details:
- Name: Harry POTTER
- Reason: Parent Choice
- Details Comment: Pupa/Insect
Potentially Affected Sessions:
- Activity: English Unit...
- Start: 17/05/2014 09:50 AM
- Finish: 17/05/2014 10:47 AM
- Activity: English Unit...
- Start: 17/05/2014 10:51 AM
- Finish: 17/05/2014 12:08 PM
- Activity: Physics Unit...
- Start: 17/05/2014 11:02 AM
- Finish: 17/05/2014 12:08 PM
- Activity: Physics Unit...
- Start: 17/05/2014 12:13 PM
- Finish: 17/05/2014 01:10 PM
- Activity: History Rev...
- Start: 17/05/2014 01:00 PM
- Finish: 17/05/2014 02:51 PM
At the bottom, there are 'Save' and 'Cancel' buttons.

Note:
Where possible, notes should be entered prior to the absence occurring.

Attendance: Summary

Using Compass you can view up-to-the-second attendance information for your child.

To view your child's attendance, click on the Profile link on the home page and click the Attendance tab.

Notes/Approvals

This sub-tab provides a comprehensive list of attendance explanations for your child. From this tab you can also add absence notices (both past and future).

Unexplained

This sub-tab provides a list of all unexplained absences and lates from class. From this tab you can click to approve specific absences.

Class	Present	Absent	Late	Unexplained	Other	Total
Maths	100	0	0	0	0	100
Science	95	5	0	0	0	100
English	90	10	0	0	0	100
History	85	15	0	0	0	100
Art	80	20	0	0	0	100
PE	75	25	0	0	0	100
Music	70	30	0	0	0	100
French	65	35	0	0	0	100
Spanish	60	40	0	0	0	100
IT	55	45	0	0	0	100
Business	50	50	0	0	0	100
Religion	45	55	0	0	0	100
Physical Education	40	60	0	0	0	100
Personal Development	35	65	0	0	0	100
Home Economics	30	70	0	0	0	100
Design	25	75	0	0	0	100
Visual Arts	20	80	0	0	0	100
Music	15	85	0	0	0	100
French	10	90	0	0	0	100
Spanish	5	95	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100
IT	0	100	0	0	0	100
Business	0	100	0	0	0	100
Religion	0	100	0	0	0	100
Physical Education	0	100	0	0	0	100
Personal Development	0	100	0	0	0	100
Home Economics	0	100	0	0	0	100
Design	0	100	0	0	0	100
Visual Arts	0	100	0	0	0	100
Music	0	100	0	0	0	100
French	0	100	0	0	0	100
Spanish	0	100	0	0	0	100

Teaching and Learning

HOW DO WE TEACH LITERACY AND NUMERACY?

All government schools follow the Victorian Curriculum <https://victoriancurriculum.vcaa.vic.edu.au/>. Schools have autonomy over the manner in which we teach the curriculum areas.

At Garrang Wilam Primary School, we teach to the individual needs of our students in each of the curriculum areas. This doesn't mean we have 25 individual programs, it means that we assess your child's learning needs and differentiate our teaching and learning program to suit those needs.

Each lesson begins with a whole class focus. This is where the teacher discusses the learning intention and success criteria in which the children will work towards achieving. This is followed by explicit teaching of those outcomes and skills. After which they will be given the opportunity to practice those skills taught through authentic learning tasks.

Within each concept taught the children are given personalised learning goals. How they practice these goals will vary within each lesson, for example, they could work independently, or with a partner, or within a small group. During this time the teacher works with a small group of students on a set instructional goal.

An important part of learning is allowing the students to reflect, with their teacher and peers, on their understanding of concepts taught as well as the progress made toward their individual learning goals. This can occur at any time throughout the lesson.

The teaching of writing and numeracy is taught using a similar approach, although the emphasis of numeracy is on the strategies and problem solving rather than just learning the algorithms.

DIGITAL LEARNING

At Garrang Wilam Primary School, we are dedicated to preparing students with the digital skills of the future. We will use digital technologies as a tool to enhance teaching and learning, developing digital literacy and 21st century learning skills in our students. These digital technologies will be integrated amongst the different areas of the curriculum and developed in context, rather than being taught in isolation. We will focus on being responsible digital citizens and students will be provided opportunities to use information and tools in creative and innovative ways. Throughout their primary school (beginning in Foundation), students will use digital

technologies to explore a variety of programs including: Google Suite, office applications, and a multitude of apps and programs to support students in coding, programming, robotics, video editing (film making), concept mapping and sharing/presenting their information in creative ways.

VISUAL ARTS

The visual arts program will focus on early fine motor skills through a wide variety of both 2D and 3D artworks. Every child can express themselves through artwork in a nurturing and inspiring environment. There is a strong emphasis on providing a wide range of artistic experiences for all ages, some of these include garden art, mosaic works, textile creations and artist study focuses.

MUSIC

Every child will also engage with and create music. Through learning instruments and their voice we encourage students to explore and build their own musical skills. We take a sound before symbol approach to make music accessible for everyone regardless of ability, resources and training. Every child will be encouraged to explore and express ideas through dance, drama, music and present through a variety of media arts.

PHYSICAL EDUCATION AND HEALTH

Physical Education provides every child with the opportunity to develop, discover and refine a range of fundamental skills and strategic game sense. At Garrang Wilam Primary School will offer experiences in a range of both traditional and unique sports that students can build their abilities and confidence while discovering and exploring new experiences. Personal, Social and Community Health will be integrated into units of work at a developmentally appropriate level.

Auslan

Auslan is taught across the school Prep-6 for 30 minutes of explicit instruction a week. Teachers use the Auslan skills across the day in incident teaching such as when learning letter names and numbers. We teach the signing of "I am Australian", which we sing at assembly each week.

WELLBEING

At Garrang Wilam Primary School student wellbeing is the foundation of all school activities and programs. Our aim is to provide a safe and engaging environment that supports and promotes the behavioural, physical, emotional and cognitive wellbeing of all our students.

Academic excellence will always be our focus; however, we focus on the whole child. We want our learners to be equipped with self-confidence, resilience, self-belief and develop mindsets that help students define who they are. We know that physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

We have developed a culture of community and we value our strong partnerships with parents, guardians and caregivers to ensure a holistic approach to learning.

The following approaches are used to support our students to achieve success in a safe and engaging school environment:

- A School Wide Positive Behaviour Framework
- The Zones of Regulation
- The Respectful Relationships Program

We also provide and promote access to the following:

- The school nurse program
- Dentist2You dentistry program
- Wyndham Health Services
- Department of Education – Student Support Services

For further information about these approaches please go to our website at www.garrangwilamps.vic.edu.au

INQUIRY LEARNING

Knowledge that gives you no practical purchase on the physical and social worlds beyond school is pointless." Claxton and Lucas

Inquiry learning at GWPS promotes questioning and self directed learning. It builds research techniques and problem solving whilst connecting students to their wider community and world. The Inquiry Lenses cover a broad range of curriculum areas (Science, Civics and Citizenship, History and Geography and more).

STUDENT ASSESSMENT AND REPORTING

Assessment and Reporting are integral parts of the teaching and learning program and are important aspects of the work of teachers and students. Assessment & Reporting combine to support students to achieve high standards and to provide the

basis for guiding further learning, as well as informing parents about their child's achievement.

Assessment

Assessment refers to all the ways we gather information about progress in a student's learning. Assessment tasks should reflect the objectives and criteria and be meaningful and relevant. They may include tests, observations, peer discussions, work samples, presentations/performances and projects. This means that the assessment criteria are decided when planning the learning and explicitly communicated to students prior to the assessment task/s. Teachers will ensure that all assessments tasks, including prior knowledge assessments connect with the central idea and lines of inquiry. Rubrics are developed based on the assessment criteria and are used by teachers and students to evaluate learning. School-based assessment will:

Allow the application of knowledge and skills including higher order thinking skills, as well as factual recall.

- Involve student reflection and participation.
- Be based upon standards consistent across classes, agreed through collegiate moderation.

Monitoring student progress

The school will use a range of tests to monitor and track student achievement on an annual basis. This information is entered on a school data base to keep records of student learning over time. When teachers and parents are concerned that students are not making adequate progress in spite of additional help, families will be informed and an Individual learning plan will be developed. Support Group Meetings will be held for all students on the Program for Students with Disabilities and an Individual Education plan will be developed. Students who meet the EAL criteria will be reported against the appropriate criteria.

Wider Assessment

As well as school assessments, students are assessed in years three and five for National Literacy and Numeracy standards and receive reports which compare their achievement level to their state cohort and against national benchmarks.

Reporting

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers. At Garrang Wilam Primary School we report to parents and students both formally and informally. Prior to starting a students first year with us, students and their families

will be invited to an interview with the Principal and formal assessment will occur with the classroom teacher.

Parent Teacher Contact

At the beginning of Term 1, all teachers will make contact and introduce themselves. This is your opportunity to share information about your child that will help with their learning. At the beginning of Term 3, Parents are invited to attend a Parent/ Teacher Interview. Parents may request a confidential interview with the teacher at anytime, if they have a concern about their child's well-being, curriculum or progress. Please keep the school updated with any changes in circumstances. Teachers are available via email and will respond within 48 hours.

Written reports

Students and parents are provided with written Mid-Year and End of Year Summative Reports. These detail a student's progress in the areas of study including a level of achievement and attitudes towards learning.

Student work samples

Throughout the year, student progress is reported to parents through the sharing of work samples. This can include books, portfolios and other pieces of work sent home and/or invitations to parents to view work on display in the classroom/school or to attend performances and exhibitions

Student involvement

At Garrang Wilam Primary School students are encouraged to be participants in the assessment and reporting process. This means that students have the opportunity to:

- Monitor and evaluate their own progress through self-assessment
- Reflect on their learning,
- Assess the work of their peers against agreed criteria
- Work with teachers to formulate assessment activities
- Set goals for their own learning
- Provide reflections about their learning in three-way and student-led conferences and written reports

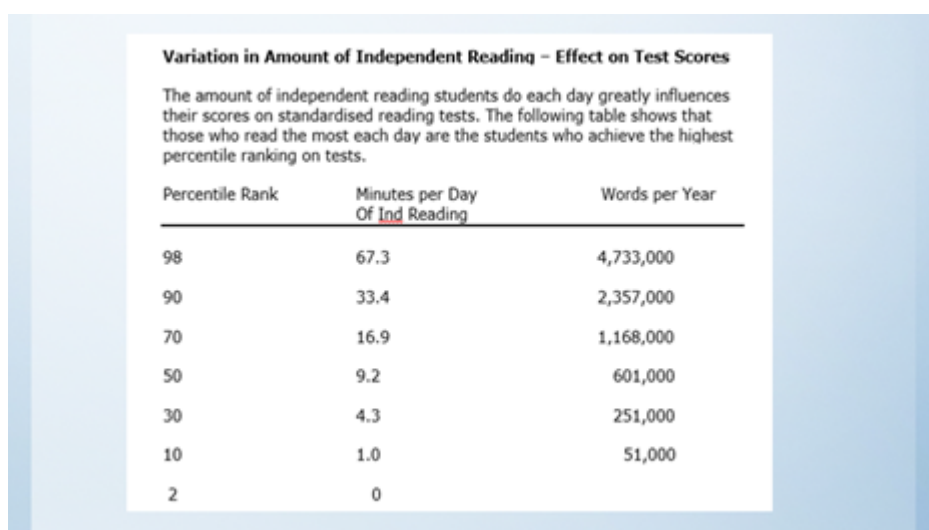
Home Learning

At Garrang Wilam Primary School, teachers will work with families to support your child's learning at home and at school. At different ages and stages of your child's life, teachers will provide opportunities for your child to practise the skills taught during the school day, at home. As your child moves through the school they will be

given more opportunities to complete more tasks at home. One of the ways you can support your child's learning is by sharing and talking about books.

Reading together

At GWPS, we use effective reading instruction which includes explicit, systematic and direct teaching of phonics and phonemic awareness. To further support this at home, reading together is an incredibly valuable thing to do. Reading increases your child's vocabulary, expands your child's understanding of the world, and gives them confidence when using language. Reading is also **fun** and brings family together to engage in conversation and learning together. Reading is also an important way to make the link between spoken words and written words. The following table highlights the importance of reading and the relationship between test score percentile ranking and numbers of words read per year.



Variation in Amount of Independent Reading - Effect on Test Scores

The amount of independent reading students do each day greatly influences their scores on standardised reading tests. The following table shows that those who read the most each day are the students who achieve the highest percentile ranking on tests.

Percentile Rank	Minutes per Day Of Ind Reading	Words per Year
98	67.3	4,733,000
90	33.4	2,357,000
70	16.9	1,168,000
50	9.2	601,000
30	4.3	251,000
10	1.0	51,000
2	0	

Take-Home Books

From the Foundation year, your child will bring home books that they are able to borrow from the school. Depending on the age and stage of your child, the number of books brought home will be determined by the reading needs of your child. Some students will bring home up to 5 short texts that can be read each night for the week, whereas some students will bring home a couple of longer texts. You will be able to record your child's reading in a Reading Log which is provided by the school.

School Library

Developing a rich literature environment is a strong priority at Garrang Wilam PS. Providing a school library that is well stocked with fiction and non-fiction texts has been prioritised in our first year. Teachers will be encouraged to visit the school library regularly (once per week). Students will be encouraged to borrow books from the school library to read in their classrooms. Students will be able to store some of

these 'just right' books in their book box to read during independent reading time. Students will also be able to borrow books from the school library to be stored in their own classroom library. As the year progresses and students have developed good habits of returning 'take home books' to school, library books can be available to take home.

Numeracy and Mathematics

Children need lots of experiences in making, counting, drawing and talking about numbers. You can make connections for your child by explaining how numbers and counting are a part of everyday life (For example, cooking, measuring and counting objects). You will be guided by your child's teacher as to how you can support your child's learning of Numeracy and Mathematics at home.

Further support:

If you would like further information on how you can support your child with their learning at home, please refer to the following PDF:

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf

Years 1 and 2

Reading

As students move into Year one and two, the core elements of reading instruction remain the same as for Foundation. These include:

- Reading programs that develop phonological awareness such as songs, rhymes and clapping games.
- Effective reading instruction which includes explicit, systematic and direct teaching of phonics and phonemic awareness
- Rich mentor texts to explicitly teach vocabulary and demonstrates rich language in context explicit teaching of reading comprehension strategies.
- Your child will be involved in daily opportunities to read.

Each day, students will engage in a 50 minute reading session. They will read as a whole class, small group and read independently- building reading stamina through increasingly longer periods of time. For example, some students may begin reading for 10 minutes independently at the beginning of Year 1 and read for 20minutes by the end of the year. Students will have a dedicated personal 'book box' in the classroom to store their 'Just right' books. These books are read several times to develop fluency, accuracy and meaning.

Supporting your child at home with their reading

Each day your child will bring home a 'Book Bag.' This rectangular bag with a velcro seal is designed to protect the valuable school books while travelling to and from school as well as can be a central place to collect any hard copy communication between home and school. Although, most communication will be sent via Compass or the school website. Inside the 'Book Bag' you will find your child's reading log. This book is a place for you and your child to track their reading. Please assist your child or encourage them to fill out the details of the books read at home, including the book's title and number of pages read.

Other Hints and Tips

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues, or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into. Position yourself so your child can see the words and the pictures.

- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures

Here are some questions you can ask before, during and after reading the book:

- Look at the cover. What do you think this book might be about?
- How would you describe the character at the beginning of the story?
- How does the place the book is set in make you feel?
- What is happening in the pictures?
- What do you think is going to happen next?
- Why might a character have done this?
- What would you do in the same situation?
- Who was your favourite character in the story?
- Why did you like that character?
- What was your favourite part of the book?
- Can you retell the story in your own words?

Reference: [LITERACY AND NUMERACY TIPS TO HELP YOUR CHILD EVERY DAY](#)

Resources for Families

This resource includes tips for parents to build their child's literacy and numeracy skills. Inside are fun, inexpensive, accessible and practical activities that can be done at home.

[Literacy and numeracy tips to help your child every day](#) - English

Available in the following languages:

[How to help your child at home- Arabic](#)

[How to help your child at home- Dari](#)

[How to help your child at home- Hakha](#)

[How to help your child at home- Punjabi](#)

[How to help your child at home- Persian](#)

[How to help your child at home- Chinese](#)

[How to help your child at home- Vietnamese](#)

Here is a short list of good websites to help begin your online search for games and other resources:

<p>Story box website www.storyboxlibrary.com.au http://storymonster.acmi.net.au</p>	<p>https://fuse.education.vic.gov.au (select Early Childhood or Primary Students tabs)</p>	<p>http://education.abn.c.net.au</p>	<p>http://fuse.education.vic.gov.au/?ZY2GMP) It also contains tips about using digital technologies wisely and safely.</p>
---	---	--	---

Mathematics

Talking about Maths

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is a strong support for future learning.

Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the 'one litre' milk bottle from the fridge, or the 'one kilo' bag of flour from the cupboard. »
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

Year 3 – 6

English

These years are a time when your child will learn more about the world. Engaging them in discussions improves their speaking skills, and helps them understand the world and their place in it. In these years your child will also begin to write with greater confidence. The ability to write well enables your child to communicate effectively, and will improve their chances of success at school and in their future careers. Encourage your child to write as often as possible, on a range of topics and interests. Literacy can always be fun and engaging. Let your child choose books and activities matched to their interests, and always encourage a healthy dose of fun and play in all activities. This will help foster in your child a love of reading, talking and writing.

HELPING YOUR CHILD TO READ

It is recommended that you continue to read together with your child in the later primary years, even if your child is reading independently. Your child will be expected to bring home a book from school to continue their reading at home. We would appreciate your ongoing support to encourage your child to engage with texts daily. Reading texts together, read-aloud or reading to each other is still encouraged and audio books are also a great way to engage reluctant readers.

- Assist your child to fill out their reading log. By recording the title of the book, the number of pages read and any other relevant information. This allows parents/carers and teachers to keep track of your child's home reading.
- Encourage your child to read for sustained periods of time and talk to your child about their reading.
- Take your child to the local library often so they can choose, borrow and renew books. Taking your child to the library at the beginning of school holidays encourages weeks of independent reading.
- Encourage your child to borrow from their school library as well.
- If your child likes an author, find another book or a series of books by the same author.
- Encourage your child to read about their favourite author or illustrator at their website.
- Introduce your child to read different genres such as fantasy, science-fiction, action and adventure.
- Introduce your child to reading different types of texts, such as poems, music lyrics, and short plays.

- Encourage your child to read non-fiction. The newspaper or an online encyclopedia might be a good start, but your child might also be interested in history books or autobiographies of their favourite sports person or celebrity.
- Encourage your child to use a dictionary to look up words they might not understand.
- Encourage your child to join the Victorian Premiers' Reading Challenge, which runs each year from March to September.

Conversations about Books

Talking about books is an important strategy to help your child to reflect more deeply on the content and meaning of their favourite books. In Foundation to Year 2, Literacy, book chat questions related mainly to recalling information on plot and character. These questions are still very important to ask when your child is in primary school. As your child moves through primary school, add more questions when discussing the book you are reading together, or when discussing the book your child is reading independently.

Some further questions might include:

- Does the main character change in the story?
- How does the character change?
- If you could change the ending of this book, what would it be?
- What do you think is the story's main message? »
- What is your opinion about the story's main message?
- Can you relate the story or message to another event or issue?
- How could other people see it differently?

Mathematics

Family participation in learning is one of the most accurate predictors of a child's success in school and beyond. Providing opportunities to discuss and engage in mathematics supports your child's learning in and out of school.

Your child will also begin to connect the importance of maths with their everyday activities, such as navigating public transport, comparing and choosing the best item to buy in stores, setting a budget, and cooking.

Talk positively about maths so your child also values it. If your experiences in maths at school were less than ideal, avoid making comments like "I was bad at maths at school," or "I didn't like maths because it was too hard." Comments like these can lower your child's expectations of themselves, and can perpetuate myths about people being naturally bad or good at maths. Conversely, if you did well at maths in school, avoid jumping in with answers or solutions. Encourage your child to talk about how they might work out maths problems. This helps boost their confidence and deepens their understanding.

First year of School (Prep)

BEGINNING SCHOOL – A NEW EXPERIENCE

Beginning school is an exciting time for the whole family. We seek to make your child's transition a happy, secure time.

Your child will adjust more quickly and happily to school if he/she can:

- leave you for a few hours without being upset
- independently put on own shoes (Velcro is helpful)
- button or zip his/her own jacket
- know how to use a handkerchief/tissue correctly
- wash hands especially after using the toilet and before eating
- attend to own toilet needs and adjust own clothing –
- put away toys and materials after use
- say who will collect him/her after school each day
- open own lunchbox and unwrap food

What you can do to support your child

School requires children to cope with bigger buildings, lots more children who are older and less adults for support, new rules and routines.

- Talk to him/her about how long the school day will be in a way that he/she can understand
- Ensure that he/she gets enough sleep by establishing a set bedtime and keep to routines that allow for rest and free play.
- Be sure he/she has a balanced breakfast.
- The school promotes healthy eating. Pack healthy food and water bottle in named containers that he/she can open and close. Explain when the containers and water bottle are to be used and have some trial runs.
- Practice taking small bites of food and chewing slowly.
- Have him/her dress himself/herself so they can manage things like taking jumpers and shoes on and off at school
- Ensure they are confident to be able to use the toilet independently including pulling down and up pants, wiping their bottom and getting on and off the toilet.
- Encourage him/her to take care of his/her belongings. Clearly label all belongings that come to school including clothes, lunch boxes, drink bottles, toys, books etc. show him/her where these labels have been placed and help him/her to recognise his/her name.
- Instruct him/her about appropriate use of the School Crossing

- Be positive, encouraging and reassuring about school.

Once at School

Develop a morning routine so that your child arrives at school organised and on time.

- Leave home cheerfully.
- Arrive at school with sufficient time to say a fond farewell to your child before instruction time begins and leave the school promptly.
- Seek assistance promptly from your class teacher if transition procedures are causing undue upset for your child.
- Children usually settle down as soon as parents are out of sight.
- Check finishing times for each stage of the transition.
- Be punctual when collecting your child from school – a few minutes to you may seem a long time to a child left waiting. Please notify the school if you are unavoidably detained.
- Make time for your child at the end of the day. Listen BUT don't ask too many questions.
- Absences - Please log on Compass. We are required to keep records of absences, late arrivals, early departures, etc.
- In an effort to reduce waste, we encourage students to use containers for their snacks rather than wrappers.

Your positive attitude and supportive guidance will foster in your child confidence in their own ability to negotiate this new experience.

Foundation Entry Assessment

Your child will complete a one on one School Entry Assessment with their class teacher. This is a vital piece of information for the teachers to get to know your child and their learning habits in a small, safe and individual environment. This also helps to set the learning intentions for your child and to build confidence. Your child's assessment will then be used to assist in planning programs to cater for their individual needs.

The assessment sessions are designed to be a positive experience for the students and will involve aspects of Literacy and Numeracy.

Students are required to come for ONE 50 minute assessment session

The session is between the teacher and student

WHAT TO DO FOR THEIR FIRST DAY OF SCHOOL

On the first day of school your child will need to bring to school;

- School bag clearly named
- Sun smart hat clearly named
- Library book fabric bag clearly named
- Food provision
- Drink bottle clearly named
- a soft toy, photo or a book with them to share with their class members
- Clothing- Please provide a spare change of underwear and socks for your child. This can be kept in a plastic bag in their schoolbag.
- A distinctive item hung on the schoolbag.

If your child does have allergies please ensure that you notify the class teacher and fill out appropriate forms for the school available at the office.

School Bags- Please place something distinctive on your child's bag so that your child will find it easily in their lockers.

Clothing- Please provide a spare change of underwear and socks for your child. This can be kept in a plastic bag in their schoolbag. We would also greatly appreciate if you could label all their clothing items, even school shoes.

Toilets- The children will all go together at different parts of the day with their class teacher. They will be shown how to 'behave and use' equipment in all areas of the school). After a period of time the children will be encouraged to ask and then go themselves with a buddy/partner.

Playground Supervision- In the first few days of school the Prep classes will have different 'play times' to the rest of the school. Where to play and what to do when they hear music will be part of the transition.

WHAT TO EXPECT IN THE FIRST MONTH OF SCHOOL

During the first few weeks of school, the students will operate with a modified timetable. This timetable incorporates a number of aspects such as; the different play times, extended eating times, transitional activities and their group activities.

The morning will always begin with 'Learning Through Play' set out in their teaching space. Some of the tasks will have a 'Fine Motor' component and all children will be encouraged to 'have a go'. The activities will encourage 'team building' and working with others as well as promote friendships and oral discussion.

After the initial 'play', the students will be asked to join their group and some formal instruction in the way of Literacy/Numeracy and Inquiry Learning will take place

during the morning and mid-morning time. Once again, the formal instruction will involve 'whole group' or 'partner' tasks. The choice of partner/group will be encouraged by the class teacher to promote awareness of who the students are in their teaching group.

Eating breaks and toilet stops will be encouraged and will be part of the discussion that the class teacher has with their group. School tours and getting to know the other staff members and 'people' in the school will also take place during the mid-morning time.

Generally after lunch and play, the students will come back inside and a more 'quiet or subdued' time is planned in the afternoon along with Specialist programs. The children will be shown how to pack their bags and collect notices as well as belongings before they head off.

Oral Language Learning

Our oral language learning focuses on assisting the children to separate easily from their parents in the morning and making the transition from the kindergarten or child care environment to school a smooth one. Through our oral language learning the students will develop important life skills including persistence, creativity, resilience, risk taking, self-regulation, initiative, problem solving and developing relationships with others. Fine motor activities and investigation of the children's own interests and likes are a major part of the program. Children will be encouraged to explore, experiment and learn in a range of activities in the classroom and the outdoor environment while developing their skills in literacy, numeracy, science, the arts and other curriculum areas. The emotional, social and academic needs of each child will be catered for.

AFTER SCHOOL

You will quickly realise that your child is very tired after a day at school. Give your child time to talk about the day's experiences but be aware that your child may not want to share immediately at the end of the school day – some children need 'thinking time' and are more likely to discuss their day later in the evening. A cool drink and healthy afternoon snack should be a part of their after school routine. Establish a regular bedtime for your child and create a calm routine. This will ensure they have enough rest and will aid their learning and concentration at school.

Independence

We are working on developing specific skills that encourage the following behaviours and would greatly appreciate your support with;

- Getting your child/children to carry their bag into the classroom.

- Children checking their own pockets.
- Practising opening and closing of bags, green Communication Bags, snap lock bags, lunch boxes and tops of water bottles.
- Recognising their names on labels.
- Packing up their toys and equipment at home.

Transition questions

If you have any concerns, contact your child's teacher to make an appointment. Teachers care about how their new students are settling in and all concerns are best addressed immediately.

School Term dates 2025

Term	Start Date	Finish Date
Term 1	29 January	4 April
Term 2	21 April	4 July
Term 3	21 July	19 September
Term 4	6 October	19 December

Student Free days- Students are not at School

Term	Student Free Day/ Public Holidays
Term 1	28 January 7 March 10 March - Labour Day
Term 2	21 April - Easter Monday 25 April - Anzac Day 16 May 9 June - King's Birthday
Term 3	29 August
Term 4	3 November 4 November - Melbourne Cup

Thank you

Once again welcome to Garrang Wilam Primary School. We are excited to be working alongside you to create a high performing school with a focus on community. Please do not hesitate to contact us with any queries, questions, suggestions and ideas. You can contact us on (03) 7301 7000 or garrang.wilam.ps@edumail.vic.gov.au