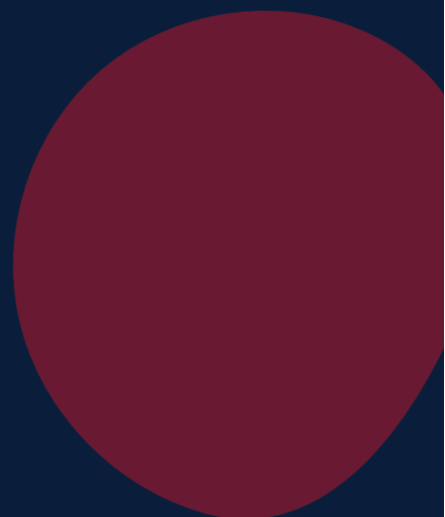


Parent Handbook 2026

DAVIS CREEK
PRIMARY SCHOOL



School Overview

We would like to acknowledge and recognise the Aboriginal and Torres Strait Islander peoples as the first custodians of the lands on which Australia was founded.

We acknowledge the Bunurong peoples who are the traditional custodians of the land, skies and waterways surrounding Davis Creek and the Werribee River. We pay respect to the wisdom and diversity of past and present elders and thank them for protecting the river and its creatures through their care of the country. We also share a commitment to educating our children and community to learning about the rich culture and history of Aboriginal and Torres Strait Islander peoples.

Narrageil Ketgerba 'Stronger Together'

We proudly celebrate our diversity and multiculturalism. Many of our students are first generation Australians and parents are very excited for their children to be starting school in Australia. Our school community works together to ensure every child has a positive, happy and rewarding time at school. It takes a village to raise a child, so we aim to work closely with families in the learning process, ensuring our students strive to achieve their personal goals and show care towards one another.

In 2026, we will have an enrolment of over 930 children. We are a diverse community and approximately 14% of students are equity funded. 73% (approx.) of our students are from EAL backgrounds.

In 2026 we want to work together in teams to create warm, welcoming learning environments so everyone feels they belong. Our learning spaces will enhance the possibilities for development of student agency and curiosity. As an authorised PYP school our environments need to strongly reflect our beliefs about how children best learn:

- We believe students' active and sustained presence, focus and attention are required for learning to be successful.
- Evidence- based teaching practices help to foster the conditions for learning.
- Success in learning fosters self-efficacy and ongoing engagement and self-belief about our ability as a learning affect our mindset and influences the level of effort.

Every student at Davis Creek Primary School is valued and we look forward to working with you to achieve excellence and supporting every student to have agency so that they can believe in themselves and know they can also make a difference to their lives through putting in their best effort.

The school aims to recruit passionate, caring, and collaborative staff, who work hard to provide a range of high-quality learning opportunities to stimulate and challenge every student. This is done within a collaborative culture, creating a strong sense of community spirit and high expectations. Since the school began, we have focused on reading and writing as key improvement areas. The focus in 2026 will be reading, numeracy and wellbeing strategies. We achieved full authorisation as a P.Y.P school in 2023 and always focus on transdisciplinary learning.

The DCPS Principal Team



Davis Creek Primary School Parent Handbook

Introduction

Welcome to Davis Creek Primary School (DCPS). Our school provides a welcoming, safe and caring environment whereby students are encouraged to be innovative in their thinking, active in their learning journey and responsible citizens. Davis Creek Primary School demonstrates a strong belief in and a commitment to providing a rich and rigorous curriculum providing a clear focus on catering for the diverse range of student learning needs.

We look forward to working with you to develop strong home-school partnerships and in supporting your child/ren as they commence their education journey at our school.

Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide **excellence** in teaching and learning in a safe, inclusive and supportive education environment
- develop a professional learning community that is focused on continuous improvement of teaching and learning. Collaboration will support all students to achieve their **personal best**
- flourish as **caring and respectful** individuals who display compassion and empathy and develop **authentic** relationships
- be engaged, empowered and energised learners who demonstrate a high level of **agency** and efficacy so that they can be successful learners and leaders.
- promote staff and student wellbeing integrated into all aspects of school culture.
- develop positive and genuine partnerships with parents, carers and the wider community, striving to achieve the **best possible** outcomes for students.

Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, empathetic, confident, and reflective lifelong learners who strive to achieve their personal best.



Objectives

Davis Creek Primary School's objective is to

- provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment
- create a positive culture of inclusion through developing an understanding and respect of different cultures and beliefs
- develop curious, critical and creative learners who actively engage and feel empowered to acquire the knowledge, skills and attitudes to make a positive difference to themselves, others and our community
- make learning visible. Learning progressions are displayed in 'learner friendly' language to help our learners know how am I going? where am I going? and where to next? By making learning and progress visible we empower both our learners and their parents
- develop positive and genuine partnerships with our local community so we are partners in learning striving to achieve the best possible outcomes for students.



VALUES of Davis Creek Primary School

Davis Creek Primary School's values are based on the acronym of C.A.R.E. C.A.R.E refers to care for ourselves, others and the environment through becoming active citizens and striving to be the best that we can be.

Curiosity, Agency, Respect and Excellence

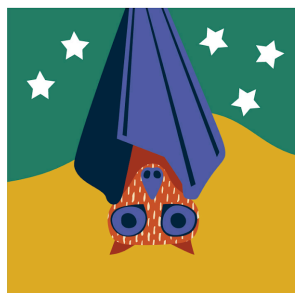
We are **curious and collaborative** learners who develop the skills to question and wonder.

We demonstrate **agency** through developing life-long skills so that we are autonomous, resilient and motivated learners. We know how to learn and value reflection.

We demonstrate **respect** for ourselves, each other and our school environment, and understand that our attitudes and behaviours have an impact on people and the environment around us.

We strive for **excellence**, which means taking risks as learners and learning from our mistakes, putting in our best effort and striving to achieve beyond our personal goals.

C.A.R.E



CURIOSITY



AGENCY



RESPECT



EXCELLENCE

Promoting a culture of C.A.R.E

We will:

- Teach students how to interact and negotiate with each other.
- Be powerful role models so students see and understand what it means to care, share and respect with one another.
- Provide outdoor experiences and excursions to promote care and hope for environmental conservation.
- Care for the history and culture of Aboriginal and Torres Strait Island peoples through educating our young people.
- Demonstrate and teach empathy, mindfulness and gratitude to one another.
- Act to make a positive difference to the lives of others.
- Teach skills to support emotional and social skills so we can establish and maintain positive relationships.

Fostering Curiosity

We will:

- Nurture the curiosity of every child supporting them to develop the skills of inquiry and research.
- Provide a high-quality education that connects authentically to our world.
- Teach students to ask deep questions.
- Create learning environments that encourage questioning and wonder.
- Design rich experiential learning and provocations that fosters authentic experiences connected to the real world.

Developing Agency through active participation

We will:

- Stick to a task at hand, follow through to completion, and remain focused. Build stamina for independence in reading, writing, mathematics and learning across all disciplines.
- Provide a high-quality education that connects authentically to our world through the design of the Program of Inquiry (P.O.I).
- Work together as partners with parents, students and one another.
- Challenge and engage all students to strive to achieve their learning goals and track and monitor them.
- Organise classrooms so that students can access materials and resources independently.
- Teach students how to be reflective learners so they can articulate how they learn.
- Develop Classroom Essential Agreements with the students so they reflect what they need to strive to achieve their goals.
- Promote an inquiry mindset and develop a culture of visible thinking.
- Develop many opportunities for students to experience creative problem solving and challenges.

Respect ourselves, others and the environment

We will:

- Foster tolerance and respect of individual strengths and weaknesses.
- Teachers implement 8 key strategies for developing healthy relationships with our students (attachment, unconditional positive regard, redefining personal power, empathy, golden statements, process praise vs person praise, active constructive responding and whole school relationships).
- Teach the behaviours and actions that demonstrate respect for self, others and the environment.
- Act with respect of dignity, with others in mind and the rights of people everywhere.
- Take responsibility for our actions and their consequences.
- Seek help.

Excellence and pride in our efforts

We will:

- Provide a high-quality education that connects authentically to our world within a supportive, caring and energised environment.
- Teach students about a growth mindset so we can apply this in our lives will support them to strive towards reaching for our goals.
- Be a risk taker and understand that embracing our mistakes leads to success. So, this includes striving for accuracy, checking for errors, and measuring at least twice.
- Stop and celebrate our achievements.
- Teachers and parents are the greatest models to strive for improvement and positive mindsets.
- Express ourselves confidently and creatively and this includes in more than one language.
- Develop and use conceptual understanding, exploring knowledge across a range of disciplines.



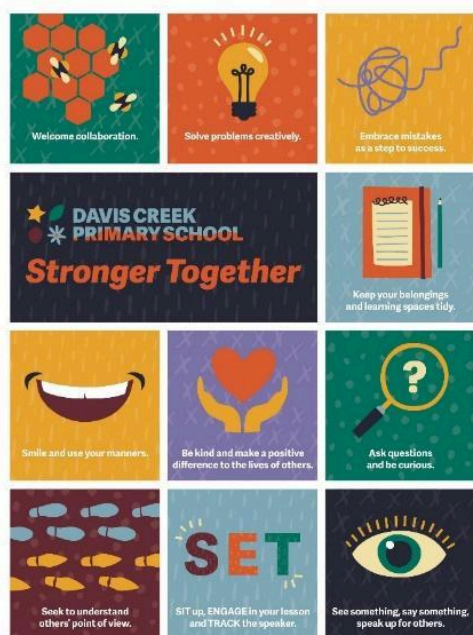
Our TOP 10 Essential Habits to Live our Values

To support our students at Davis Creek Primary School to live our values the teachers developed collaboratively, a top ten list of essential habits.

These top ten habits will support our students to live the values (C.A.R.E) of our school.

How can I encourage my children to develop these habits?

At Davis Creek Primary School, we will live and breathe the habits throughout our daily lives. Let us take a better look at them here, so you can encourage the use of them at home. The understanding and application of each of them to work through real-life situations and serve to provide our students with important skills to support a successful and happy life.



Welcome Collaboration: Be willing to work with others and welcome their input and perspective, abide by the group's decisions that they have reached a consensus on even if you disagree. Be willing to learn from others. Social skills are at the heart of effective collaboration.

Solve Problems Creatively: Develop a questioning attitude; consider the information needed; and choose strategies to locate, interpret and analyse the information needed, and overcome obstacles. Think about how something may be done differently, propose new ideas, and strive for originality.

Embrace mistakes as a step to success: Be persistent when faced with challenges, follow through to completion and remain focused. Check for errors and analyse them, don't hide them. Be willing to try something new and different and face your fear of making mistakes.

Keep your belongings and learning spaces tidy: Self-management skills begin with being organised and keeping your environment clean and tidy. Self-management means doing your best work and being organised in your workbook, so you can find your mistakes.

Smile and use your manners: Being friendly and using your manners leaves a long-lasting impression.

Be kind and make a positive difference to the lives of others: Showing empathy, gratitude and kindness towards others will help you to create a better and more peaceful world.

Ask questions and be curious: Develop a questioning mindset. Respond with wonderment, awe and understanding.

Seek to understand others' point of view: Be able to change perspective, weigh up options, consider the input from others.

Sit up, ENGAGE in your lesson and TRACK the speaker: Pay attention to be active through asking thought provoking questions and demonstrate your engagement. Listen and look at the speaker to show you are fully tracking and present.

See something, say something and speak up for others: To live our school values we must demonstrate that we care about others. So, if you see someone being unkind, say something. Speak up for this person and let them know you care by talking to your teacher.



Underpinning the creation of our Essential Agreements and Positive Behaviour Matrix in every classroom is the Learner Profile. The Learner Profile are the dispositions we teach explicitly and support our students to build and develop everyday.

The Learner Profile

Through the inquiry process and the application of the essential elements we encourage students to become internationally minded students who strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across the broad and balanced disciplines at school.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate their defending beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.





School Operations & General Information

Davis Creek Primary School
65 Wootten Road, Tarneit 3029

PH: 9749-9800 | Email: davis.creek.ps@education.vic.gov.au
Website: <https://davis creekps.vic.edu.au/>

Principal: Mr Philip Fox

Assistant Principals: Mrs Tania Rogers, Mr Adam Yates, Mrs Maddison Cooper and Ms Stefanie Chiurtu

Business Manager: Mrs Julie Shippam

Important dates for 2026

Term 1: Wednesday the 28th of January – Friday 3rd of April 2026

Term 1 Key Dates	
Date	Details
Tuesday 27 th January	Teacher's first day back; classroom preparation/planning (Pupil Free Day)
Wednesday 28 th January	All students start at DCPS. School Hours: 8:30am - 3:00pm.

For the first four weeks of February Foundation students will have Friday off to support a steady transition. Foundation students will have **four Fridays** off school, Friday the 6th, 13th, 20th and 27th of February. Foundation students will begin full time as of Monday 2nd of March. On one of the Friday's, they will be assigned a time to attend school for a one-on-one assessment interview, this will be set by the teacher and communicated to families at the start of the year.

These assessments will help teachers identify the individual learning needs of each child and provide additional support. Students will be assigned a time for an assessment and will need to be brought to school for the allocated time.

Office Hours - Start of 2026:

- Tuesday the 27th of January: 10.00am – 3.30pm
- Wednesday the 28th of January onwards: 8.15am-3.30pm

Term 1: Wednesday the 28th of January to Friday 4th of April 2025

School Photo Day: Wednesday the 25th of February 2026 & Friday the 27th of February 2026

Term 2: Monday the 20th of April 2026 to Friday the 26th of June 2026

Term 3: Monday the 13th of July 2026 to Friday the 18th of September 2026

Term 4: Monday the 5th of October 2026 to Friday the 18th of December 2026



Pupil Free Days 2026

Term 1

- Tuesday 27th January
- Friday 6th February
- Monday 23rd February

Term 2 –

- Friday 15th May
- Friday 22nd May

Term 3 –

- Monday 20th July

Term 4 –

- Monday 2nd November
- Friday 18th December

Normal Hours of Attendance

8:10am	School Gates Open
8:30 am (First Bell)	Students enter classrooms and prepare for the school day. (Ready to Learn and Morning Circle).
8:40 am (Second Bell) –9:40 am	Session One
9:40 am–10:40 am	Session Two - Fruit Snack and Brain Break integrated into the morning session.
10:40 am - 11.10 am	Play recess
11.10 am–11:20 am	Recess snack eating time in classrooms (Rubbish Free Snack)
11:20 am–12:20 pm	Session Three (mindfulness and ready to learn)
12:20 pm–1:20 pm	Session Four
1:20 pm-1:50 pm	Lunch Break – Outside Play
1:50 pm–2:00pm	Lunch eating in classroom (Rubbish Free Lunch)
2:00 pm–3:00pm	Session 5 (mindfulness and ready to learn)
3:00 PM	Student dismissal
3:10pm	School Gates Close Students who have not been collected, proceed to the office where parents are contacted. If parents are unable to be contacted emergency contacts will be contacted. Failing any communication with a contact, students will be taken to Outside School Hours Care at parents/guardian's expense.
3:15pm	Students who have not been collected, proceed to the office where parents are contacted.

** Early dismissal at 1:30pm at the end of Term 1, 2 & 3 and 1:00 pm in Term 4. **

(On Monday, Tuesday and Wednesday teachers have commitments from 3:15pm.)

Communication

Davis Creek Primary School values communication.

We communicate with families each and every day at both drop off and pick up. Staff meet and greet students and their families each morning and dismiss students at the end of the school day. Students **must** enter the classroom at 8:30am. Every day begins with 10 minutes of a morning circle that includes a positive primer so children are ready to learn.

Staff are not available during this time, if you need to discuss a matter with your child's teacher please contact them via email through the Compass app. Alternatively, you may email the school at Davis.creek.ps@education.vic.gov.au

Our parent portal, Compass is a 'one stop shop' for all information you will need to support your child's education at DCPS. Information located on Compass are calendars, newsletters, year level information, termly curriculum overview, events and more. Every second Friday parents will receive a DCPS Newsletter.



When you start at DCPS you will be issued with a unique username and password to access the Compass link. DCPS will provide timely real time messaging to our community via the Compass platform. The purpose of the communication is to advise parents of upcoming events and to keep the community up to date with information pertaining to the school. You are urged to read these important notices when you receive them.

Contact Details

Parents are responsible for notifying the school of any change in contact details. It is extremely important that contact details of parents, including phone number, home address and email address are up to date.

Changes can be made at the school's office or by emailing us at davis.creek.ps@education.vic.gov.au

Seesaw - A window into the classroom – connecting home and school

DCPS believes that we are Narrangeil Ketherba 'Stronger Together' when there is a strong partnership between home and school. The primary school provides regular feedback on the learning and growth of each student through our reporting to parents framework. In 2026 Seesaw will make up part of our reporting processes to parents.

Why Seesaw?

Our DCPS community has shared that they would like a greater opportunity to be informed of the day-to-day learning within classrooms to enable them to continue this learning and to support conversations at home with their children. As a result of community feedback, in 2026 we will be continuing Seesaw. Parents will have the opportunity throughout the year to be involved in their child's learning journey through receiving timely feedback from across all curriculum areas through the Seesaw app so that they can support their children with their learning at home. Each child and class will have a profile, students and parents will be able to log in on a mobile device. This supports the work of the classroom learning goals in sharing this with parents and supporting children to have multiple opportunities to practice their learning in school and at home. Posts on Seesaw will be made regularly by classroom and specialist teachers as well as students as our capabilities with the use of the platform increase over time. Further information about Seesaw, such as log on details, will be shared through our usual communication channels throughout the school year.

The following opportunities are also provided each year within the schools reporting framework.

- Semesterly reports
- Parent Teacher interviews with class teachers (twice per year)
- Specialist Area open days (scheduled during parent teacher interviews with class teachers)
- Open mornings and afternoons focussed on whole school priorities
- Year Level Celebrations of Learning (twice per year connected to Units of Inquiry)
- Updates in the Newsletter and Curriculum Overview
- Celebrations and Special Days such as Reconciliation Week, Book Week and other cultural events.

At the end of each semester, students will receive a formal report in line with department guidelines. Within semester reports, students receive progression points indicating their academic achievement against the Victorian Curriculum. These are sent out and accessed via Compass.

There are opportunities to see teachers during other times throughout the year. Please **first** make an appointment with your child's class or specialist teacher if you have any concern. You can use the Compass portal to send an email to the teacher or email davis.creek.ps@education.vic.gov.au and this will be passed onto your child's teacher.

Enrolment process

We require parents to complete an enrolment form as the first step with applying for admission for your child to be enrolled at our school. Please follow the enrolment process that is outlined on our school's website at www.daviscreekps.vic.edu.au

We can only confirm enrolments when we have all relevant documentation including a birth certificate or copy of passport, immunisation certificate, visa information required, and proof of address. Government schools must strictly adhere to only enrolling students from within the DCPS zone. We encourage families to check findmyschool.vic.gov.au

Simply add your home address to this site and it will then inform you of the school that you are zoned to.



All families of students at DCPS (Foundation to Y6) must attach a copy of the relevant documentation listed as per Department of Education Enrolment guidelines.

Camps Sports Excursion Fund (CSEF)

Please visit our office to collect a Camps Sport Excursion Fund (CSEF) form to complete which will support Extra-Curricular Items and Activities at DCPS to the value of \$400.00 per year (subject to approval from Centrelink). To be eligible you need to be a health care cardholder.

Parent Helpers

Parent involvement at DCPS is welcomed in many different ways.

Parents are welcome to volunteer and please refer to the Volunteer Policy for the school. Parents are welcome to help out at school in the following ways:

- Classroom helpers listening to students read and supporting with other learning programmes
- Volunteer in the library and support with the covering of books
- Development of resources for classroom learning programmes
- Attending Excursions and Camps
- School Garden and Sustainability Team
- Through our Community Hub
- Lunch-time Clubs
- Member of School Council or a sub-committee
- Fundraising

Parent/ Other Visitors to School

If you are visiting the school to work within the classroom, attend an excursion or for any other general business you are required to sign in at the office and wear an identification badge, which will be supplied while in the school. All parents must have a valid working with children check with Davis Creek Primary School listed as the Volunteer organisation and must provide a copy of this to the office. All volunteers will also be required to complete an OHS induction and short training program specific to the area they are volunteering in. If you wish to be a volunteer please contact the office to fill in the expression of interest form.

Organisation

Routines

Develop routines that support children to be independent and responsible. Our school value of Agency implies the ability and the will to influence one's own life. Fostering independence and responsibility are central to developing student agency.

This includes getting ready in the morning and packing their own school bag and getting dressed independently. We encourage parents to say good-bye at the school gate from day one so that we foster independence. Parents must not enter classroom spaces in the morning as this delays the beginning of teaching. We organise opportunities for parents to visit their child's learning spaces.

It also means teaching your child the importance of arriving on time to school by being at the classroom just before 8:30am. Students will begin each day at DCPS reading independently. The gates open at 8.10am for all students.

Display their weekly timetable at home showing their specialist subject days such as Visual Arts, Music, Physical Education, STEM etc. The class timetable will be made available in the first week of term.

Student Absences

If your child is going to be absent from school, you will need to let the school know either before or on the day of the absence. You can advise the school of your child's absence by using the Compass App and adding an 'Attendance Note', emailing the school or by contacting the school and selecting option 1 to leave a voice message.

If student absences have not been communicated to the school, the primary family will receive a SMS notification stating your child is not present for any one or more sessions (and there is no known reason why).



EVERY DAY COUNTS

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. All absences must be reported to the office by adding an attendance note via the Compass App, written explanation given to the classroom teacher, email or telephoning the office. Prolonged, unexplained absence will be followed up by the Assistant Principal or Principal or referred to the Regional Attendance Officer.

Parents are encouraged to make family holiday bookings during the designated term breaks. Excessive 'unexplained' absences will be identified and a letter sent home at the end of each term for parents to explain their child's absence.

We take attendance very seriously and as such it is monitored on a fortnightly basis by Assistant Principals. Families of students with an increasing number of absences, including explained absences, will be contacted by an Assistant Principal to develop a plan to work together on improving the student's attendance at school.

1 or 2 days a week doesn't seem like much but...			
If your 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

That equates to a lot of learning time!!!

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 8:30 am, they will need to collect a late pass from the office, then hand it to the teacher upon entry to the class. The Assistant Principals and Principal will contact parents of children who are consistently late. Late arrivals are disruptive to class programs and add 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.

Early Pick Up/Appointments/Departure

At Davis Creek Primary School, in class learning is paramount between 8.30am and 3.00pm. All students and their families are encouraged to schedule appointments outside of these hours. Unless your child has a specialist appointment, you are strongly discouraged to pick your child up early from school.

What if I need to collect my child early?

Advise your child's class teacher by sending them an email through Compass the day **before** or if **on** the day, tell the teacher at drop off time. You are also required to advise the school office as early as possible.



It is very challenging for office staff if parents turn up at school requesting an early pick up. We do require good communication so this can be facilitated. We do not make announcements during learning time as this interrupts the students' learning. So, to help us to help you and please inform your class teacher and the front office either the day before or the morning of the early pick up.

Attendance at school is very important for your child's learning. The Department of Education makes it very clear that students must attend school during term time. Davis Creek Primary School is not permitted to authorise or approve absence during term time if children are travelling overseas or going on family holidays or even taking time to visit families. Davis Creek Primary School's expectation from every student and family is that we aim for a 100 percent attendance for every student.

Why?

Attendance at school is compulsory for every child unless there has been a formal exemption made. Daily attendance for all children is imperative to succeed in education and helps us to ensure students do not fall behind both socially and academically. We care about your child's learning and if they are not present at school, we are unable to support them with their learning.

Birthdays

We prefer people not to hand out birthday invitations at school as we are promoting an inclusive environment. We encourage families to post invitations or email them. We are happy to support the celebration of birthdays through party bags (no food items) and hand these out to students just before the end of the school day. Parents must communicate this with their child's classroom teacher first if they would like to bring party bags in for their child's birthday.

Hot Days

We are concerned about the safety of all children and they are required to wear a school hat every day in Terms 1 and 4, regardless of cloud cover. Please apply sunscreen on your child prior to coming to school. Sunscreen can be sent in your child's bag to be applied before lunch on hot days, however, students are responsible for applying it at school. The policy of 'No Hat, No Play' applies in Term 1 and Term 4. The children are encouraged to drink plenty of water throughout the day and should have a named water bottle at school.

Food

Children will need a snack for morning tea, fruit or vegetables for a sip and crunch break and a packed lunch. It is preferable that children store their lunch in sealable containers. Please support your child to practise opening containers before starting school so that they can do this independently. Parents are encouraged to cut up fruit ready to eat. Striving for sustainability, DCPS encourages **nude food** or **rubbish free** lunches. We encourage children to bring an extra container of fresh fruit or vegetables for extended morning time. This we call 'Sip and Crunch' and will be eaten during learning blocks.

Children are seated and supervised by class teachers whilst eating their lunch from 1:15pm – 1:30pm. **Please make sure lunch boxes and drink containers are clearly named.** Sending anything to school in glass containers must be avoided.

We ask that you do not include any food with nuts as there are children with serious nut allergies.

Canteen

We have a school Canteen run by H & H Canteens which operate Monday – Friday from 8.00am – 2.00pm.

Orders can be placed by using the Flexi schools app <https://flexischools.com.au/parents> , Paper bag on the day and place into the classroom's lunch tub, ensure the money is in the bag along with your child's name, class and order written on the bag.

Car parking

Drop and go zone at the front of the school. Street parking is available, near the local oval and tennis courts. Please do not park in people's driveways or NO STANDING zones and only use DISABLED parking if you are a permit holder. The staff carpark is not a parking zone please do not park along the driveway or in the parking bays, this is for DCPS staff only. Wooten Road will be very congested before school, so we are encouraging all families to walk or cycle to school.



Community Hub

Davis Creek Primary School Community Hub is part of the Community Hubs Australia Network. Our Community Hub provides a welcoming and inclusive setting where parents and carers can connect with other families and their children's school, participate in activities, access support, link with external community services, or just come in, have a cup of tea or coffee and a chat.

The Community Hub has a strong focus on providing programs and services to women and preschool aged children. We do this by providing English language classes, playgroups, women's activity groups, wellbeing activities, volunteering opportunities and other programs. These programs aim to provide participants the opportunity to learn, share and grow in a supported and friendly environment.

Home Learning

At DCPS, developing home-school partnerships is of prime importance. Reading to your child is of prime importance. Reading to and with your child each night is essential for language development. Both children's literature and take-home books can be shared each night. We encourage you to set up a regular time to read at home to support this routine.

There may be special tasks for home learning to do at home each week, which will reinforce the English, Mathematics or Unit of Inquiry focus for the week.

Head Lice

You can help control head lice by frequently checking your child's hair and promptly letting the office know if you find nits or lice.

Upon discovery of head lice, your child must be excluded from school until treatment has started. If discovered at school, you will be informed of the possibility of head lice and asked to check your child's hair carefully. Students should only return to school once you have commenced treatment on your child's hair and returned the treatment slip to the front office prior to sending your child to their classroom.

Davis Creek Primary School seeks Head Lice Check permission which accompanies the enrolment form up this allows staff to check for head lice when a report is made. Where permission has not been given the parent will be required to attend school to check their child's hair.

Health

Home is the best place for a sick child. Children who are ill or unwell simply should be at home in bed resting. If your child is sent to school ill or becomes unwell at school, we will phone parents or the emergency contact to come and collect the child. **PLEASE make sure that your contact details are up to date so that we can get in touch with the nominated parent or contact.** Regular attendance is recommended for your child's academic and social growth. If your child is consistently getting unwell which is impacting on their attendance, you can work with an Assistant Principal to develop a plan for supporting attendance. We highly recommend families have Ambulance membership. **In case of emergency, we will call for an ambulance and this cost will be incurred to families.**

House Groups

At Davis Creek Primary School, we have four Sports House Groups. We have named our house group through the students being actively involved through the Junior School Council. The names of our houses are of four outstanding leaders who have demonstrated outstanding leadership and made a difference to the lives of others. When naming our houses, it was important for us to ensure that there was a gender balance and that we also recognised an Aboriginal and Torres Strait Islander person to ensure the long history of our country is acknowledged. Our houses are named 'Mabo' which is yellow house after Eddie Mabo, 'Cowan' which is blue house after Edith Cowan, 'Freeman' which is red house after Cathy Freeman and 'Mandela' which is green house after Nelson Mandela.

Excursion and Incursion

Day trips to educational venues that align with the classroom curriculum are an important part of the school program. Authentic and real-world connections are carefully designed by the classroom teachers so that they enhance and enrich the learning experiences in the classroom.

Parents may be invited to attend classes for excursions to help maintain the adult/student ratio for supervision. If you can volunteer, you will first need a valid Working with Children Check card and complete



an OHS volunteer induction at Davis Creek Primary School prior to attending any excursions or incursions. Please read the school's [volunteer policy](#) for further information.

Excursions and Incursions which enhance our curriculum require consent and payment to be given through the Compass app. You will be notified when an event has been posted relating to an Excursion or Incursion for your child.

Camping program

We encourage all students to attend school camps.

A sequential camping program is organised across the school to provide a variety of stimulating and exciting experiences for the students.

Foundation – 100 days of school

Year 1 – Camp Day

Year 2 – Sleepover at School

Year 3 and Year 4 – Phillip Island Camp - Adventure

Year 5 and Year 6 – Toolangi Camp

Immunisation Certificate

All children starting school will need to have an immunisation certificate. This certificate is issued by the Australian Childhood Immunisation Register that will automatically be passed on to parents once your child has received the four-year-old immunisation and is fully immunised. Call 1800 653 809 to update your address with the register. Parents will need to contact the health department at your local council to receive further information.

Children who do not have an immunisation certificate on file at school may be excluded from school if there is an outbreak of Diphtheria, Haemophilus influenza Type B, Measles, Mumps, Rubella, Whooping Cough and Poliomyelitis.

Parent Contact Details

Parents are requested to immediately inform the office if there is a change of contact telephone numbers, address or any other details on our Confidential Student records at any stage throughout the year.

Payments

We encourage school contributions and payments via the Compass app through Compass Pay.

Lost Property

Please write your child's name (e.g., First name and Family name) and regularly check to see if it requires re-marking, this is vital for the retrieval of any lost item.

All items of clothing **MUST be clearly labelled** with your child's name. Lost property is located just outside the main school gates near the administration building. Any uncollected items with names will be returned to your child's classroom teacher. All non-school uniform items without names will be donated to charity at the end of each school term.

Bullying and Harassment Prevention Policy

Davis Creek Primary School does not condone any form of bullying or harassment and through teaching the school values and a strong social and emotional learning curriculum we insist all members of our community be respectful and polite with their interactions with one another.

CARE is our overarching school value. The school policy outlines clearly the steps we will take with any incident of bullying or harassment. Parents may be requested not to enter school grounds if they contravene school expectations. Please read the Bullying Prevention Policy.

SunSmart

We are a SunSmart school and hats must be worn during Term 1 and Term 4 while students are outdoors. Students without hats will be required to remain in a designated shaded area. No Hat, No Play! Sunscreen may be applied at home prior to commencing the school day.

Hats are available for purchase through our uniform supplier, Noone Image wear (Rushfords) in Werribee.



Medication for Children at School

Children requiring medication will need a parent to attend at the appropriate time with their child's medication and administer to their child. Where it is not possible, parents must come to the school front office and complete an 'Authority to Administer Medication Form'. Only then can the medication be kept and stored in the school's first aid room. Medication must be prescribed to the child requiring the medication and be in its original pharmacy packaging.

Parents are advised to check daily with their child whether medication has been taken.

No medication whether it be over the counter or prescribed by the doctor be placed in your child's bag or left in the classroom. Any medication must come through the school office first.

Mobile Phones and Watches

Mobile phones and watches with cellular access should **not** be brought to school. If a child does bring a mobile phone or watch with cellular access to school, it must be handed into the front office before school and collected at the end of the day.

Personal Property

Davis Creek Primary School understands that staff and/or students may sometimes like to bring items of personal property to school.

The Department of Education and Training does not have insurance for personal property of staff, students and visitors. Davis Creek Primary School does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property.

Davis Creek Primary School encourages staff and students not to bring items of value to school, or to obtain appropriate insurance for such items.

Reading

The best home learning is READING. Research shows students who read and achieve high levels at school are an important predictor of academic success. There is no better home learning than regular, sustained time with books.

Your child will be bringing home books each week to read in the Junior grades. Some books they will be able to read independently, some they will be able to read with support and some you will need to read to them. Please help your child practise reading every night. Children in the upper grades should also be reading at home every day/night. It is acceptable to read the book more than once, this helps develop fluency, build word knowledge and reading confidence.

Enjoy story time at home by:

- Turning off the television and limiting screen time
- Letting your child know you enjoy time together
- Make listening to reading a special time
- Joining the local libraries and visiting with your child
- Listening to your child read/ sharing stories every day
- Reading to your child
- Love books and reading and join your local library
- Read literature that engages and interests your child.



School Council

The school council is a management committee of the school. It is responsible for the maintenance of the buildings and grounds, providing for the needs of all children and teachers, managing the finances and generally setting school policy.

It will consist of parents and Department of Education and Training employees. The School Council holds its Annual Public Reporting Meeting and elections in March. Please consider nominating for School Council or joining a sub-committee.



Library Fund

As a Principal, I am passionate about reading and children having access to quality literature. Families can make a tax deductible donation towards helping the school establish wonderful resources for all children and teachers to use and foster a love of literature. If you wish to contribute to this please contact the office.

Parent Contributions

Schools can request contributions from parents under three categories: Curriculum Contributions, Extra-Curricular Items and Activities and Other Contributions. A detailed information letter outlining contributions and how to pay will be distributed upon acceptance of enrolment.

School Photos

The School Photographer will come into school and take professional, class and individual photos.

School photo day will be on Wednesday the 25th of February 2026 and Friday the 27th of February 2026.

All students must be wearing their full academic uniform for school photos.

Ordering of school photos are placed online, please look out for the School Photographer flyer which will be given to your child at the beginning of Term 1.

School Policies

We are committed to whole school planning and consultative decision-making processes. A three-year plan for policy and program development and review operates within the school. The comprehensive plan provides the school with the structure to address key issues and priorities, incorporating ongoing reviews.

No Smoking

Under State Law **vaping** is **not** allowed in school buildings or school grounds.

Staying at School

All children must remain in the school yard from arrival to dismissal. Should your child come home unexpectedly, please contact the school immediately. Children who are collected at school during school hours must be signed out through the school front office. See Early Pick Up/Departure.

Student Records

Good health is essential to your child's wellbeing. Please advise us of anything regarding your child's medical history. This helps us to work together to support your child's health and wellbeing. Any students requiring medication during the school day will also require a form to be filled in and medication to be kept with the first aid officer

- Anaphylaxis
- Asthma
- Epilepsy
- Diabetes
- Vision or hearing concerns
- Learning difficulties
- Allergies

Other health information e.g., premature birth

Certain health conditions will require an ASCIA or other medical action management plan developed and signed by a doctor. It is helpful to discuss changes or new developments of your child's medical condition with your child's teacher and advise the school office.

Student Supervision – Before and After School

Staff prepare for their classrooms and completion of administrative tasks early in the morning and remain after school to attend meetings. Students are not permitted to enter classrooms without teacher supervision. The yard is supervised from 8:15am to 8:30am. Children should not be unattended in the yard before 8:15am. After school, the yard is supervised between 3:00pm and 3:15 pm

If a student is normally collected from school but is still at school beyond normal collection time, the school will attempt to contact the parents and emergency contacts. Failing successful communication students may be taken to the outside hours school care provided the student has an active Big Childcare enrolment and adequate staff supervision ratio. In the event of an unsuccessful handover to Big Childcare the school may consider contacting the police or DHHS to arrange care and protection.



Student Supervision- Recess and Lunch

Teachers on yard duty monitor the school's student engagement, wellbeing, inclusion and behaviour management guidelines to ensure the safety of all. The large playground provides ample space and designated play areas/equipment for students to play cooperatively during recess and lunch. In 2023 we built several new play areas to accommodate for the different age groups across our school and to support positive play experiences for all students.

Students are not permitted to enter the classrooms without teacher supervision. Yard duty teachers wear high visibility vests while on yard duty so they can be easily seen by students.

Davis Creek Primary School operates a hot and wet day timetable. Students will remain indoors on these days and are provided suitable activities. They are supervised across the learning communities.

Toys and Games

Expensive toys and games should not be brought to school. Teachers sometimes do not know that they have brought them to school and even when teachers do know, they cannot guarantee the safe keeping of such items. **The school accepts no responsibility for these items.** If an item is brought as part of school activities, then we recommend that parents bring the item in and take it home immediately after it has been shared.

Uniform

All students **must wear** our school uniform. We believe that the uniform is an economical and practical way of dressing children for school as well as enhancing the appearance of groups on excursions or while representing our school at sporting or academic based events. The school's colours are navy blue, white, grey and light blue. All families who are eligible for Camps Sports Excursion Fund (holders of health care cards) may be eligible for support with the supply of uniforms.

See the School's Uniform Policy on our website. If you require financial support for school uniforms, contact the school on 9749 9800 or email davis.creek.ps@education.vic.gov.au.

Outside Hours School Care

Big Childcare are our Outside School Hours Care provider. Care begins in the morning at 6:30am and children dismissed from BSC at 8:15am After School Care begins at 3:00pm and concludes by 6:30pm. As part of the VIP program Foundation students are dropped and collected from their classrooms for the first two weeks.

All bookings for Outside School Hours Care can be completed online via the Xap smile app. Further information can be obtained by contacting Big Childcare via email daviscreek@bigchildcare.com or phone 0412 243 860.

We encourage all our families to register should the unexpected need for care arise. You will not incur any cost for registering your child.

Complaints Policy

Davis Creek Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

When addressing a complaint, it is expected that all parties will:

- actively listen to one another, be considerate of each other's views, and respect each other's role
- be student focussed
- be resolution focused and attempt to preserve working relationships
- act co-operatively and in good faith
- behave with respect and courtesy
- be inclusive, considerate, and respect the cultural safety of all people, including Aboriginal people,

and the human rights of all parties including but not limited to disability, age, race, religion, gender



- identity, sexual orientation, and marital status
- consider communication needs and preferences

Complaints Policy

- ensure that complainants and students related to complainants are not victimised for making a complaint or asserting their rights
- respect the privacy and confidentiality of those involved unless permitted or required to share information by law
- operate within and seek reasonable resolutions that comply with all applicable legislation and department policies.

Complaints and concerns process for students

Davis Creek Primary School acknowledges that issues or concerns can cause stress or worry for students and impact their wellbeing and learning. Davis Creek Primary School encourages our students to raise issues or concerns as they arise so that we can work together to resolve them.

Students with a concern or complaint can raise them with a trusted adult at school, for example, with their classroom teacher, Year Level Coordinators, Wellbeing staff or Assistant Principal. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you. You can also ask your parent, carer or another trusted adult outside of the school, to talk to us about the issue instead. Information about our parent/carer complaints and concerns process is outlined further below. The parent/carer process also applies to students who are mature minors, refer to: Mature

Minors and Decision Making

Further information and resources to support students to raise issues or concerns are available at:

- Report Racism Hotline (call 1800 722 476) – this hotline enables students to report concerns relating to racism or religious discrimination
- Reach Out
- Headspace
- Kids Helpline (call 1800 55 1800)
- Victorian Aboriginal Education Association (VAEAI)

Complaints and concerns process for parents, carers and community members

Preparation for raising a concern or complaint

Davis Creek Primary School encourages parents, carers or members of the community who may wish to

submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Davis Creek Primary

School. For example, checking Bullying Prevention Policy and Student Engagement, Safe Behaviours

and Wellbeing Policy.

Support person

You are welcome to have a support person to assist you in raising a complaint or concern with our school. Please advise us if you wish to have a support person to assist you, and provide their name, contact details, and their relationship to you.



Raising a concern

Davis Creek Primary School is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns, in the first instance, should be directed to your child's teacher. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

Complaints Process

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal

complaint to the Assistant Principal or Principal.

If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised,

our school will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

1. Complaint received: Please either email, telephone or arrange a meeting through the front office with the Assistant Principal or Principal, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.

Timelines

Davis Creek Primary School will acknowledge receipt of your complaint within 2 school days and will seek to resolve complaints within 15 school days. Depending on the complexity of the complaint, some complaints may take more than 15 school days. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Davis Creek Primary School will consult with you and discuss any interim solutions to the dispute that can be put in place.

Information gathering

Depending on the issues raised in the complaint, the Principal or Assistant Principal may need to gather further information to properly understand the situation. This process may also involve speaking to school and regional staff to obtain details about the situation or the concerns raised. In some instances, the leadership team may reach out to subject matter experts for expert advice. The school may also reach out to the complainant for further information or to clarify concerns.

Response

Where possible, a resolution meeting will be arranged with the Assistant Principal/Principal to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing. In some instances, the school in consultation with the region may suggest mediation, conciliation or other alternative methods of resolving the complaint based on the complexity and urgency of issues raised in the complaint. Please note that unreasonable conduct (e.g. vexatious complaints) may need to be managed differently from the procedures in this policy.

Resolution

Where appropriate, Davis Creek Primary School may seek to resolve a complaint by:

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice



- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

In some circumstances, Davis Creek Primary School may also ask you to attend a meeting with an independent third party or participate in a mediation with an accredited mediator to assist in the resolution of the dispute.

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, you may contact the department by phone on 1800 338 663, via the Enquiries form or by email at enquiries@education.vic.gov.au.

More information is available at [Make a complaint about your school](#). Davis Creek Primary School may also refer a complaint to South Western Region of Victoria if we believe that we have done all we can to address the complaint. For more information about the Department's parent complaints process, including the role of the Regional Office, please see: [Make a complaint about your school](#).

Record keeping and other requirements

To meet Department and legal requirements, our school must keep written records of:

- Serious, substantial or unusual complaints
- Complaints relating to the Child Information Sharing Scheme and Family Violence Information Sharing Scheme, to meet regulatory requirements - refer to Child and Family Violence Information Sharing Schemes for further information

Our school also follows Department policy to ensure that record-keeping, reporting, privacy and employment

law obligations are met when responding to complaints or concerns.

Curriculum at Davis Creek Primary School

Davis Creek Primary School uses the Victorian Curriculum as the basis of teaching and learning. Programs at our school include:

- A Curriculum framework developed by the I.B- Primary Years Programme
- A curriculum informed by the Berry Street Education Model.
- Focused professional development that teaches teachers with the skills and understandings required for effective program implementation.

International Baccalaureate Primary Years Programme (P.Y.P)

The International Baccalaureate Primary Years Programme (P.Y.P) is an internationally recognised programme that provides the framework for our primary school educational experience. Developed over many years, the IB PYP is designed specifically for children aged 3- 12. It is a curriculum framework, based on international best practice and informed by decades of evidence-based research. The IB PYP prepares students for the intellectual and emotional challenges of further education and employment on the global stage, encouraging them to be life-long learners that can transfer their learning across many contexts.

The IB PYP is responsive to the world around us and incorporates essential learnings about our local and global world. Our curriculum is developed in close alignment with the Victorian Curriculum so that it is relevant, significant, engaging and challenging for each student.

Students explore six related transdisciplinary themes across the years of the programme, building a depth of knowledge, understanding and skills with each theme over time. The six themes are:

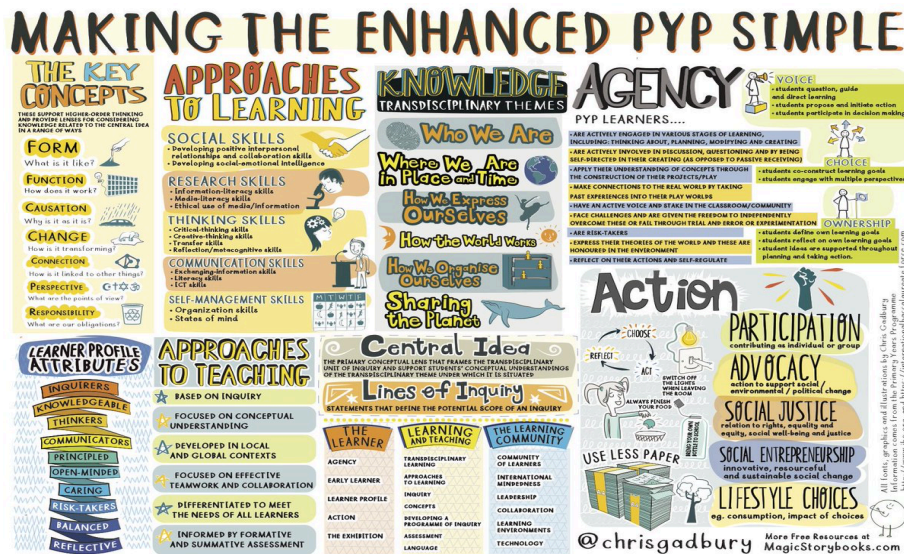
1. Who we are
2. How we express ourselves
3. Sharing the planet
4. How the world works
5. Where we are in place and time



6. How we organise ourselves.

These units of inquiry foster academic, social and emotional growth, and focus on international mindedness and the development of strong personal values. The development of life-long learners who can make the world a better place so that we have more of a peaceful world. Importantly, the PYP values independence, initiative and self-motivation, encouraging every student to take responsibility for their learning. The programme of Inquiry will support our students to develop student voice and agency.

The IB PYP is concept based, transdisciplinary and inquiry driven, built around understanding big ideas of significance in our world. It nurtures the development of student agency where learners are seen as equal partners in their learning with teacher facilitation and guidance. This encourages students to take risks and develop both confidence and resilience. Providing students with a learning environment that promotes agency also enables them to take meaningful action because of their learning. Students become truly interested in and caring about themselves, others and the world they live in. We strive for our students to have hope for life today and tomorrow.



How does the Programme of Inquiry connect to the Victorian Curriculum?

Our Programme of Inquiry has been drafted based on the close examination of the Victorian Curriculum. We have synthesised essential knowledge and skills:

1. Science Curriculum (embedded many of these in the theme of How the World Works and also connected authentically to other transdisciplinary themes).
2. Humanities (Civics and Citizenship, Geography, History and Economics and Business). Civics and Citizenship connects strongly to the theme of 'How we organise ourselves'. History is connected to 'Where we are in place and time' and Geography and Economics and Business connects to many of the transdisciplinary themes.

Essential Elements of the P.Y.P (see diagram above)

The written curriculum consists of essential elements: Knowledge, concepts, approaches to learning and agency. The essential elements are explicitly taught in all areas of the curriculum by all teachers.

Assessment

Students will be assessed in different ways so that teachers can build a picture of student achievements, knowledge and understanding. A range of assessment tools and strategies are used which allow students with different learning styles to succeed.

All assessments are based on success criteria and sometimes these may be developed with the students through analysing worked examples. Assessments focus on what students can do and inform the teaching and learning experience. Students will be assessed on the elements of the PYP.

Assessment will include:

- Pre-assessment: identifying what students already know in order to clarify the starting point for teaching and learning experiences.
- Formative assessment: ongoing assessment which helps the teacher to plan for the ongoing learning needs of the students and to help plan the next steps of learning.



- Common Assessment Tasks: these are often referred to as summative assessment tasks. They inform us of how far students have progressed at the end of the unit of teaching.
- Self and peer assessment: students are involved in making assessments about their own learning and that of their peers using the rubric or success criteria that has been collaboratively developed. This supports the development of agency.

Assessment across the curriculum will include the following at an age appropriate level:

- Using representative examples of a student's work or performance to provide information about student learning.
- Collecting evidence of students' understanding and thinking (Visible Thinking Tools).
- Documenting the learning processes of groups and individuals.
- Engaging students in reflecting on their learning.
- Students assessing work produced by themselves and others.

This may include some or all of the following tools and strategies:

Rubrics	Observations
Exemplars	Performance Assessments
Checklists	Process-focussed assessments
Anecdotal notes	Selected response
Continuums	Open-ended tasks and problem-based learning

The Learner Profile

Through the inquiry process and the application of the essential elements we encourage students to become internationally minded students who strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across the broad and balanced disciplines at school.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate their defending beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

An Overview of English and Mathematics



At Davis Creek Primary School we provide opportunities for students to apply their knowledge in the core curriculum area in the context of the Programme of Inquiry. This is an overview of key knowledge, skills and understandings for the core curricular areas. We need to remember each child is unique and is at different stages of their learning. Learning is developmental and assessment plays a key role to support teachers to plan what the next steps of learning are for their students. At the start of each term parents will be provided with a rich curriculum overview. The below curriculum articulates some of the key learning areas in each year level.

English

Aims

Language / English is fundamental to learning for all Australians, thinking and communicating and permeates the whole curriculum. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Schools have a special responsibility to recognise and support language development to ensure that all students are provided with the environment and necessary language support to enable them to participate fully in the academic programme and in the social life of school and society as well as develop as individuals. The programme of inquiry provides an authentic context for students.

The Language (English) curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content

Language mode	Reading and Viewing	Writing	Speaking and Listening
	Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development	Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop	Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.



	of knowledge about a range of strategies for reading.	a metalanguage to discuss language conventions and use.	
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Mathematics

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and aesthetic, and the Mathematics curriculum aims to build students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and reason and solve problems arising from these situations.

Mathematics is composed of multiple but interrelated and interdependent concepts and structures that students apply beyond the mathematics classroom, and the curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines.

Mathematics provides opportunities for students to apply their mathematical knowledge creatively and efficiently, sharpen their sense of discovery and develop an appreciation of structure. It enables teachers to help students to become self-motivated, confident learners through practice, inquiry and active participation in relevant and challenging experiences.

Aims

Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Content

The curriculum is organised into 6 interrelated strands.

The 6 strands are:

- Number
- Algebra



- Measurement
- Space
- Statistics
- Probability (commencing at Level 3).

Snapshot of our Curriculum through the Overviews

Remember curriculum overviews will be provided at the start of each term. The purpose of the overview is to help parents understand the essential content of each year level. Some students will be less experienced in some areas and that is OK. Some students will demonstrate more experience in areas so we will aim to challenge and extend their understanding horizontally.

Guidelines are:

- The statements are written as 'I **can**' statements. Please ensure learnings are communicated as 'I can' statements. The I can statements below may help you ensure we are communicating the essential content.
- Include lots of visuals including visuals to demonstrate content and how they may help at home. See problem solving strategies picture above.
- Provide helpful hints about how they can support students at home.
- Provide overview of key dates including key excursions/incursions and how they can pay.

If you would like to find out more information regarding elements of the curriculum for specific year levels please refer to the Victorian Curriculum [Home - Victorian Curriculum F-10](#)

