



**Derrimut**  
Primary School

# Foundation Handbook

Respect, Responsibility, Safety





# School Information

**Acting Principal:** Jade Seddon

**Assistant Principal:** Michelle Baldacchino

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## Office Hours

Monday – Friday 8:30am – 3:30pm

# Message From The Principal

## Welcome to Derrimut Primary School

I am honoured and feel very privileged to be the Principal of Derrimut Primary School. I enjoy partnering and collaborating with our students, staff and parents/guardians to make our school the best school it can be.

My commitment to our community is to lead the school with enthusiasm and passion to enable us to reach our goals.

We will continue to develop and enhance a school that:

- Focuses on the development of the whole child
- Has a strong culture of respect and school pride
- Strives for excellence to achieve the highest academic standards
- Reflects the values of its community
- Ensures every child achieves their learning goals to be the very best versions of themselves
- Involves the community in learning so our school is an important aspect of the Derrimut community
- Develops true partnerships that value each child

We truly have a fantastic school with a supportive and involved parent community, dedicated and highly skilled staff, excellent resources and learning environments and the most fantastic students to work with.

**Jade Seddon**

Principal



## Foundation Transition

All students will be required to attend two transition dates to complete their foundation transition, along with Meet the Teacher. Attending transition will help your child to experience what a day at school looks like. This will include whole group time, listening to stories, engaging in play based learning and cooperative games. Bookings for transition dates will occur later this year.

During Meet the Teacher your child will be working in their 2027 Foundation classroom, with their teacher and students. This is a vital opportunity for them to see where and who they will be learning with in their first year of school

- Group 1: Wednesday 19th August & Wednesday 26th August 9:30am - 10:30am
- Group 2: Wednesday 2nd September & 9th September 9:30am - 10:30am
- Group 3: Wednesday 14th October & Wednesday 21st October 9:30am - 10:30am
- Group 4: Wednesday 28th October & Wednesday 4th November 9:30am - 10:30am
- Meet the Teacher - Tuesday 8th December 9:30am - 10:30am

## 2027 Term Dates

### **Term 1:**

*Wednesday 27th January (state wide student free day)*

### **Foundation students - Monday 1st February**

- **Thursday 25th March, 2:15pm finish**

**Term 2: Monday 12th April - Friday 25th June, 2:15 finish**

**Term 3: Monday 12th July - Friday 17th September, 2:15pm finish**

**Term 4: Monday 4th October - Friday 17th December, 1:00pm finish**

*\*2027 Curriculum Days will be confirmed in 2026*

## Daily Timetable

Learning begins each day at 9:00 am and finishes at 3:15pm. Students need to be at school by 8:50am and must be picked up or walk home by 3:30pm. Families, please help your children to establish the habit of punctuality.

8:50am Students enter school to prepare for start of the day  
9:00am - 11:00am Learning time  
11:00am - 11:30am Outside Play  
11:30am - 11:45am Lunch eaten in class  
11:45am - 1:45pm Learning time  
1:45pm - 2:15pm Outside Play (snack can be eaten outside)  
2:15pm - 3:15pm Learning time - **Students are dismissed at 3:15pm**

## Foundation Attendance and Assessments Dates

To help settle into school routine, in accordance with Department of Education regulations, the days of attendance for Foundation students differ from the rest of the school at the beginning of the school year.

Foundation students will begin school on Monday 1st February 2027.

Foundation students will attend school on Monday, Tuesday, Thursday, Friday throughout February.

Foundation students will be dismissed early at 1:30pm on:

Monday 1st February  
Tuesday 2nd February  
Thursday 4th February  
Friday 5th February

The first 3 Wednesdays are Assessment dates. On one of the Assessment dates below your child will be required to attend a 1-hour Assessment Appointment with their teacher. Your child's teacher uses this time to conduct learning interviews and gather information about the literacy and numeracy skills of your child. There is no minimum expected level of literacy or numeracy at the beginning of Foundation. Teachers develop learning programs based on each child's point of need.

- Friday 29th January
- Wednesday 3rd February
- Wednesday 10th February
- Wednesday 17th February



## Uniform

School uniform is compulsory at Derrimut Primary School.

The Derrimut Primary school uniform is of excellent quality and is available for purchase from Academy Uniforms at the below location at your convenience. A current uniform price list is available on our website at [www.derrimutps.vic.edu.au](http://www.derrimutps.vic.edu.au)

### Academy Uniforms

Mon - Fri: 9.00am - 5:00 pm and Sat: 9:00 am - 12.00pm

Unit 2/51-53 Westwood Dr, Ravenhall VIC 3023

Phone: (03) 97680342

Email: [info@academyuniforms.com.au](mailto:info@academyuniforms.com.au)

## Curriculum Contributions

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 your 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.

The Curriculum Contributions for 2027 will be confirmed in December 2026

## Arrangements for the First Day of School

On your child's first day of Foundation, please take your child to their classroom to meet with their teacher.

There will be a range of activities your child can choose from to settle in and feel comfortable. You are welcome to join your child while they find a place to play, explore and take a photo of them enjoying themselves on this special day. It helps us settle students into routines if all families take their photos and say goodbye quickly.



## What to Bring

Your child should arrive at school wearing the school uniform.

**Please ensure all your child's belongings are labelled with your child's full name.**

A backpack/bag, with a lunch box containing fruit (for fruit time in class), snacks, lunch and a reusable bottle of water. The school focuses on healthy eating and no food so please try and include a range of healthy food with minimal packaging.

A change of underwear, socks and clothes in a plastic bag inside their school bag, in case of toileting accidents. Replenish throughout the year as needed.

X 1 Large box of tissues

## Preparing your child for school

### Getting Ready

- Have some “practice-runs” before school starts.
- Talk about school in a positive way.
- Have a special lunch day at home using a lunchbox and drink bottle.
- Encourage your child to organise their school clothes and pack their own bag.

### Sleep Routine

- Establish a routine with a set bedtime to ensure your child gets enough sleep.

### Journey to and from School

- Practise walking to school along the safest route, obeying road rules and discussing potential dangers.
- Discuss the safest way to get into and out of a car if you are driving your child to school. Ensure students are using designated pathways rather than walking through school car parks or gardens.

### Toilet

Children will need to:

- use the toilet by themselves.
- undo and do up any buttons or zips.
- flush the toilet/urinal (Parents/carers could teach boys to use the urinal)
- wash hands.

Foundation teachers program regular toilet visits during the first weeks of school



## Dressing for School

- Check the weather forecast and be prepared for unexpected changes. Pack a spare jumper in the school bag.
- Encourage your child to dress themselves so they can manage things like taking jumpers on and off at school
- Show your child how to use buttons, zips and tie up shoelaces if necessary.
- Reinforce the need to care for own clothing and other possessions.
- LABEL EVERYTHING.

## Food for Energy

- Please supply lunch in a clearly named lunchbox.
- It is helpful if the 'snack' is wrapped separately or clearly labelled.
- Water needs to be in clearly named, plastic bottles.
- Pack a healthy lunch and snacks and explain when they should be eaten. This may include:

**Fruit Break:** Piece of fruit or vegetable (10:00am)

**Lunch:** Sandwich/wrap/rice, piece of fruit and a drink (11:30am)

**Snack:** Piece of fruit, muesli bar or cheese and crackers (1:45pm)

Purchase a "child friendly" lunchbox and ensure that they can open and shut it independently.

## Social Development

School is a social environment; therefore, we encourage small children to mix with other children and adults from outside their family. Through this interaction they learn skills to help them cope with the social aspects of school.

### How can you help?

- Have other children visit your house.
- Visit other people's homes.
- Ensure your child tidies up their own toys and games.
- Make sure they play often, both outside and inside.
- Allow them to make decisions and choices about behaviour and dress, when appropriate.
- Teach them the social conventions of asking to be excused, interrupting, etc.
- Allow the child to entertain themselves sometimes - don't always provide the materials.

## Self Control

Starting school can be a very demanding experience for small children particularly if they are unaccustomed to large groups of children. After having a busy day at school they may come home a little grumpy. Quiet activities will help them unwind. Self control can be developed at home when:

- Parents do not give in to tantrums, and do not always let children get their own way.
- A child is asked to wait while the parent finishes an activity before attending the child.
- No- one expects small children to control their emotions as well as adults.



## **Separation/Independence**

- Plan for your child to have time away with relatives or friends to introduce separation.
- Perhaps build up to the length of the school day before starting school.
- Encourage your child to tackle something for themselves as this fosters good self-esteem and promotes confidence
- Allow your child to pack, unpack and carry their own bags to and from school.
- Hang up school bag and take out Home Reading bag, notes for teacher, etc

## **Responsibility**

A sense of responsibility is developed at home when families:

- Encourage children to keep their rooms tidy.
- Put toys away and always finish one task or game before beginning another
- Give your child a simple task to do and insist that it is completed.
- Make a point of talking with your child and encourage them to sit quietly and listen.
- Teach them to be independent with their own belongings.

## **Clothing**

- Label all your child's belongings.
- Show your child where these labels have been placed.
- Teach your child how to identify his/her name.
- If your child has lost an article of clothing, please check the Lost Property Box outside the office
- For Foundation Students having a spare pair of clothing in your child's bag helps with any water or toilet accidents that may occur during the school day, we suggest a pair of pants, undies and socks.

## **Developing Positive Behaviours**

- Be consistent
- Set clear boundaries and expectations
- Talk with your child about the consequences of their behaviour
- Focus on positive rather than the negative behaviour discussing the inappropriate behaviour and not saying the child is naughty or bad. It is all about the choices we make

## **Punctuality**

- Leave home early to be at school on time.
- Arrive at school well before the bell to allow time for your child to join others at play and to say goodbye.





## Saying Goodbye

Saying goodbye to your child can be difficult for parents/carers. Here are some ideas that may assist you:

- For the first few days you might like to put a family photo or special toy/article of clothing in your child's bag that they can visit for comfort throughout the day.
- Tell your child you are leaving, give them a kiss and a hug and then leave quickly. Reassure him/her that you will be back at 3:15pm to collect them. If your child is upset, staying longer can make the separation more difficult.
- Teachers are well-trained at comforting and distracting upset children and this process is easier once the child can no longer see their parent/carer.
- Approach the teacher if you know that the separation may be difficult so that you can be ready to give a little extra support to your child should they need it at this time.
- It is not unusual for some children to be upset when parents/carers first leave. If your child is unusually distressed, the teacher will discuss further strategies which could be used to help your child adjust to school.

## Picking your Child up after School

Children will be dismissed from the outside entrance to their entry. Please be on time to collect your child, a few minutes can be a long time for a child who is waiting for you.

- Discuss who is likely to pick up your child if circumstances change and where to meet after school.
- Try and talk about your child's day by asking open ended questions that require more than a "yes" or "no" answer. Some may include:
- That looks interesting. What can you tell me about that?
- What was your favourite activity today?
- Tell me about what you did during lunchtime.

Plan a daily routine so that children get ample rest, without an afternoon sleep. A much earlier bed-time of around 7:00 pm is often needed during the first year of school.

## Notes between Home and School

- Check your child's bag each night for notes from school
- Ensure you check Compass for any updates
- Make sure your child knows when you place a note in their school bag for the teacher and that they know what to do with it



## Curriculum Information

### Each Child is Different

It is important for you to be aware that each child is different. Some children will just start to handle writing implements while others will be writing their names. Some will want you to read to them while others will be beginning to read.

You will be curious to know what is going on at school and may question your child about the activities of the day. Do not be concerned if your child is not keen to talk at length about school.

Above all remember that both families and Teachers need to work together to ensure that your child has a chance to develop to their optimum level.

The teacher will become an important influence on your child's life. The first year of school is a very important one. It is a time when the foundations for the understanding of language, reading and numeracy are laid down. If you are concerned about any matter or have any questions, you are always welcome to discuss these with a staff member of the school.

It is advisable to initially discuss the concern with your child's teacher – although on occasions you may prefer to discuss the matter with the Assistant Principal or the Principal.

Please phone to make an appointment, at a mutually suitable time, outside of teaching times to minimise disruption to lessons.

## Learning at Derrimut Primary School

### Literacy

At Derrimut PS, we have a strong focus on building the foundations of learning through a structured literacy program that concentrates on building a love of reading and writing through authentic experiences. Students read a range of familiar and rich literature texts, which allow them to practice reading and writing independently. Each student is provided with a reading toolkit, where they are able to choose a range of Just Right books as well as an interest book and are supported through rich language experiences. Teachers provide students with a range of strategies on supporting their learning. These include, small group workshops, individual and group conferences and whole group explicit teaching,

These groups provide focused teaching for individuals at their point of need. While teachers are working with these groups, children are independently reading and writing to work towards their individual learning goals. Assessments are conducted at the beginning of Term 1 and continue regularly throughout each term and for the rest of the year.



## Reading

Reading is more than recognising or sounding out words. It is seeing print and attaching meaning. It is sharing ideas and information through print. Children are surrounded by print from the day they are born. Reading begins at home amidst all the print and talk that surrounds a child in the years before they come to school – and not all print is in books. The breakfast table usually has plenty of print on it – the cereal packet, the margarine container, the bread wrapper. So do signs in the neighbourhood, service stations and shops. Whenever your child comments on print, be sure to respond enthusiastically.

How can you help your child to read?

- read to your child everyday
- expose your children to lots of texts
- encourage your child's responses
- praise your child's attempts
- share book experiences with your child

## Remember that encouragement is the key to success!

Other things you can do to help your children to read:

- always read to your children for the pleasure of reading – they will develop a love of reading.
- encourage them to value books – books will become prized possessions if they are well chosen and given as presents.
- talk about a book and the author before you start reading.
- let them see you reading – if they see you reading and enjoying books and magazines, your example becomes their best teacher.
- sing nursery rhymes and jingles – clap them, sing them and get your child to join in and put in the words that you leave out.
- picture books – talk about the pictures, encouraging them to point out things of interest.
- let them choose from their favourite simple stories – they will get to know them so well that soon they will be reading them to their teddy bears.
- join the local library and take your child along to join too.
- encourage your children to read, stop, think and connect with the text.

## Writing

Children learn to write by writing. Children's early writing takes the form of experimental scribble. The teacher will help your child record their written messages while they develop knowledge of the writing process. When children are writing freely, the teacher will gradually suggest improvements in the way the ideas are expressed and how the writing is presented.

All children go through certain stages on their way to becoming confident, competent writers. The teacher must make the children feel confident at each stage, so that they are prepared to experiment for themselves. There is continuous development in writing. The stages are not fixed. In fact, one piece of writing may show attempted spellings whilst another might show strings of letters.



At Derrimut PS, we develop authors who write to share their message about things they know a lot about and are interested in. They write for a variety of authentic purposes; to entertain, to express opinions, to persuade, and to inform. We draw out the strong connections between reading and writing by exploring the author's craft and writing conventions in texts and encouraging children to try those techniques in their own writing.

At home, you can invite your child to assist in any written tasks such as writing letters, making birthday cards or creating shopping/chore lists. You could encourage your child to keep a journal or write stories about things they have done with friends and family. It can also help to rehearse their writing at home through story-telling.

### **Classroom Library and Resource Centre**

As a new member of the Derrimut Primary School community, your child will have access to a well-stocked classroom library that contains both print and digital texts as well as a Resource Centre with a wider range of texts to select from.

To enable your Foundation child to take full advantage of the resources on offer, have the following school expectations:

- Each book a student borrows from the library needs to be looked after properly and returned in the same condition as it was borrowed.
- Please ensure books are returned within two weeks.
- If a book is lost or damaged, a note will be sent home asking for a payment to replace the book.
- If you move house, go on holidays or leave the school, library books must be returned.

### **Mathematics**

Children at Derrimut PS learn mathematics using their bodies, hands and minds. They develop the mathematical proficiencies of fluency, understanding, reasoning and problem solving through open-ended tasks, games, and mathematical investigations. Mathematical skills and understandings are applied across the curriculum area and connected to reality wherever possible.

Assessment is conducted at the beginning of Term 1 and is ongoing throughout the year.

The mathematics curriculum covers three main areas; Number and Algebra, Measurement and Geometry, Probability and Statistics.

Encourage your children to use mathematics in real situations:



## **Cooking**

- Measuring ingredients
- Timing how long things take to cook
- Talking about cooking utensils and how they are used
- Will there be enough for everyone?
- Setting the table

## **Shopping**

- Preparing shopping lists
- Tendering money
- Counting change
- Budgeting pocket money
- Counting money
- One to one counting (counting small collections of items)

## **Time**

- Telling the time
- What's on TV at 7:00pm?
- It's five minutes to bedtime
- How long will it take to get to school?

## **Games**

- Jigsaws
- Snakes and ladders
- Card games
- Lego and construction
- Dice/board games
- Go for a walk and look at house numbers, number plates etc.

DATE: 30/01/2025 Date for Review: 30/01/2026