

# An introduction to our school community



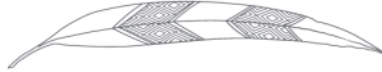
## **Essex Heights Primary School**

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*Wominjeka yearmann koondée biik Wurundjeri balluk*  
Welcome to the land of the Wurundjeri people

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# Our School

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Thank you for your interest in Essex Heights Primary School (EHPS). This booklet has been prepared to give an overview of our school community as you consider your child's primary school education.

EHPS is a mainstream Victorian government primary school for Foundation (Prep) to Year 6 students, situated in Mount Waverley in the eastern suburbs of Melbourne within the municipal boundaries of the City of Monash. EHPS acknowledges the Traditional Owners of this land, the Wurundjeri Woi Wurrung and Bunurong People, and recognises their continuing connection to the land and waterways. We pay our respects to their Elders past, present and emerging and extend this to all Aboriginal and Torres Strait Islander peoples.

The school was established in 1962, and officially opened in 1965. A major facilities upgrade funded through the Building Futures and Building the Education Revolution programs saw the old 1960s buildings replaced with 21st century learning spaces that opened in 2012. The total expenditure of just over \$10 million has transformed the facilities (both classroom and specialist) and the physical environment, setting our school up for many years into the future. Our facilities include:

- Flexible learning spaces in four blocks, providing 24 classrooms.
- Large Stadium (incorporating Gymnasium, Music and Indonesian classrooms, and Canteen; this space is used by the school and community after hours).
- Networked computers in each classroom.
- A purpose built Music Room featuring an extensive variety of instruments and technology, computer facilities, individual instrumental teaching rooms and access to a keyboard laboratory.
- Modern, well stocked, computerised Library.
- Large Hall, including kitchen facilities (including Outside School Hours Care program, and community use).
- Well equipped Art Room with kiln.
- Modern and bright Health Centre for the provision of first aid.
- Fully equipped Canteen, operating Monday, Wednesday and Friday.
- Ramps and bathroom facilities for children with disabilities.
- Intercom facilities in all classrooms.
- Extensive playground areas, including ovals, basketball and netball courts.
- Chicken coop and garden.
- Shade protected modern playground equipment.



EHPS provides a primary education of the highest quality for children and is recognised as a school of excellence. Our student population reflects the diversity of the local community, and also caters for a number of students funded under the Program for Students with Disabilities (PSD). As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with a differentiated approach. We see education as a partnership of children, staff, parents, and the local community.

Through our **core values** of kindness, respect, resilience, curiosity and inclusiveness, children develop positive attitudes and acquire skills that equip them for their future. All students are valued and nurtured within a safe, caring and stimulating school environment. Each child is encouraged, supported and inspired to reach their potential. Importantly, through the provision of a diverse team of highly capable teaching professionals, children develop a zest and interest for life long learning.

Our Statement of Values and School Philosophy, Annual Report and Strategic Plan can be accessed on our school website.

EHPS is led by our Principal, Mr George Perini, and Assistant Principals Mrs Elisha Cotterell and Ms Felicity O’Flynn.



## School Profile

We currently have about 615 students enrolled, distributed across the school as follows:

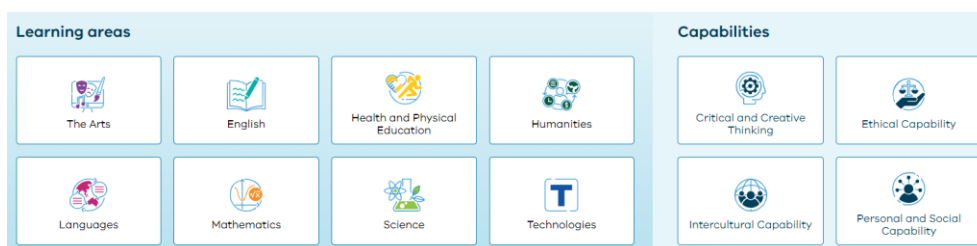
EHPS Profile in 2025			
Level 1	Foundation (Prep)	4 classes	(average 22 students per class)
Level 2	Year 1	4 classes	(average 21 students per class)
	Year 2	4 classes	(average 25 students per class)
Level 3	Year 3/Year 4 composite	6 classes	(average 28 students per class)
Level 4	Year 5	3 classes	(average 31 students per class)
	Year 6	3 classes	(average 30 students per class)

*Correct at time of publication*

## Curriculum

Commencing in 2025, the Victorian Curriculum F–10 Version 2.0 sets out the knowledge and skills every student should learn during their first 11 years of schooling to become lifelong learners, confident individuals, and active and informed citizens prepared to navigate a diverse and changing world. The Victorian Curriculum F-10 2.0 reflects the expertise and feedback of Victorian teachers, making it easier for them to plan, assess and report on student learning.

The overarching structure of the Victorian Curriculum F–10 2.0 has not changed from Victorian Curriculum F–10 Version 1.0. The learning areas, capabilities and cross-curriculum priorities remain the same. This recognises the continuing importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic, supported by clearly articulated capabilities and cross-curriculum perspectives.



Comprehensive detail of the Victorian Curriculum F-10 2.0 can be found on the Victorian Curriculum and Assessment Authority (VCAA) website at <http://victoriancurriculum.vcaa.vic.edu.au/>

Teaching at EHPS is in English. It is our expectation as a mainstream primary school, that our students have the English language ability to communicate with and understand their teachers and peers. If a student's language background is other than English, it is our experience that eligible students who complete the intensive English curriculum at Blackburn English Language School (BELS) experience a greatly enhanced integration and participation in the curriculum at EHPS. For students not eligible for enrolment at BELS, it is recommended that parents/guardians arrange private English language tuition to support their child's transition to EHPS.

All students participate in the five **specialist subjects** – Language Other Than English – Indonesian, Health & Physical Education and Music for 40 minutes per subject every week, and Science and Art/ArtSEL for 60 minutes per subject every week.

## Art

The Visual Arts program enables all students to participate in artistic experiences that foster individual creativity as they explore expressive, creative and communicative forms that reflect their own ideas and the world around them. The program is organised into two dimensions:



- creating and making involves the children using their imagination and experimentation of materials in open-ended or teacher originated activities applying art elements, skills and techniques, equipment and technologies to complete original and interesting art works.
- exploring and responding - children are encouraged to respond to their own art work and art works of those around them. The children participate in discussions about the content, techniques and materials used in artworks, using arts language and to think about where these artworks fit into our history.

Our Art Room provides a warm, inviting space that encourages an atmosphere of personal satisfaction artistically while working with and appreciating the achievements of their peers.

The children's work is displayed around the school, and each child is encouraged to keep their work in an art folio which is sent home at the end of the school year.

## Music

The Classroom Music Program covers a large range of thematically-based activities which are designed to engage students and develop a lifelong passion for music. Children are especially encouraged to sing, listen to and analyse a wide variety of styles of music, dance and participate in movement activities (particularly in the junior years), play a variety of instruments including non-tuned and tuned percussion instruments (including marimbas) and guitar (senior level), interpret and write graphic and conventional notation, and compose their own music. Activities exploring the fundamental elements of music and group work are highlighted. The children are encouraged to work co-operatively and discuss the steps and processes required to prepare for an audience.



Extension Activities are available for students at all ages and are targeted towards appropriate age levels. All Foundation (Prep) to Year 6 students are involved in a Year Level Choir. Students in Years 5 and 6 Choir may audition for a place in Chamber Choir or Chorale which perform at a range of venues in Melbourne throughout the year. We offer Ukulele for Years 3 and 4, and Marimba for Years 4 to 6. We also run String, Woodwind and Brass, Percussion and Guitar ensembles.

Our annual music concert, Showcase, prepared for by all students, is performed at Robert Blackwood Hall at Monash University in Term 4. Students in Year 5 and 6 auditioned choirs participate in the North Eastern Victoria Region (NEVR) Concert at Hamer Hall at the Arts Centre in Melbourne in May and in other concerts and eisteddfods throughout the year.

## LOTE (Language Other Than English) – Indonesian

Our Indonesian program immerses students in rich experiences with a language and cultural focus. Themes and topics of study are designed to cater for different interests and abilities and provide students with a building block approach throughout their study of the language.



Formal activities include a range of speaking and listening, reading and writing. As the students' language develops, they will increase their learning through interactive games as a whole class, with a partner or in small groups where they will be required to draw on their reading, writing, speaking and listening skills.

The Indonesian program has offered students the opportunity to participate in extra curricular activities such as the Sayembara Lisan: Indonesian Speaking Competition. Students have also been immersed in Indonesian culture through dance, drama, music and games on our annual Indonesian Day incursion.

All students focus on introductory language such as greetings and building their familiarity of Indonesia's geography, culture and diversity. They reflect on similarities and differences between the Indonesian culture and their own culture. They then build their learning with other everyday vocabulary such as days of the week, telling the time, colours, numbers, classroom items, food, and family members. They draw on their language to build their conversational skills to apply to everyday scenarios.

Learning a language is not just about the vocabulary. It develops the students' awareness of the ways people communicate, interact and celebrate across cultures. Regardless of the nominated language for future study, learning a second language helps students to extend and deepen their overall literacy.

## Health & Physical Education

Health & Physical Education includes fitness, skills, movement, athletics, aquatics, modified games and sport. The program provides sequential fundamental movement skill development, enhancing participation in games, and an understanding of 'sport' in its broadest sense. Confidence, success, social relationships and the development of self through programmed activity, underlie the far-reaching benefits of physical education. The Health & Physical Education program will enhance each student's opportunities to pursue a lifelong interest in physical activity. As children progress from the fundamental skills, the aim is to enable children to learn enough about sports in terms of rules and skills to join an outside school team either socially or competitively.



Aims of the program for students:

- Develop a love of physical activity through positive experiences and enjoyment with peers and sport educators.
- Encourage all students to be involved in lifelong physical activity, beneficial to the quality of their lives.
- Actively involve students in a varied and balanced program with Fundamental Movement Skills acquisition as the priority for juniors, enhanced by dance, athletics, gymnastics, movement and object control, games and aquatics.
- Sport specific skill and game play development for middle to upper primary to prepare students for interschool sport.
- Maintain and extend appropriate levels of fitness, enhancing wellbeing.
- Develop social and personal skills leading to improved self-esteem and social competence through playing games and interacting in small and larger groups.

AFL, tennis, soccer, hockey and basketball clinics are held with specialist coaches throughout the year.

Students participate in swimming, cross country, athletics, tennis, soccer and basketball competitions. Qualifying students proceed to Monash Heights District, Monash Waverley Division, Eastern Metropolitan Region, and State competitions.

Year 6 students participate in School Sport Victoria Summer and Winter interschool sport with local primary schools.



## Science

Students will study all the key concepts as outlined by the Victorian Curriculum. Key concepts will include:

- Recognising patterns in the world around us and how things are ordered and organised.
- Learning about living and non-living things as well as observe behaviour and physical properties.
- Quantifying time and scale, leading to exploring space, microorganisms, as well as atoms or slow geological change.
- Identify and describing transfer of energy or matter, e.g. solid, liquid and gases.
- Explaining events and making predictions.
- Scientific investigation.

## Other Programs

A whole school **dance program** occurs every second year. Students participate in group dance sessions, learning a choreographed dance routine. Routines are designed so all students will achieve success, and encourages them to work collaboratively, while increasing their understanding of timing and movement to music. The program also includes a Performing Arts focus, with speaking parts allocated to senior students who are keen to act in the concert held at the conclusion of the program. The Dance Concert in 2023 was held over two nights in May at Crossway in Burwood East.

Through **class programs**, including 'Catching On Early', ArtSEL, Respectful Relationships, and The Resilience Project, students develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.

## Curriculum Enhancement

The EHPS curriculum is further enhanced by:

**ArtSEL (Art and Social and Emotional Learning):** An innovative and important initiative introduced in 2017 to prepare our students to be confident and self-aware young people as they make their way from our school and move on to secondary school, ready to take their place in an increasingly complex society. ArtSEL is a practical, hands on, active educational experience where children learn the tools to achieve success in emotional management, situational awareness and academic achievement. The social and emotional component of this program is complemented by 2D Visual Arts projects, which are aligned with the Victorian Curriculum, and the social competency that the children are learning each week. As a result of this amazing pilot program many of our classrooms are now filled with beautiful art works that reflect messages about 'positive self-talk', 'recognising and regulating emotions' and 'engaging in positive social interactions'. The ArtSEL program also provides 'home links' to parents where conversations and reflective activities are encouraged as a family to support social competencies at school, and to encourage common language both at home and at school. We believe that by engaging children in discussion on these topics, we are developing their skills and awareness as well as building a common language between us all. ArtSEL was enhanced in 2019 by the introduction of a Year 6 transition program.



**The Resilience Project:** The Resilience Project delivers emotionally engaging programs to schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness. Through presentations, school curriculum, visual arts, the TRP App, and Wellbeing Journals, the students learn about and share the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. The children learn to incorporate Emotional Literacy into their everyday social engagements with their peers, teachers, families and wider school community. We are proud to have successfully partnered with The Resilience Project since 2021 and look forward to continuing this important and engaging program in the year ahead. In 2024, we have extended our commitment to student wellbeing by having a Wellbeing Specialist.



**Language of Learning:** An important part of meeting the goals within our strategic plan has been our focus on ensuring quality teaching and learning occurs in every classroom in a way that is consistent with the latest research on best practice. To guide our work we have engaged the services of and built a strong relationship with educational consultants from Language of Learning. They are linked to the University of Melbourne Graduate School of Education, and work extensively with Professor John Hattie, a world leading voice in what works best in education.



**Michael Ymer:** Michael Ymer is a leading authority in mathematics education who has worked extensively on the Victorian Curriculum guidelines. Michael continues to work with our teachers on delivering leading edge mathematics teaching.

**STEM with Deakin University:** EHPS has a long and productive partnership with Deakin University. We had the privilege of participating in a three year Science, Technology, Engineering, and Mathematics (STEM) research project, exploring enriched mathematical and scientific learning from 2018 to 2020, with students then in Years 1 and 4. Year 6 students in 2022 participated in a new research project that sought to inform, enable and monitor student critical and creative thinking development within the STEM areas of mathematics and science. In 2024, Years 5 and 6 students are exploring various aspects of climate change.



## Program for Students with Disabilities (PSD)

The Program for Students with Disabilities (PSD) supports the education of students with disabilities in Victorian Government schools by providing schools with additional resources. The resources are provided to schools to assist in the education of students with disabilities, not to individual students.

EHPS is recognised as a leader for its inclusive approach to education. The viable provision of the program is dependent on the funding that qualifying students receive for additional support in the PSD.

EHPS has a philosophy of inclusion and as such is committed to ensuring that students with special needs have access to all the school has to offer.

Many students will require a support worker to help ensure their inclusion and safety in school activities. The support worker will provide eligible children with the practical help they need to access the curriculum and also promote the development of the child's self esteem and self confidence, both fundamental for optimal learning. EHPS has many experienced support workers who work under the guidance of the classroom teacher to provide a comprehensive and inclusive curriculum.

## Child Safe

Embedding an organisational culture of child safety is critical to reducing the risk of child abuse. EHPS is a Child Safe school. All visitors, including parents/guardians, who will be interacting with our students are required to hold a valid Working with Children Check, and to read and adhere to our Child Safety & Wellbeing Policy and Child Safety Code of Conduct.

## School Wide Positive Behaviour Support

The School Wide Positive Behaviour Support (SWPBS) approach supports the implementation of the schools' vision, values and expectations. We create and maintain a stimulating learning environment which promotes BEING SAFE, BEING RESPONSIBLE and BEING A LEARNER. It underpins our school culture where we maximise individual academic and social growth.

	Be Safe	Be Responsible	Be a Learner
Moving	<ul style="list-style-type: none"> <li>Always walk carefully and calmly</li> <li>Look where you are going</li> <li>Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your partner/class</li> <li>Use manners</li> <li>Report any hazards</li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions</li> </ul>
Inside	<ul style="list-style-type: none"> <li>Ask to leave the learning space</li> <li>Use noise levels appropriate to the task</li> <li>Follow instructions</li> <li>Use furniture and equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Speak politely to everyone</li> <li>Tidy your belongings and pack up equipment</li> <li>Work quietly in collaborative spaces</li> <li>Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Ask for help when needed</li> <li>Have a go</li> <li>Be an active listener</li> <li>Organise your time/equipment</li> <li>Be a good team member</li> </ul>
Outside	<ul style="list-style-type: none"> <li>Stay in bounds</li> <li>Wear a hat to be SunSmart</li> <li>Move &amp; play safely</li> <li>Sticks/stones stay on the ground</li> <li>Obey road rules</li> </ul>	<ul style="list-style-type: none"> <li>Listen to &amp; share with others</li> <li>Put rubbish in the bin</li> <li>Seek help to solve a big problem</li> <li>If still eating, sit outside the Hall</li> <li>Use bubblers properly</li> </ul>	<ul style="list-style-type: none"> <li>Establish &amp; follow the rules of the game, be honest</li> <li>Be a good sport</li> <li>Accept differences in others</li> <li>Try to solve a small problem</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Flush, wash hands and leave</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to use the toilet privately</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules for correct use of this area</li> </ul>

Fairness doesn't mean everyone gets the same; fairness means everyone gets what they need.

## Term Dates

Term dates are set by the Department of Education.

Term Dates 2025		Weeks in Term	Australian Season
<b>Semester 1</b>			
Term 1	Tuesday 28 January* to Friday 4 April	10 weeks	Summer/Autumn
Term 2	Tuesday 22 April to Friday 4 July	11 weeks	Autumn/Winter
<b>Semester 2</b>			
Term 3	Monday 21 July to Friday 19 September	9 weeks	Winter/Spring
Term 4	Monday 6 October to Friday 19 December	11 weeks	Spring/Summer

Term Dates 2026		Weeks in Term	Australian Season
<b>Semester 1</b>			
Term 1	Tuesday 27 January* to Thursday 2 April	10 weeks	Summer/Autumn
Term 2	Monday 20 April to Friday 26 June	10 weeks	Autumn/Winter
<b>Semester 2</b>			
Term 3	Monday 13 July to Friday 18 September	10 weeks	Winter/Spring
Term 4	Monday 5 October to Friday 18 December	11 weeks	Spring/Summer

\* The first day of Term 1 is a student-free day in all Victorian government schools.

Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes, and one Professional Practice Day for staff. The first day of Term 1 is a student-free day in all Victorian government schools, and the remaining three student-free days and one Professional Practice Day for staff are determined by the School Council in each individual school.

Students do not attend school on student-free days (also known as pupil-free or curriculum days), the Professional Practice Day for staff, or public holidays.

**Foundation (Prep) students** commence the term attending their compulsory school entry assessments (one hour with their teacher at school). Their first day at school occurs in Week 2 after the assessments have been completed, starting at a specified time between 9am and 10am, and finishing at 1.30pm. The next day/s of school until the end of the week is from 8.50am to 2.30pm, and from the next Monday (usually Week 3 of Term 1), Foundation (Prep) students commence fulltime (8.50am to 3.30pm).

## School Day

EHPS School Day	
8.45am	Yard Supervision commences by staff <i>Students are not to be at school unsupervised prior to 8.45am; students who need to arrive earlier than 8.45am are expected to be booked in to Before School Care provided by our OSHC program.</i>
8.50am	First bell – students go to classroom <i>Bags away, change reader, information from home handed in to teachers. Roll marked at 9am.</i>
9.00am – 11.00am	Learning Session
11.00am – 11.30am	Morning play/recess
11.30am – 1.30pm	Learning Session
1.30pm – 1.40pm	Lunch – supervised eating time in classroom
1.40pm – 2.30pm	Lunch play/recess
2.30pm – 3.30pm	Learning Session <i>Roll marked at 2.30pm.</i>
3.30pm	Dismissal <i>Students collected from school.</i>
3.45pm	Yard Supervision by staff concludes <i>Students should not be at school unsupervised after this time; students who cannot be collected at school dismissal at 3.30pm are expected to be booked in to After School Care provided by our OSHC program.</i>

Dismissal time on the last day of Terms 1, 2 and 3 is at 2.30pm, and at 1.30pm on the last day of Term 4 (the end of the school year).



# General Information

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## Administration

**Government Responsibility:** The Department of Education is responsible for schools throughout the State. The Government owns the land on which schools stand and the buildings in which schools are housed. Money for certain aspects of the school operation is provided by the Government to pay for such things as teachers' salaries, administration costs, cleaning, heating, lighting and power. This amount depends on factors such as location and size of the school, and the number of children attending, composition of the school population (e.g. children from non-English speaking backgrounds, children who have disabilities).

**School Council:** The School Council is a legally constituted body consisting of elected members from the parent body, staff members, including the Principal, and members co-opted by the elected council.

The powers and duties of School Councils are laid down by legislation and include:

- Developing the educational policy of the school
- Managing the school's finances
- Responsibility for maintenance and improvement of school grounds and buildings
- Providing for necessary cleaning and sanitary services
- Stimulating interest in the school
- Appointment of sub-committees to assist in carrying out its functions.

## Assembly

School Assembly is conducted weekly on Monday afternoon. Assembly includes recitation of the School Declaration, singing the National Anthem and the School Song, and is an opportunity to celebrate recent events and activities, presentations, special commendations, musical items, and promote upcoming activities. Parents/guardians are welcome to attend.

## Attendance at School

Students attend school every day of school terms, except on student-free days and public holidays. Any absence from school must be explained by parents/carers. This is done online through our parent portal on Compass.

## Bikes & Scooters

Walking or riding to school is encouraged at EHPS, being great ways for children to keep active and get the recommended one hour of physical activity each day. Children who walk or cycle to school are more likely to be independent and are generally more physically active and healthy. An added benefit of students who walk or ride to school is that traffic congestion around the school is reduced.

Students may ride a bike or scooter to school if they are able to ride in a safe manner, observing the road rules, and can securely store their bike or scooter at school. Bikes and scooters are stored in the Bike Shed located at the front of the school in front of the Art Room. A bike lock must be supplied from home; students must be able to independently use their bike lock. Students must wear a helmet to and from school. Bikes and scooters are not to be used during school hours.

Bike/scooters are not to be ridden in the school grounds. Students may not bring skateboards, roller skates, or similar, to school.

Our Junior School Council run a riding record program to encourage riding/scooting to school.

The school community is encouraged to participate in the National Ride2School Day each year.



## Books, Stationery & Computer Requirements

All books, stationery and computer requirements for students are purchased by the school. The cost of these items is included in the annual parent payment curriculum contribution. Books and stationery are distributed by the classroom teacher as required throughout the year. Computer requirements (laptops or iPads) are used onsite as required.

## Buddies

Our school has a buddy system for Foundation (Prep) children. The buddy system helps older children learn to take on responsibility, whilst younger children know that they have a fellow student they can go to. Buddy systems help children make friends and create a sense of belonging with the school community. At EHPS Foundation (Prep) students are allocated a Buddy from the Year 5 cohort to help children have a welcoming experience from the very beginning. The system continues into Year 1. The school also trains Years 5 and 6 students in leadership to provide support and connection through the Playground Pals program.

## Camps

Camps form an integral part of our educational program, encouraging independence, confidence, responsibility, personal growth and respect, and social interaction among the children and staff. Our current camping program is for students in Year 3/Year 4 (three days, two nights at Oasis Camp in Mount Evelyn), Year 5 (three days, two nights at Cave Hill Creek at Beaufort), and Year 6 (four days, three nights at Forest Lodge Farm in Gippsland).



## Camps, Sports & Excursions Fund (CSEF)

The Camps, Sports and Excursions Fund (CSEF) is provided by the Victorian Government for eligible students to cover the costs of school camps or trips, swimming and school-organised sport programs, outdoor education programs, and excursions and incursions. Families holding a valid means-tested concession card (e.g. Health Care Card) or are temporary foster parents are eligible to apply for the CSEF.

If approved, \$125 per primary school student is provided. These funds are paid to the school and applied to relevant activities across the school year until used. CSEF cannot be used for parent payments (school fees) or voluntary activities, such as instrumental music lessons. Foundation (Prep) students who receive CSEF are also eligible for a Winter uniform pack provided by State Schools' Relief.

## Canteen



We have an onsite Canteen that operates on Monday, Wednesday and Friday, providing ordered lunches to students. Lunches are ordered online through our parent portal on Compass. There are no over the counter sales to students. With a healthy food focus, the menu offers sandwiches, rolls, jaffles, potatoes, sushi, a variety of hot food including meals from Good Food Hero, snacks, frozen items and drinks. The menu is accessible on our school website. Our Canteen runs with a Manager supported by parent volunteers.

## Communication

At EHPS we value the communication between staff and parents. Our primary methods of communication with our school community are:

- Parent Portal on Compass:** Compass is a school management solution that allows parents/guardians to access up-to-date and meaningful information about our school and your child. Compass is accessible on any modern web browser (Firefox, Chrome, Safari) or by using the Compass iOS or Android apps. Every family is provided with a unique Compass login for the duration of their child's enrolment at EHPS. At EHPS we use Compass to communicate with the school community, provide consent and payment for activities/excursions/incursions, explain absences from school, distribute the Contact school newsletter, record permissions for your child, book parent teacher discussions/interviews, email teachers, access your child's reports, and school documentation and information.



2. **Contact Newsletter:** Our school newsletter, Contact, is published fortnightly during school terms and distributed electronically to the school community on Compass. Contact can also be accessed on our school website.

Each Year Level also publishes a newsletter, usually weekly during each term, providing information on curriculum, learning, events and organisational details relevant for each year level.

We endeavour to have our communication be as paperless as possible, however it is still sometimes necessary to send information in paper form, although this is kept to a minimum.

Our school website provides information to the wider community, including school reports, policies, and enrolment details.

The school communicates with families by email as required, e.g. to send their family account statement. Families nominate one email address to be used for this communication on their child's enrolment form.

Our staff are very pleased to provide feedback and meet with parents when required. We also value and encourage a good work life balance for our staff, so it is recommended that parents arrange a meeting time with teachers when required.

## Excursions, Incursions, Activities & Events

Excursions, incursions, activities and events are an important part of the school curriculum, and are usually linked to a unit of study and assist in enhancing student learning. They are planned to enhance classroom instruction and discussions, and often allow children insights they would not gain in the classroom. Learning to conduct themselves well as a group outside their normal boundaries is a vital part of their education and social development.

Information about an event/activity is communicated, including consent and payment, on Compass. Most activities will incur a cost, covering the cost of the activity.

Families who qualify for the Camps, Sports and Excursion Fund (CSEF) can use these funds to pay for eligible activities throughout the year until used.

## Extra Curricular & After School Activities

Some of the extra curricular activities our students are encouraged to participate in are:

- NEVR Youth Concert at Hamer Hall
- Victorian State Schools Spectacular
- Science Talent Search
- Indonesian language speaking competition – Sayembara Lisan

A variety of activities run by external providers are currently available to students:

Activities run by external providers	
Monday	<p><b>Soccer</b> 3.40pm to 4.40pm Prep to Year 6 students. Facilitated by Sports-X - <a href="http://www.sports-x.com.au">www.sports-x.com.au</a></p>
Tuesday	<p><b>Coding Club</b> 1.30pm to 2.30pm. Years 2 to 6 students. Facilitated by Code Camp.</p>
Wednesday	<p><b>Chess Club</b> 3.40pm to 4.40pm. Years 1 to 6 students (<u>not</u> Prep). Facilitated by Chess Ideas – <a href="http://www.chessideas.com.au">www.chessideas.com.au</a></p>

Activities run by external providers	
Thursday	<p><b>Coding Club</b> 1.30pm to 2.30pm. Years 2 to 6 students. Facilitated by Code Camp.</p> <p><b>Netball</b> From 3.45pm. Years 3 to 5 students. Facilitated by Essex Heights Netball Club. For information email <a href="mailto:essexheightsnetballclub@gmail.com">essexheightsnetballclub@gmail.com</a></p>
Friday	<p><b>Basketball</b> 3.40pm to 4.40pm. Prep to Year 6 students. Facilitated by Sports-X - <a href="http://www.sports-x.com.au">www.sports-x.com.au</a></p>

*Correct at the time of publication. Subject to change.*

AFL Auskick (facilitated by Ashwood AFL Auskick Centre) and Cricket Blast (facilitated by Cricket Victoria) after school programs are also offered for Prep to Year 6 students during the year.

## Food at School

Students bring their own snacks, lunch and water bottle to school every day.

**Snacks and Brain Food:** Snacks and “brain food” are eaten before morning recess. Fruit and vegetables are recommended.

**Lunch:** Lunch is eaten in the classroom between 1.30pm and 1.40pm supervised by their teacher before lunch play, and must be provided from home. Food should be independently manageable by the student at school. If utensils are required, these must be supplied from home. There is no facility to keep food cool or heat food at school. Take away food (e.g. McDonalds) is not permitted at school. 2Ts Wrapper Free is an initiative of our Sustainability Team; students are asked to try and only use reuseable containers for all their food on Tuesday and Thursday.

**Lunch Orders from Canteen:** Our Canteen provides a lunch order service to our students on Monday, Wednesday and Friday. Orders are placed online on Compass.

**Students with food allergies:** EHPS has a number of children who suffer from severe or life threatening food allergies known as anaphylaxis. Any food can cause anaphylaxis, but generally the following foods account for 90% of all reactions: peanuts, tree nuts, shellfish, fish, milk, egg, sesame, soy and wheat. We also have a large number of children with other various food allergies. Any food brought into the school can have serious consequences for children at risk. Therefore, parents, students and staff must be sensitive to the critical needs of the children at school who have severe food allergies. Due to the large number of children with nut allergies we request that nuts, foods that contain nuts and nut products such as Nutella and peanut butter are not consumed at school at any time.

If food is brought in to share for a birthday or special occasion, this must be discussed with the classroom teacher; any food brought to school must have a printed list of ingredients provided before it can be distributed.

Parents of children with food allergies may choose to provide an alternative “treat” to be kept with the class teacher for these occasions.

## Grounds

We are very proud of our schools grounds. A variety of playground areas are enhanced by gardens that are maintained by our gardener and maintenance worker (both employed with funds raised through the Grounds & Maintenance voluntary parent payment contribution), and working bees hosted by our Grounds & Maintenance Committee. A Memorial Garden is located at the front of the school. This space was created with the assistance of a grant and installation from Bunnings, and features a Friendship Chair (donated by the graduating class of 2016 and their families), and another chair in memory of our former Principal, Andrew Crossett, who died in 2017. A Sensory and Meditation Garden and a Mathematics Garden are the most recent areas constructed. Recent graduating classes and their families have donated artwork to enhance our school grounds. These include the metal tree sculpture at the front of the Administration



building (class of 2017), the metal panel on the external wall of the Library (class of 2018), and the mature Jacaranda tree planted in the Memorial Garden (class of 2019).



*The Sensory & Meditation Garden*

## Happy Families

Our school has a Happy Families School Membership subscription, providing our school community with Insights articles, webinars and parenting education resources. Happy Families is owned and run by Dr Justin Coulson, one of Australia's leading parenting experts, the membership offers a wealth of parenting education and resources, including regular Insights articles, webinars, and other resources. Parenting Ideas, founded by Michael Grose, was acquired by Happy Families in 2022.

## Health & Wellbeing

Promoting and maintaining the health and wellbeing of students is a vital aspect of our school's commitment to student care. Our Health Centre is attended by a highly qualified First Aid Officer from 10am to 3pm each school day (except Wednesday), and by other Level 2 First Aid qualified staff outside these hours, ensuring that all students have access to first aid and health care with minimal disruption to their schooling.



**First Aid:** The Health Centre is a well equipped first aid area which can respond to illness and injuries. Children and staff have access to the Health Centre throughout the school day for management of any issue (physical or emotional) that may arise. In addition to this, classrooms and teachers are equipped with mini first aid kits to manage minor classroom mishaps, so as to ensure minimal disruption to your child's learning wherever possible.

**Illness:** Unwell children should be kept home until they are well and can return to school and participate in the full school day. This promotes healing for the child and prevents the spread of infection to other students and staff.

Children who become unwell during the school day and are not well enough to return to class to fully participate in their learning, must be collected as soon as possible by a parent/guardian, or someone arranged by the parent/guardian (e.g. grandparent, neighbour).

**Health Issues:** Health issues such as anaphylaxis, asthma and allergies are increasing amongst primary school age children. If your child is asthmatic, has an allergy, diabetes, or epilepsy, you are required to provide a management plan prepared by your child's doctor, and medication (if required), and you should make a time to speak with the First Aid Officer and formulate a specific plan for optimal management of your child's health whilst at school. Medical forms are sent out at the beginning of each school year to ensure information is kept up to date, and parents are required to notify the Health Centre of any change in their child's condition.

**Medication:** Some children require medication administered whilst at school. For example, some children may have ongoing medication needs for conditions such as attention deficit disorders; other short-term needs such as an antibiotic for several days. Whatever your child's needs, our First Aid Officer is available to manage children's medication in a safe and appropriate manner whilst they are at school.

**Other Medical Needs:** Sometimes students have greater medical needs which may be supported in the school environment by our First Aid Officer, enabling greater attendance and productivity from their

schooling. This may include adjustments to routine following hospital admission (i.e. assistance with toileting), short-term wound and dressing management, or liaison with hospital staff to ensure all the child's medical needs are being met whilst at school.

**Headlice:** Whilst headlice are relatively common, they are uncomfortable and can be quite a distraction to the child. Our First Aid Officer performs checks of children's hair when required and supports the school community in managing headlice in the most appropriate manner. Headlice checks require parental consent; this is given as one of the student permissions completed when a child commences at EHPS.

**Infectious Diseases and School Exclusion:** If a student contracts an infectious disease, they are to be excluded from school according to the Minimum period of exclusion from primary schools and children's services for infectious diseases defined by the Department of Health and Human Services. This document is accessible on our school website or on our parent portal on Compass.

**Dental Check:** Smile Squad is a free dental program offered to all Victorian government school students. Link Health & Community are our local Smile Squad team. Parents will be informed when the program will be offered at EHPS; parental consent is required for students to participate.



**Visiting Primary School Nurse:** The Department of Education Visiting Primary School Nurse attends the school to conduct the Foundation (Prep) health screening assessments and to see other children as requested by teachers or parents (only with parental consent). The purpose of the visit is to provide all Victorian school entry aged children with the opportunity to have a health screening assessment; to link children, families and schools to services available in the community; and to provide information and advice about children's health and wellbeing. Foundation (Prep) parents are provided with a questionnaire to complete and return. Parents of Years 1 to 6 students who wish for their child to be seen by the Visiting Primary School Nurse need to complete a Referral Form available on request from the school.

**Parent Support:** Our First Aid Officer is on duty in the Health Centre between 10am and 3pm each school day (except Wednesday). Parents/carers may make an appointment or just drop in after recess (11.30am to 1.30pm) or after lunch play (2.30pm to 3pm) to chat about any issues they may have with their child's health or welfare. Whether this is just a sympathetic ear or the first step in obtaining further support and intervention, the First Aid Officer is happy to listen and assist.

## Homework

Homework is considered to be of value in giving children some training and discipline for their post-primary years of schooling. Homework assists children to develop organisational and self-management skills. It is suggested that parents encourage children to carry out any set tasks at home. In junior primary grades children bring home books which they share with their parents. Each child should be encouraged to read each night. The Homework Policy is accessible on our school website.

## Houses

The Houses at EHPS are named for famous Australian artists – Drysdale (red), Boyd (blue), Lindsay (yellow), and Nolan (green). Students are allocated to a House when they are enrolled. Siblings are allocated to the same house. Students compete in their house in activities such as House Athletics and Swimming Carnivals.

## Immunisation

Provision of the Australian Immunisation Register (AIR) immunisation history statement, issued upon completion of a child's five year old immunisations, is mandatory for enrolment.

For children whose immunisation record is incomplete, missing, or who have been vaccinated overseas, or your child has never been vaccinated:

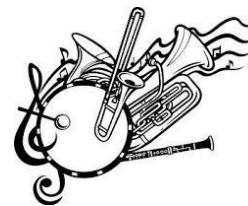
1. Visit the City of Monash or City of Whitehorse Council Immunisation Service (whichever applies for your home address) with the child's immunisation records (in English), and request that immunisation records be reconciled to the Australian National Immunisation Program.
2. The reconciled information will be sent by post (up to four weeks). Arrange for your child to have any vaccinations identified as missing as soon as possible with the Council or your GP.
3. When vaccinations are up to date, download the up to date AIR immunisation history statement, and provide to the school as soon as available.

A student with an incomplete immunisation status may be excluded from school in the event of a vaccine preventable disease outbreak.

## Instrumental Music Program

The Instrumental Music Program (IMP) has been a dynamic part of EHPS for over 30 years. Tuition is available in the following:

- Strings – Violin, Viola, Cello, and Double Bass
- Brass & Woodwind – Flute, Clarinet, Saxophone, Trumpet, and Trombone
- Ukulele
- Piano and Keyboard
- Guitar
- Drum Kit and Percussion
- Harp
- Exam Class and Theory Class
- Essex Ensembles



Handbooks detailing tuition are accessible on our school website under the Programs menu. The IMP is a user pays program; the program is in three cycles across the school year, and charges are payable for each cycle. Students have opportunities throughout the year to perform in a variety of concerts, including our annual Showcase concert (right) held at Robert Blackwood Hall at Monash University in Term 4.



## Library

Our Library is a well-stocked multi-functional facility which provides for the fiction and non-fiction needs of children and classes, and serves the literature and research needs of teachers. Resources are accessed via a computerised catalogue which the children are taught to use so that they may become independent and competent library users.

Not only is the Library a focus for literature and research, but at lunchtimes it becomes a hive of leisure and enjoyment, open to everyone. Children come to borrow books, play board games, read, work on class library activities, draw or talk, in a calm and pleasant environment.

A highlight of the school year is the annual Book Fair. Other special events, such as visits by authors and illustrators, occur from time to time and form an exciting part of the Library curriculum, as the children are inspired by talented creators whose work they have studied in Library classes.

We participate in the Scholastic Book Club. Catalogues are distributed to every student twice each term. We receive rewards for our school based on purchases made.

The Library is open most lunchtimes for children's use. Parents are asked to ensure that borrowed books are cared for as they are a valuable school resource. All students are encouraged to have a library bag to minimise damage and care for borrowed books; all Foundation (Prep) students receive a bag from the Victorian Government at the start of their Foundation (Prep) year that is ideal for use as a library bag.

## Mobile Phones & Electronic Devices

Students are not permitted to have a device/s at school that can transmit/receive messages, take photos/video, or record any audio. This can apply to mobile phones, smart watches, or similar devices. Students who bring a phone/watch/similar device to school must hand it to their teacher at the beginning of the school day, and it will be returned at the end of the day.

## NAPLAN

Students in Years 3 and 5 participate in the annual National Assessment Program – Literacy and Numeracy (NAPLAN) in March each year.

## Office Hours

Our Office hours are 8.30am to 4.30pm Monday to Friday during school terms. For enrolment enquiries or lodgement of documentation, please contact or visit us between 9.30am and 2.30pm weekdays during school terms. The School and Office are closed during school holidays. Any enquiries during school holidays should be sent to the school email so they can be followed up when the next term commences.

## Outside School Hours Care

Our Outside School Hours Care (OSHC) program provides care to EHPS students. OSHC is an independent, in-house run program, governed by the Essex Heights Primary School Council, offering a high quality community based childcare service to all EHPS students enrolled in the program. Our dedicated and accomplished staff endeavour to provide the highest quality care for all children. Children are involved in a variety of recreational activities, with emphasis on sports and crafts in particular.

Outside School Hours Care Program	
Before School Care	Monday to Friday during school terms 7.00am to 8.45am Breakfast provided \$25 per child per session
After School Care	Monday to Friday during school terms 3.30pm to 6.00pm Afternoon tea provided \$33 per child per session
Vacation/Holiday Care	Monday to Friday during school holidays during school year. The January Vacation Care program commences prior to the start of the school year. 7.00am to 6.00pm. \$80 per child per session, plus incursion/excursion cost
Student-free/Curriculum Days	7.00am to 6.00pm – four per year. \$80 per child per session, plus incursion/excursion cost

*Note: Late fees apply if children are collected after the program closing time of 6pm.*

OSHC is an approved child care service, and if you receive the Child Care Subsidy (CCS), determined by Centrelink, you are eligible for a fee reduction.

All families enrolled in the OSHC program use the Xplor Home app to manage their program enrolment and care bookings.

All enquiries about the OSHC program, including program enrolment, are to be directed to the Coordinator, Paul Davis by email – [Paul.Davis@education.vic.gov.au](mailto:Paul.Davis@education.vic.gov.au).

## Parent Contributions

EHPS has an established tradition of providing a broad and comprehensive curriculum to meet the needs of all students. Educational programs relate to a curriculum based upon the Victorian Curriculum. The school relies upon and appreciates the financial commitment made by all parents to meet some of the costs of their children's education.

School funding comes from two sources: those that are provided from Government sources and those provided through local contributions. Increasingly funds from local sources are sought in order to meet the high expectations that our school community has for our students which in turn ensure that our educational provision is second to none.

We receive a grant for each student from the Department of Education. This grant is required to cover a wide range of items such as electricity, gas, water, postage, telephone, and other matters central to the functioning of the school. In addition, the grant assists with the provision of very basic curriculum materials and equipment.

School Council reviews parent contributions annually, and has endorsed the voluntary parent contributions for 2025 to support the effective operation of our school.

Annual Parent Contributions – 2025	
Curriculum Contribution	\$380 per student
Grounds & Maintenance	\$30 per student
First Aid	\$30 per student

Annual parent contributions are advised in Term 1 each year, and are payable from notification. Payment using BPay or Compass Pay is preferred. The annual parent contributions are not payable for students enrolled through the International Student Program, as they are subject to international student fees and are invoiced directly by the International Education Division. For students commencing during the school year, a pro rata contribution based on the term they commence is requested.

Charges for other **activities, excursions and incursions** will be advised and are payable throughout the year. Families who are eligible and have received CSEF may use these funds to pay for these until the funds are used.

Split billing of school charges for separated families can be arranged on request of both parents at the start of the school year.

## Parent Involvement

The support and involvement of parents is welcome and encouraged, and enhances the successful running of the school. Parents are encouraged to actively participate in a variety of ways, for example:

- School Council
- Class representative and class social activities
- Classroom assistance, e.g. reading with children, changing readers
- Excursions and incursions
- Camps
- Parents and Friends Club (PFC)
- Canteen
- Fundraising
- Working bees
- Library
- Specialists, e.g. Art, Indonesian, Music, Health & P.E., and Science
- Recycling bin roster
- Inter-School Sport support
- ArtSEL

All parents assisting in any capacity at school are required to hold a current Working with Children Check (WWCC), and to have read and adhere to our Child Safety, visitors and volunteers policies confirmed by lodging a signed Child Safety Code of Conduct Acknowledgement.

## Parents & Friends Club (PFC)

The Parents & Friends Club (PFC) aims to be of service to the whole school community through social and fundraising activities, with emphasis on ultimate benefits to the students. Any members of the school community with a common interest in the school are most welcome to join the PFC.

The PFC comprises of office bearers, committee members, and members. Office bearers are elected at the Annual General Meeting held in March each year, the remainder of the committee being co-opted. All members of the EHPS community are welcome to be part of the PFC. Past experience has shown new ideas, as well as many willing hands, make a successful club.

Activities during the year are many and varied. The projects carried out on a regular and continuing basis include a variety of social and fundraising activities, including the Welcome Picnic, Mother's and Father's Day breakfast and stalls, and secondhand uniform donations and sales.

## Parent Teacher Discussions/Interviews

Parent Teacher Discussions/Interviews are held in Terms 1 and 3. In Term 1 a discussion with your child's teacher is an opportunity to meet your child's teacher and discuss your child. Interviews in Term 3 are held after the Semester 1 report has been issued. Both of these discussions/interviews are booked on Compass, and set at 10 minutes duration to ensure that all families have an opportunity to meet with their child's teacher. If a longer discussion is required, teachers are happy to meet with parents at a mutually arranged time.

Student Support Group (SSG) meetings are scheduled each term for parents of students with an Individual Learning Plan (ILP), students in the Program for Students with Disabilities (PSD), PSD students in out of home care, and Koorie students.



## Payments

BPay or Compass Pay are the preferred methods of payment for school charges. Eftpos/credit card (MasterCard or Visa) can also be accepted at the Office. School charges are advised via Compass and/or family statement, and are payable on receipt of the statement or the due date specified on the Compass notification. Annual parent payments (school fees) are advised and payable in Term 1.

## Permissions

Parents/guardians are required to consider and provide permission at the start of their child's enrolment for:

- Local excursions
- Student photos for displays, media and website
- Internet use, publication of children's work on school website (includes student contract)
- Viewing of PG media
- Administration of medication at school

Permissions are recorded on Compass for the duration of a student's enrolment at EHPS.

## Playground Supervision

Students are supervised in the playground from 8.45am at the beginning of each school day, and until 3.45pm after the dismissal bell at 3.30pm.

Supervision of Students	
Before school	8.45am – 9.00am
Morning play/Recess	11.00am – 11.30am
Lunch play	1.40pm – 2.30pm
After school	3.30pm – 3.45pm

Students play outside at morning recess and lunch play supervised by teaching staff. Some year levels are allocated specific areas of the playground (e.g. senior school climbing equipment, Years 4, 5 and 6 sections of the adjoining council oval at lunchtime). In the first months of school Foundation (Prep) children are closely supervised in the play area by their teachers.

If students must be at school before 8.45am and after 3.45pm, then it is expected that students will be booked into the Outside School Hours Care (OSHC) program.

When it rains, is excessively hot, or weather conditions are extreme, a wet day/extreme weather timetable operates and children are supervised indoors.

EHPS is a SunSmart school. Students are required to wear a hat outside during Terms 1 and 4.



## Policies

School policies can be accessed on our school website.

## Reports

Students receive two comprehensive reports each school year, published at the end of Semester 1 (end of Term 2) and at the end of the school year (end of Semester 2/Term 4). Reports are accessible on Compass for the duration of the child's enrolment at EHPS.

## School Fees & Charges (see Parent Contributions)

## School Photos

School photos of all students and classes are taken in Term 1. Photos are purchased online from the photographer.

## School Tours

Attendance on a school tour is not compulsory, but recommended for parents/guardians considering enrolment at EHPS in the current or next school year. Parents/guardians will have a guided tour of the whole school led by our Principal (or member of the Leadership Team), providing the opportunity to visit our classrooms and see our school in action. Weekly tours are conducted from March to November. Tours commence at 9.30am and conclude by 11am. We recommend attendance without children to facilitate full attention to the tour and the opportunity to ask questions, but understand that it is not always possible to arrange care or children are very young. Children are welcome to accompany parents, but must remain in the care of their parents and with the tour group for the duration of the tour. The number of adult participants on each tour is capped, so booking is essential through our School Office.

A Virtual Tour is available on our school website for those who are unable to attend onsite.

## Social Services

The school selects charities each year for which students are encouraged to raise money, often chosen and promoted by the Junior School Council. Fundraising is usually associated with an activity or event at the school, and a gold coin donation is requested if students participate. Each classroom has a Money Muncher moneybox in which students can make a donation. Support has recently been provided to children in Timor-Leste and The Orangutan Project.

## Special Activities

There are many special activities held across the school year. Some examples of these are:

- Welcome Picnic in Term 1.
- Grandparents and Special Friends Day – currently held on the last day of Term 1.
- ANZAC Day and Remembrance Day commemorations.
- Education Week – your child's work and the school are showcased in Education Week in May.
- Mother's and Father's Day Breakfasts and Stalls.
- Hari Indonesia (Indonesian Day) – day of celebrating Indonesian culture through games, craft and a cultural incursion.
- Book Week.
- Book Fair.
- Footy Colours Day, including Hot Dog Lunch – second last day of Term 3.

- Showcase – annual whole school music concert in Term 4.
- Pink Stumps Day – Year 6 vs Teachers cricket match – fundraiser for the McGrath Foundation.
- Year 6 Graduation – our Year 6 students have a celebration day that includes a sit down lunch with their teachers, and then in the evening a graduation ceremony attended by their family, followed by a student and teacher only entertainment, usually a disco.

## Student Leadership

There are many opportunities for students to take on leadership roles at school. These include:

- **Year 6 students:** School Captains (four elected each year), and Captains of House (Boyd, Drysdale, Nolan and Lindsay), Art, Library, Sustainability, Indonesian, Music, Science, Inclusion and Flag.
- **Year 5 students:** Buddy program with Foundation (Prep), and the Sustainability program.
- **Junior School Council (JSC)** representatives from Years 3 to 6 are elected by their class. JSC meets regularly, and choose fundraising activities to promote and support. JSC also manage Money Munchers (classroom donations) and Bike Shed riding record tagging.

## Sustainability

We aim to create a sustainable and aesthetically pleasing environment. The school has a number of recycling initiatives, such as paper recycling run by the Year 5 cohort, and parent volunteers who put the recycling bins out for collection each fortnight. Secondhand uniform sales supports reuse of uniform items. Students learn about minimising waste through W.O.W. (Wipe Out Waste) rubbish free lunches. We participate in Clean Up Australia Schools Clean Up Day each year and encourage students to clean the school yard regularly. We have introduced Lights off Lunchtimes where classrooms turn off lights for at least an hour a day to help reduce emissions. We are building a micro-forest at our school to create a carbon sink and lower temperatures around our school and encourage wild-life to the area. Every year we choose an endangered species to highlight, educate the school community about the animal and have a drawing/art competition to highlight their plight. We also promote various community events that benefit our environment such as Earth Hour, Aussie Bird Count ,and general recycling. Our Sustainability Hub incorporates an orchard and chicken coop with two heritage breed chickens.



## Swimming

The Swimming in Schools initiative provides funding for the delivery of quality swimming and water safety education so all students have the opportunity to learn how to swim, and develop lifelong skills in water safety to reduce their risk of drowning and injury. All students participate in the compulsory swimming program with their year level each year. By the end of primary school, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate. The Certificate is awarded when a student can swim 50m continuously, answer water safety-based questions, and perform simple rescues. The compulsory intensive program occurs as part of the curriculum each year for every student.



## Transition to School

Children commence school with a wide range of skills and abilities and come from a variety of backgrounds and early childhood experiences. They are developing in many ways, including self-awareness, peer relationships, forming simple symbolic concepts, mastering increasingly complex physical skills, moral judgements, acceptance of extended separation from parents and learning independent self-help skills.

The positive and supportive experiences the children will be provided with as they make sense of their new surroundings, routines and procedures will ensure a smooth transition process for them.

At EHPS, we are acutely aware of the need to ensure that your child commences school life happily and that the relationships developed between teachers and parents become a strong and lasting partnership.

**Foundation (Prep) to Year 6 in current school year:** Students commencing in the current school year are required to attend an orientation session prior to commencement to assist their transition and our class placement decision.



**Foundation (Prep) in the next school year:** To support a happy and seamless start to school, a comprehensive School Transition Program is offered for incoming Foundation (Prep) students the year prior to starting at school, after enrolment has been confirmed. A detailed School Transition Program is provided to the family of each enrolled child. A summary of the transition and start of school year is as follows:

<b>Foundation (Prep) School Transition Program &amp; Start of School Year</b>	
<b>School Transition Program (year prior to start, after enrolment is confirmed)</b>	
Term 3	Optional program (four sessions offered) after enrolment is confirmed in accordance with Department of Education timeline. One parent/guardian required to attend with child; numbers limited due to room capacity, booking essential.
Term 4	Three transition sessions with a focus on literacy, numeracy and specialist subjects, and an orientation – program for all children enrolled to commence in next school year. These sessions provide an excellent opportunity for children to feel comfortable about their transition from preschool to school, and we strongly encourage the participation of all enrolled children.
<b>Start of School Year</b>	
Term 1, Week 1 & start Week 2	Compulsory one hour assessment at school – conducted by the teacher with the student. First five/six days of Term 1.
Term 1, Week 2	First day at school – staggered start at specified time between 9am and 10am, finish at 1.30pm.
Term 1, Week 2	Remaining day/s in Week 2 Foundation (Prep) students attend 8.50am to 2.30pm
Term 1, Week 3	Foundation (Prep) students commence fulltime – 8.50am to 3.30pm

*Specific dates each year are dependent on the start date of Term 1 and will be communicated as soon as confirmed.*

**Years 1 to 6 in the next school year:** An Orientation is held for Years 1 to 6 students commencing in the next school year in early November or December. Incoming students are also invited to attend the Walk Up session (students spend time in their allocated class for the next school year) in early December.

**Existing Students:** In Term 1 each year, all students participate in the Starting Up, Starting Out program which establishes a positive culture throughout the school by developing an understanding about the purposes of learning and routines. We work together to establish and embed an agreed set of values and positive behaviour expectations in all areas of the school and curriculum. Clear processes and understanding also supports students in developing strong connections with their new class and teacher while forming positive relationships.

Throughout Term 4, a number of sessions are in place to support our students as they transition across the school and into secondary school.

**Year 6 to Year 7:** All parents/guardians of Year 6 students complete an Application for Year 7 form for their child; this will occur from early in Term 2 in accordance with the timeline published by the Department of Education. The primary school manages the process of placement for all students who will be attending a Victorian government secondary school in Year 7 based on the preferences nominated by the parent/guardian. Confirmation of placement for students attending a Victorian government secondary school is advised by the primary school in writing to the parents/guardians in August.

## Uniform

Wearing uniform is compulsory and all students are expected to abide by the school's Dress Code policy. Wearing school uniform promotes a sense of identity and pride in the school. Our uniform supplier is Spartan School World. The school logo features on our polo shirts and jackets which is important in establishing a strong sense of school identity and pride. The school colours are bottle green, grey and white with many different clothing options available to cater to the various seasonal needs and preferences of students.

<b>Summer*</b>	White or green short sleeve polo shirt with EHPS logo, grey cargo or green gabardine shorts, green, white & red check summer dress or skorts, green sports skort, green trackpants (3 styles), green or grey gabardine pants, green girl's leisure pants, polar fleece vest, windcheater or bomber jacket with EHPS logo.
<b>Winter*</b>	White or green long sleeve polo shirt with EHPS logo, green trackpants (3 styles), green or grey gabardine pants, green girl's leisure pants, green sports skort, green and black tartan winter tunic, polar fleece vest, windcheater or bomber jacket with EHPS logo, socks or green tights.  If additional clothing is required for warmth, skivvies, leggings and t-shirts in school colours (green, grey or white) or black are permitted.
<b>Years 4 to 6 Sport</b>	Sublimated polo shirt with band in house colour.
<b>Shoes</b>	Black shoes (leather or runner/athletic style permitted) that fully enclose the student's foot. To be worn with white, grey or green socks, or green tights.  <i>Note:</i> students must be able to manage their shoes independently; shoes with Velcro fasteners are recommended for students unable to manage buckles or tie shoelaces independently.
<b>Hat</b>	Broad brimmed slouch, legionnaire cap, or bucket hat that provides protection compliant with our SunSmart policy.
<b>School Bag</b>	The bag with EHPS logo available from Spartan School World is recommended. This bag is well designed and constructed and should last for the seven years of primary school, it has various pockets to accommodate student needs, stands independently assisting with packing and unpacking, and fits in our school lockers.
<b>Other Items</b>	Rain jacket, Beanie, Art smock, Denim chair bag, Opaque tights, Book bag.

\* *suggestion only. Students may wear whatever item is comfortable and weather appropriate at any time.*

**New uniform** is purchased from Spartan School World from their retail outlet in Mount Waverley or online. The uniform price list is accessible on our school website. Items of uniform that don't have the school logo (e.g. shorts, trackpants, and cargo pants) can be purchased from generic school ranges at stores like Target or Big W in the specified colours.

**Year 6 Bomber Jacket:** Year 6 students have the opportunity to get a bomber jacket printed to mark their final year at primary school. Students are involved in choosing the design when in Year 5, and printing usually occurs during Term 1 of their Year 6 year.

**Secondhand Uniform:** Managed by the Parents & Friends Club. A secondhand uniform stall and donation day is held in week three each term, and an additional donation day is held in week eight each term.

**Assistance for financial hardship:** Families of Foundation (Prep) students eligible for CSEF qualify for a Foundation (Prep) Winter uniform pack through State Schools' Relief. Other assistance may be available at the discretion of our Principal.

## Volunteering at School

We strongly encourage and welcome volunteers at EHPS. As a Child Safe school, our school complies with the Working with Children Act of 2005 that requires that all people involved in “child related work” hold a Working with Children Check (WWCC). Volunteers in any capacity at our school (e.g. parent helper in the classroom, attendance on excursions or camps, canteen, fundraising, etc), must hold a current WWCC. A volunteer WWCC is free of charge. Before volunteering for the first time at school, the WWCC card must be presented at the Office to be recorded for our register, and the Child Safety Code of Conduct Acknowledgement signed and lodged at this time.

## Website

Our school website – [www.essexheightsps.vic.edu.au](http://www.essexheightsps.vic.edu.au) – is the public communication source for our school, providing information to the wider community, and resources to our school community.



## Welfare & Wellbeing

Student welfare and wellbeing is a high priority at the school. The EHPS Student Management Team (SMT) – Assistant Principals and First Aid Officer – coordinate services to care for students in need. Some support programs, strategies and approaches at the school include:

- A Restorative Practice approach is followed across the school with a focus on developing positive relationships through the use of Community Circles. Restorative Conversations are used to discuss issues that may occur from time to time.
- The Resilience Project was implemented in 2021, delivering emotionally engaging programs providing practical, evidence-based mental health strategies to build resilience and happiness.
- Department of Education SSSO Service – specialised practitioners (psychologists, speech therapists, welfare officers, visiting primary school nurse, visiting teachers – hearing and vision) may be available for assessment of students or to support referral to external agencies following an application process.
- Monash University Student Counsellors Placement Program with fourth year students.
- Student Support Group (SSG) meetings.



The SMT are also able to provide advice and support referrals to a range of external providers to assist parents when dealing with a wide range of academic, social, emotional, physical and family relationship concerns.

# Preparing for School

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## Foundation (Prep)

Starting school is a special milestone in your child's life. It is an exciting time for your family transitioning from kinder to the primary school setting.

As a parent you have assisted your child to learn many things – significant social, emotional and physical milestones – as your child's first teacher. At EHPS we encourage you to continue your role in learning and teaching at school. Parents can do a great deal to support their child and ease the transition from preschool to school.

### Is my child ready for school?

Children starting school need personal, relationship and learning skills.

The **two most important skills** are:

- Social Skills:
  - Get along with other children
  - Make friendships
  - Assert themselves
  - Play independently as well as with other children
- Emotional Maturity:
  - Manage their emotions
  - Cope with minimal adult contact in large groups
  - Focus on tasks
  - Follow directions and instructions from teachers
  - Cope with stress of a new school or environment
  - Understand rules

**Other important things** to consider:

- Language Skills:
  - Talk and listen to adults and other children
  - Speak clearly
  - Communicate needs
  - Understand stories
  - Identify some letters and sounds.
- Independence:
  - Use basic skills to manage their needs without adult supervision
  - Toileting
  - Dressing
  - Unpacking/unwrapping lunches
  - Managing belongings
- Cognitive (Thinking) Skills:
  - Waiting
  - Taking turns
  - Use a variety of basic problem solving techniques
  - Basic number skills
- Physical Health and Coordination:
  - Children's basic health
  - Fine motor skills (pencil grip, etc.)
  - Gross motor skills (balance and coordination)



## Before starting school

- Ask your child what they think about starting school.
- Encourage your child to ask questions about going to school.
- Help your child stay healthy. Make sure they have regular health and dental checks and keep immunisations up to date.
- Encourage your child to do things on their own. This could be:
  - dressing (including doing up zippers and buttons, and putting shoes and socks on),
  - going to the toilet, including washing their hands,
  - using a pair of scissors,
  - unwrapping their food and opening and closing their drink bottle and lunchbox.
- Let your child practise the things they will need to know to survive socially – asking for help, sticking to a schedule, looking after their belongings, be able to tidy up, getting along with others and learning to listen.
- Teach your child to be safe. Try to make them familiar with their name, address and phone number.
- Talk to friends and other families about what school is like.
- Talk to your child’s early childhood educator about things you can do at home to help your child.
- Attend the School Transition Program sessions, and take these opportunities to talk to our staff about how you can engage in your child’s learning and development at school.



## Foundation (Prep) to Year 6

### Children will learn best when:

- ★ They feel confident because of previous experiences of success.
- ★ Their natural curiosity is aroused.
- ★ They are active and involved – discovering and exploring new concepts, solving problems, explaining what they are doing, and discussing “where to next” in their learning.
- ★ They feel safe and are listened to.
- ★ They feel challenged.
- ★ The task is interesting and makes sense.
- ★ They have opportunities to observe and imitate others positive behaviours and responses.
- ★ They have plenty of chance to practise new concepts and ideas.
- ★ Parents and school teachers support each other and work as a team.
- ★ They are provided with a healthy diet (including breakfast and school food – snacks and lunches).
- ★ They arrive at school and class on time.
- ★ They are provided with enough rest and sleep.

## Ways you can support the learning process at home

- *Foster reading at home* – give books as presents, join the local library. Encourage children to spend some time with a book before lights out each night.
- *Talk with your children about the stories they have written at school* – express interest in the content, don't be too critical about mistakes in grammar and spelling.
- *After school, talk about things that were seen and done* – one of the most valuable results of children's experiences is found in their use of language to relive and make sense of the experience.
- *Cultivate your children's curiosity* – encourage them to ask questions, to wonder about things, to have hunches ... and then to check them.
- When checking be supportive and encouraging rather than anxious and critical. Check methods being taught in the classroom, especially in mathematics, before showing "the way we used to do it at school".
- Have a family television/screen time policy that balances viewing programs with time for homework, hobbies, reading, play and family conversation.
- Above all, be clear about the difference between pressure (which can destroy self-confidence and the excitement of learning) and encouragement (which stimulates growth and true achievement).

## Resources

Read the practical information for parents and carers from the Department of Education – <https://www.vic.gov.au/school>

# Enrolment

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## Enrolment Eligibility

In Victoria, all children are entitled to be enrolled at their designated neighbourhood school as a legislative right of the *Education and Training Reform Act 2006*. Designated neighbourhood schools are generally the public school within closest proximity to the student's permanent residential (home) address.

The official and up to date school zones site, Find My School – [www.findmyschool.vic.gov.au](http://www.findmyschool.vic.gov.au) – confirms your designated neighbourhood school. Find My School is updated annually at the end of Term 1. If EHPS is your designated neighbourhood school, your child is guaranteed placement. If EHPS is not your designated neighbourhood school (i.e. you are out of zone), enrolment is considered by our Principal in accordance with the Department of Education Placement Policy and our Enrolment Policy, and placement can only be offered if site and year level capacity permits.

A child must be five years of age by 30th April of the year they start to be eligible for enrolment in a Victorian Government school. A child must be at school in the year that they turn six years of age (the compulsory school starting age).

### **Children not born in Australia or not an Australian Citizen**

Children resident in Australia on a visa may be required to enrol in the Department of Education International Student Program. The child's residential status in Australia (permanent or temporary) and the visa subclass number (and sector where specified) advised on their Visa Grant Notice determine if this is required. Please provide a copy of your child's Visa Grant Notice so our Office staff can advise if they are required to be enrolled as an international student or directly with the school.

### **Children with a language background other than English**

EHPS is a mainstream primary school where all teaching and communication is in English. It is our expectation that our students will have the English language ability to successfully integrate into their year level, having the age appropriate speaking and comprehension ability to fully participate in the curriculum. We are not accredited to support international students, so there are no additional supports available within the school.

Students from language backgrounds other than English are eligible to attend the intensive English program at our local language school, Blackburn English Language School (BELS), if they are:

- aged between 5 and 18 years; and
- a permanent resident of Australia; or
- the holder of an eligible temporary resident visa in Australia; and
- have been in Australia less than six months (or 18 months for Foundation (Prep) enrolment).

We strongly recommend eligible students complete the highly effective BELS program to develop and consolidate their English language ability prior to enrolling at EHPS, as it is our experience that BELS graduates will transition more successfully into primary school. The language school program commences at the start of each school term. Enrolment at BELS is highly sought after, so enrolment must be arranged as soon as possible to secure placement prior to commencing at EHPS; two terms in advance for placement commencing in Term 1 or Term 3, and one term in advance for placement commencing in Term 2 or Term 4. Blackburn English Language School (BELS) is located at 120 Eley Road, Burwood East, and contacted by phone on 9803 4022. For further information go to the BELS website - [www.blackburnels.vic.edu.au](http://www.blackburnels.vic.edu.au).

If students are not eligible for enrolment at BELS, parents/guardians are encouraged to arrange private English language tuition to support their child's transition to primary school in Australia.

### **Children arriving from overseas**

Children resident in Australia on a visa may be required to enrol as an international student through the International Education Division – [www.study.vic.gov.au](http://www.study.vic.gov.au). Provide our Office staff with a copy of the child's Visa Grant Notice from the Australian Government so the process of enrolment can be confirmed.

You are required to provide an Australian Immunisation Register (AIR) immunisation history statement to enrol at a Victorian government school. To obtain the statement, you must present your child's immunisation records to the City of Monash or City of Whitehorse Council Immunisation Service (whichever is applicable for your home address), and request the records be reconciled with the Australian national requirements. The immunisation records must be in English, so you may also need to arrange for translation into English from an authorised GP. Lodge the receipt from the council immunisation service with enrolment if not yet able to provide an up to date immunisation history statement. If you are advised that your child's immunisations are not up to date according to the Australian requirements in the report posted to you, obtain the outstanding vaccinations as soon as possible from the council immunisation service or a GP. The up to date immunisation history statement is to be provided to the school as soon as possible.

### **Children on a Bridging Visa**

A copy of the Visa Grant Notices for the Bridging Visa and the visa held immediately prior are required when enrolling.

## **Enrolment Process**

Enrolment enquiries for entry in the current and upcoming school year can be considered.

Families considering enrolment at EHPS are encouraged to book a school tour. Contact our School Office between 9.30am and 2.30pm Monday to Friday during school terms. Please note that our Office is closed during school holidays; enrolment enquiries will be responded to when the next school term commences.

An offer of placement must be received before lodging enrolment documentation.

Enrolment documentation is lodged at our Office between 9.30am and 2.30pm weekdays during school terms. No appointment necessary. If you are unable to attend between these hours, please contact our Office on 9807 4944 to arrange a suitable time.

Following receipt of the required documentation, the new student commencing in the current school year is required to attend an orientation to assist transition and our planning and preparation including class placement. Orientation is arranged after documentation is received. Start date at school is confirmed in writing following attendance at orientation.

### **Enrolment in the current school year**

Contact our Office to enquire if enrolment can be offered. Information about your child will be requested so our Principal can give consideration to placement; this may include some documentation. Advice regarding placement will be confirmed in writing by email.

On receipt of a placement offer, collect and lodge enrolment documentation. To enrol for the beginning of a school term, documentation must be lodged not later than Friday of the second last week of the previous term. To enrol mid term, documentation must be lodged a minimum of one week prior to start date. Refer to the Enrolment Timeline table.

An orientation session at school prior to commencement is required to assist the child's transition to EHPS and our planning and preparation including class placement. This may include a meeting with the Year Level Coordinator and other relevant staff for academic assessment, language assessment, and confirmation of year level and class placement.

Enrolment, including start date, is confirmed in writing after the orientation session.

### **Enrolment in Foundation (Prep) in the next school year**

Foundation (Prep) enrolment is lodged in the year prior to a child's entry to primary school.

The Department of Education Foundation (Prep) enrolment process and timeline will be followed. Enrolment requests received after the due date specified in the timeline, will be considered in accordance with the Placement Policy.

Digital application for enrolment on the VicStudents portal applies.

If EHPS is not your designated neighbourhood school as defined on the Find My School website, i.e. you do not live in the EHPS zone, an application must be lodged by the date specified in the timeline to be considered for placement. Parents must give consideration to other schools in the event that EHPS cannot offer placement to the child.



## Enrolment in Years 1 to 6 in the next school year

Contact our Office to enquire if enrolment can be offered. Please provide the requested information about your child so our Principal can give consideration to placement. Requests for out of zone placement, according to the Find My School website, will be considered from mid Term 4 only. Advice regarding placement will be confirmed by email.

Lodge enrolment documentation on receipt of a placement offer. For our planning and preparation, and so incoming students have the opportunity to attend an orientation day in early December, enrolment should be lodged not later than the last Friday in November.

Enrolment is confirmed in writing from our Principal following attendance at orientation.

## Enrolment Timeline

Enrolment Start	Due Dates for Enrolment
<b>2025</b>	<p><b>Term 1</b> (Tuesday 28 January – Friday 4 April) Start of term: All documentation lodged not later than Friday 22 November 2024. Orientation attended by Tuesday 10 December 2024. Mid Term start (see note below).</p> <p><b>Term 2</b> (Monday 22 April – Friday 4 July) Start of term: All documentation lodged not later than Friday 28 March. Orientation attended by Thursday 3 April. Mid Term start (see note below).</p> <p><b>Term 3</b> (Monday 21 July – Friday 19 September) Start of term: All documentation lodged not later than Friday 27 June. Orientation attended by Thursday 3 July. Mid Term start (see note below).</p> <p><b>Term 4</b> (Monday 6 October – Friday 19 December) Start of term: All documentation lodged not later than Friday 12 September. Orientation attended by Thursday 18 September. Mid Term start (see note below).</p>
<b>Term 1 2026</b> (Tuesday 27 January; student start date to be confirmed with school)	<p><b>Foundation (Prep):</b> Foundation (Prep) 2026 timeline published by the Department of Education applies. Applications open 22 April 2025, and are due by 25 July 2025. After 25 July 2025, applications are considered on a case by case basis in accordance with the Placement Policy. A digital application for Foundation (Prep) 2026 enrolment is to be lodged on the VicStudents portal – <a href="https://students.educationapps.vic.gov.au/s/">https://students.educationapps.vic.gov.au/s/</a></p> <p><b>Years 1 to 6:</b> Placement offer confirmed by EHPS, and all documentation lodged as early as possible in Term 4 and not later than Friday 21 November 2025. Orientation attended in November or early December 2025. Contact our School Office to enquire about placement. On receipt of a placement offer, documents lodged a minimum of one week prior to the proposed start date.</p>

*Note for enrolment commencing mid term:* On confirmation placement can be offered, collect and lodge enrolment documentation from school (between 9.30am and 2.30pm weekdays). Orientation scheduled when all documents are received by school. Start date confirmed following attendance at orientation.

## Enrolment Documentation

The following documentation is required to enrol at EHPS:

1. Student Enrolment form (2025 enrolment and Years 1 to 6 in 2026) OR digital application on VicStudents portal (Foundation (Prep) 2025 and 2026 only).
2. Birth certificate (official certificate; for birth certificates issued overseas not in English, a certified translated certificate is required)
3. Australian Citizenship or Residency
  - a. Passport (if held).
  - b. Certificate of Australian Citizenship or Citizen by Descent (if held).  
*Note:* for children born in Australia, but whose parents were not born in Australia, the child's nationality/citizenship must be verified; if the documents above cannot be provided for the child, the parent's passports and, if held, Certificate of Australian Citizenship are also required.
  - c. Immigration documentation (if applicable) – Visa Grant Notice from the Australian Government (if currently on Bridging Visa, must also provide Visa Grant Notice for visa held immediately prior).
4. Australian Immunisation Register (AIR) immunisation history statement
  - a. Current copy of your child's statement (not older than two months).
  - b. If your child's immunisation records are incomplete, missing, your child has been vaccinated overseas, or your child has never been vaccinated:
    - i. Visit the City of Monash or City of Whitehorse Council Immunisation Service (whichever applies for your home address) with your child's immunisation records (in English) and request that vaccination records are checked against the national requirements.
    - ii. On receipt of the report in the post (up to four weeks), arrange for your child to have any vaccinations identified as missing as soon as possible with the Council or your GP.
    - iii. When vaccinations are up to date, provide the AIR immunisation history statement as soon as available. If you are not able to provide an up to date immunisation history statement at the time of enrolment, submit the receipt provided by the Council Immunisation Service when records were lodged (step 4(b)(i) above), and provide the up to date AIR immunisation history statement as soon as it is available.
5. Home/Residential Address – the home address where the student lives and spends the majority of their days during the school week. Provide documents showing the full name of the child's parent/guardian/carer and address, totalling at least 100 points as defined in the Residential Address Check, from the following:
  - a. One of the following (40 points):
    - i. Council rates notes (preferred for owned property) OR
    - ii. Lease agreement of minimum 12 months through a registered real estate agent or rental board bond receipt OR
    - iii. Unconditional/exchanged contract of sale (for newly acquired property).
  - b. Any of the following (20 points each):
    - i. Centrelink payment statement showing home address
    - ii. Electoral roll statement
  - c. Any of the following (15 points each):
    - i. Electricity or Gas bill showing the service address\*
    - ii. Water bill showing the service address\*
    - iii. Telephone or internet bill showing the service address\*
    - iv. Driver's licence or government issued ID showing current home address\*
    - v. Home building or home contents insurance showing the service address
    - vi. Motor vehicle registration or compulsory third party insurance policy showing home address  
\* up to three months old.  
*Note:* Where the address is new, connection notices for the utilities (electricity/gas, water) at the service address are required.

... Enrolment Documentation continued

6. School Reports – two most recent academic reports, and, if completed, the most recent NAPLAN report for students transferring from an Australian school. *Not required for Foundation (Prep) in the next school year.*
7. Medical Management or Action Plans – Asthma, Allergy and/or Anaphylaxis (if applicable). Also provide any current report written by a specialist/therapist currently working with the child if there are recommendations regarding school.
8. Court orders (if applicable).
9. Confirmation of Placement if enrolled through the International Student Program.

**PLEASE NOTE:**

1. The Student Enrolment form (item 1) is provided by our School Office on acceptance of a placement offer from EHPS. If arriving from overseas, the form will be provided on arrival. Foundation (Prep) 2025 and 2026 must be a digital application on the VicStudents portal – <https://students.educationapps.vic.gov.au/s/>; if placement is offered, the enrolment process is completed in the portal following a placement offer.
2. **Items 2 to 9:** the **original** document must be presented when lodging enrolment at our Office. **Do not provide copies.**  
A certified copy can be provided where it is not possible to present the original document, or the original document is not in English.  
Where the original document exists only in electronic form (e.g. immunisation history statement, visa grant notice, unconditional contract of sale/lease contract, utility bill/connection confirmation, school reports), we request that a PDF of the original be provided by email sent to the EHPS school email, preferably on the same day as completed enrolment form and other original documents are lodged at the School Office.  
Foundation (Prep) 2025 and 2026 applicants upload a PDF copy of the original documents with their digital application.
3. **Shared Custody:** Where a child lives with both parents at different addresses, the details should be completed within the Student Enrolment form. However if this is not possible, an additional form will be provided. Please speak to our Office staff if this applies.

