‘Green Tree Frogs’
Our Tadpoles morph into Frogs

Investigations and Inquiry Learning

Synthetic Athletics track and Soccer ground

‘Huff & Puff’
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Dear Parents,

As Acting Principal of Lysterfield Primary School it is with much pride that I introduce you to our school.

As parents you are about to make an incredibly important decision about your child's future. The choice of a school is not only for academic results but also for the development of your child as an individual with very special talents and skills who will thrive in our society of the future.

We believe in a strong partnership between home and school. Our staff are highly enthusiastic and through this partnership will ensure that our three-way channels of communication between students, parents and teachers, are kept open to enhance the development of your child. We encourage you to become an active participant in your child's education and we welcome your contribution. By being actively involved you are sending your child a positive message that school and education is extremely important.

We offer a comprehensive and extensive programme for their foundation Year of School. Our informal Transition sessions commence with a 'Taste of School' and 'Story Hour' during Term 3 and our formal Transition sessions commence early in Term 4. These sessions are held fortnightly and finish with an orientation morning mid December. An Information session is also held for parents and detailed information regarding this Transition programme will be sent out to parents of enrolled students during Term 3.

Students at Lysterfield Primary School enjoy a positive and supportive environment with both progressive and extensive programmes across all areas of the curriculum. We have specialist programmes in Visual Arts, Performing Arts, LOTE, Environmental Science, Greatways discovery program and Physical Education. We promote student welfare programmes such as: Values, Restorative Practice, F-6 Circles Groups, Student Leadership Development, Green Tree Frogs, Kitchen Vegetable Garden, Solar Panels, Integrated Inquiry Learning and Science and Technology.

These programmes help students to understand their role in our school, local and global community.

We hope you will share your child's learning journey in the years ahead at Lysterfield Primary School.

Yours Sincerely,

Geoff Issell
ACTING PRINCIPAL
LYSTERFIELD PRIMARY SCHOOL

History

Lysterfield Primary School has a long history. We are currently in our 139th year as part of the Government Educational System.

Agitation for a school in Lysterfield, or Narre Warren North as it was then known, commenced in the early 1870s. In 1874 William Saurin Lyster donated 2 acres of land on the South side of Wellington Road for the building of a school, which opened on 9 April 1877.

First known as S.S. 1866 Narre Warren North, its name was changed to Lysterfield in 1879 in Lyster’s honour. The school closed temporarily and reopened several times in various locations over a number of years.

In 1920 the present old school building was erected on the site of the original school. School commenced in this building on the 24 September 1921 with 15 pupils.

1990 was the year when suburbia appeared to be catching up to our country school with 120 pupils attending. In 1997 our school relocated to its new home in Bellfield Drive, Lysterfield. With new housing flourishing, enrolments peaked in the high 600’s. Currently there are 456 students in attendance, confirming that the spirit and strength of Lysterfield Primary School’s community continues to thrive. We have added new rooms from community raised funds and recent additions to our school grounds are synthetic play areas including a competition quality soccer pitch. 2012 saw the completion of our new purpose built Senior School buildings which we are incredibly proud of. This flexible learning space also ensures our year 5 & 6 students have a two year transition process that prepares them for Secondary School.

A warm welcome to all.
Philosophy

The School Community’s strong commitment to enhance student learning outcomes is supported by the positive partnership that exists between teachers, parents and students. We share a common purpose and pride in our school. Communication between staff and parents is integral to our sense of community.

Mission Statement

Lysterfield Primary School will provide a positive and safe learning environment that caters for a variety of learning styles. Our objective is to develop confident, well adjusted, resilient, life long learners capable of being responsible for their own opinions and actions, whilst being positive contributors to the global society and a sustainable environment.

Curriculum

Inquiry learning at Lysterfield

We learn best when we are at the centre of our own learning. Inquiry learning is a process where questions are generated from interest, curiosity and experiences of the learner. When investigations grow from our own questions, curiosities and experiences learning in an organic and motivating process that is intrinsically enjoyable.

Inquiry Learning is a cyclical process where the learner asks questions which leads to the desire for answers or solutions to problems. The result is the beginning of exploration and hypotheses which leads to investigation to test the hypotheses or find answers to big questions.

When true inquiry is supported inside and outside the classroom the learner feels valued and respected and learning blossoms. The child sees learning as intrinsically fun, an enjoyable lifelong process to be shared with others.

Nurturing the natural curiosities within a child helps create a child who strives for knowledge and understanding both within themselves and the world around them.

AusVELS

AusVELS (Australian and Victorian Essential Learning Standards) is the Foundation - Year Ten curriculum for Victorian Government and Catholic schools for implementation from 2013. AusVELS outlines what is essential for all Victorian students to learn for Foundation - Year Ten (F-10) and includes the Australian Curriculum for F-10 for English, Mathematics, History and Science. It provides a single, coherent and comprehensive set of common achievement standards which schools use to plan student learning programs, assess student progress and report to parents.

Programs are provided in Visual Arts, Physical Education, Performing Arts, Library, PMP, Foundation to year 2 Swimming, Camps (years 3, 4, 5 & 6), Information Communication Technology, Sustainability and Environmental Science, Science & Technology, Excursions, Extensions and Intervention and LOTE.

Parents enthusiastically participate in the life of the school through classroom assistance as well as attendance at Parents’ Association, School Council, working bees, parent information nights etc. Teachers value and appreciate this involvement.
Extra Curricular Activities

Lysterfield prides itself on providing a number of extra curricular activities. Students may be selected or indicate an interest in participating in the following:

- Greatways Discovery Learning Program - Foundation – 6
- Technology Club (including robotics) Years 1 – 6
- Dance Club – Years 3 – 6
- Junior Choir
- Senior Choir
- Rock Band – Years 5 & 6
- Music Ensemble
- Guitar, keyboard, tuned and untuned percussion group
- Library – Years - Foundation – 6
- Lunchtime sporting competitions throughout the year Years 3 – 6
- Specialised Cricket training Club
- Games club – including backgammon and chess
- Craft Club
- Drama Club
- Art Club

Student Wellbeing

Lysterfield Primary School has a clear set of school values that are followed by all members of the school community. Students are aware of this value system and apply it by observing the following set of behaviours.

Acceptable behaviour inside

- Walk responsibly inside the buildings
- Be respectful of teachers and parents
- Exit from the closest doorway
- Be respectful of displays
- Be polite to all

Acceptable behaviour playground

- Respect others by being friendly, safe and helpful
- Respect the environment
- Be Sunsmart
- Play in safe, set areas
- Use play equipment appropriately
- Be a good sport and include others in your play
- Ask duty teacher for assistance if needed
- 1st bell – stop play, toilets and water
- 2nd bell – lined up at class

Student Leadership

The aim of our Student Leadership Program is to inspire and encourage students to make a positive contribution to our school, local community and world by being motivated to take action and make a difference. A large number of students are given opportunities to develop their leadership skills through a wide range of roles and responsibilities, such as, speaking at assemblies, writing items for Newsletters and local papers, visiting Pre-Schools and Nursing
Homes, conducting meetings, fundraising for charity, conducting Robotic Challenges, caring for our Tree Frogs and organising our Recycling program.

The leadership teams include:
School Captains
Promotion Leaders
Senior School Leaders
House Captains
Senior School Leaders
Environment and Sustainability
Technology
Art Room
School promotion
Information and Communication Technology
Student Representative Council
Music leaders
Frog Carers

All year six students are encouraged to nominate for a leadership position. The two School Captains, two Vice Captains, two Promotion Leaders, two Senior school leaders, eight House Captains are elected by their peers with input from Staff.

Teachers select Year 6 students to head our Leadership Teams.

**Student Representative Council**

Student Representative Council was introduced in 1992 to increase student participation in the decision-making processes of the school. Representatives are elected from each year level from Years 1 to 6.
Students have already contributed significantly to short and long term planning. Student Representative Council plays a leading role in monitoring our shared value system.

**Circles**

The Circles Program runs across the school usually once a fortnight with mixed groups of students from Foundation to Year 6 working with a designated teacher. The activities are fun and cooperative and often led by the older students. It is an opportunity to sit together in a circle with a mixture of friends from across the school and play games, discuss feelings and how to solve minor issues such as making friends, joining in games, dealing with disappointment and anxiety. The students look forward to this time and get to know a variety of students from other levels.

The activities are designed to increase:
- Understanding and valuing of self
- Understanding and valuing of others
- Positive relations

Children who have **high self esteem** are more likely to:
- Take pride in their success
- Be optimistic
- Enjoy learning
- Manage their emotions
- Help others

Children who have **low self esteem** are more likely to:
- Avoid challenges
- Be emotionally unpredictable
- Feel different
- Be pessimistic
- Lack confidence

During Circles sessions:
- Children are equally valued
- Everyone is accepted
- All games are co-operative
- Everyone has equal opportunity to contribute
- A non-threatening atmosphere
- Thoughtful reflection is encouraged

The program is a part of the Restorative Justice Program used by many schools and other organisations to involve people in solving problems and also in listening to and therefore appreciating other people’s points of view. This approach is used when solving conflicts from the classroom or the playground. The importance of thinking it through and talking about it before acting is encouraged.

Huff and Puff

As parents, carers and teachers, we know that increasing physical activity on a regular basis for Primary aged children is being strongly advocated by many different groups in our community. Politicians, health experts, teachers and parents have all expressed the need for schools to support greater physical activity and improved fitness levels in our children. As a result we have introduced a daily 15 minute Huff and Puff program. At the beginning of each school day, all students participate in a fifteen-minute exercise program designed to support and improve cardiovascular and aerobic capacity. All research shows students return to the classroom more energetic, more focused, more engaged and much more able to tackle the challenges presented to them through their classroom programs.
“Lysterfield – Caring for current and future environments”

“That every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.”

– Professor Peter Dawkins, Secretary Department of Education and Early Childhood Development.

‘Looking Ahead: DEECD’s Environmental Sustainability Strategy’

In 2002 Lysterfield Primary School joined the “WasteWise Schools Program” and in 2004, became an “Accredited WasteWise” school. Throughout this time, Lysterfield has continued to make a total school commitment to the “WasteWise Schools Program” and extended this commitment to “The Sustainable Schools Program”. This includes the wider school community and has brought awareness to many environmental issues within the community.

Over this time we have developed sustainable practices in these three areas – reducing, recycling and education.

**Reducing**: the reduction of outside bins, the minimising of rubbish to be sent to landfill, the installation of rainwater tanks to support our frogs and Shelly (our Eastern Long Neck Tortoise) also to support the use of toilets and the installation of solar panels on our roof to reduce our carbon footprint.

**Recycling**: the purchasing of a 240 litre bin from J.J. Richards for recyclables, the ‘Cash for Cans’ program which involves the recycling of aluminium cans. Money received assists our environmental projects, worm farming and composting. The selling of our worm juice assists programs and the purchasing (by students) of the outside bench seats made from reclaimed materials.

**Environmental Education**: the establishment of Environmental Student Leaders (who also act as mentors) and capably manage a number of environmental projects. A wide range of environmental topics and issues are embedded in the curriculum Foundation – Year 6 and the! establishment of our green tree frog and tortoise program - allowing for observation and understanding of environmentally sensitive animals. We are currently planning and preparing the school grounds for our Kitchen Garden project to commence this year.

**Wrapper Free Lunches or “Nude Food”**

At Lysterfield Primary School it is recommended that all students think about environmental issues and their responsibility to the environment. All students are therefore encouraged to bring “Wrapper Free Lunches” i.e. lunches that are packed in containers instead of commercial wraps and packaging. We feel “Wrapper Free Lunches” are a small contribution towards the reduction of landfill and ultimately another small step towards a better future for our children.
SUPPORTING SERVICES

Counselling, Guidance and Clinical Services

These services provide valuable assistance and expertise to pupils, teachers and families, with respect to learning delays, disabilities and social/emotional issues.

An Educational Psychologist, Speech Pathologist and a Social Worker can be called for referrals as required. Other family support can be gained through consultation with the Assistant Principal.

Access to these services is via referrals made by teachers in consultation with parents/guardians and the Assistant Principal.

Integration/Teacher Aides/Literacy Assistants

Integration and Teacher Aides and Literacy Assistants have been appointed to provide assistance to students who require extra support in the classroom. We have also appointed a specialist teacher to coordinate this program and ensure all students who require additional assistance are catered for.

Visiting School Nurse

A government appointed School Nurse visits Lysterfield Primary School once a year.

The services provided by her include:

- Health assessment of students in their first year of school (with parent consent). This consists of:
  - Information provided by a parent/guardian recorded in a questionnaire,
  - Information from the teacher where there are school concerns,
  - Testing of vision and hearing,
  - Clinical observations and examination as indicated.
- Accepting referrals from teachers, parents/guardians and students where there are health concerns.
- Health assessment of students recently arrived in Australia.
- Follow up of children with additional needs.
- Information to help teachers understand children’s health needs.
- Health promotion and resource activities.
Out of School Hours Care (OSHC) Program

Lysterfield Primary School’s out of school hours program is run by Camp Australia.

Camp Australia is the nation’s leading provider of quality, safe, fun and professional OSHC programs. All programs meet National law and regulations and comply with National Quality Framework.

Camp Australia’s staff are committed to providing the highest quality in programming and childcare at Lysterfield Primary School. Each day, the children receive healthy snacks and participate in a range of fully supervised activities. Upcoming activities are detailed in the school newsletter.

Camp Australia hours are:  Before school 7.30am – 9am
                                      After school  3.30pm – 6pm

To be eligible to receive a discount on OSHC fees, families are required to be registered for Child Care Benefit (CCB) and Child Care Tax Rebate (CCTR). For further information on CCB Rebate or CCTR, please contact The Family Assistance Office on 13 61 50.

To enrol in Outside School Hours Care(OSHC), please visit the Camp Australia website www.campaustralia.com.au or contact Customer Service Team on 1300 105 343.

For further information you may also contact Christine (Lysterfield OSHC Co-ordinator) on 0423 794 779.