



Parent Handbook 2026

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Principal's Message



I warmly welcome you and your child as we begin forging a strong partnership ensuring your child learns, develops and thrives at Featherbrook College. Our teachers and broader school staff are committed to working together to enable all students to have every opportunity to learn and grow and to belong to a welcoming and inclusive community.

By understanding the needs and interests of students we strive to share, strengthen and build the capabilities of all students to increase their preparedness to participate in all aspects of life, both in and beyond school.

Within our learning spaces we actively create structured learning experiences. We aim to deliver learning programs that respect and celebrate the diverse backgrounds, understandings, skills and experiences of students ensuring every opportunity for success. Our statement of purpose upon which the school's education provision is based, describes in detail our aims for each student at Featherbrook College.

Statement of Purpose

Our purpose is for all students to be socially engaged, happy and healthy while growing and learning at school. This is so they may engage fully and successfully in future life opportunities and challenges. Our students' personal success involves developing a positive disposition to learning and focuses on the holistic development of self—intellectually, emotionally, socially, culturally and physically. We aim to also promote and encourage health and wellbeing, developing a sense of community and belonging, inclusive of all, honouring and celebrating diversity. We recognise these as being pivotal to students thriving. High expectations and support enable students' skills and knowledge to be built so they may grow and participate in an increasingly complex and challenging 21st Century society.

The College:

- Offers a progressive approach to educating students from Prep – Year 9. The school leadership team and education staff are purposeful in providing optimal learning experiences for each and every student. Our students enjoy and are engaged in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset drawing on their sense of curiosity. Visual Arts, Performing Arts, Camps, Excursions, plus Sports and Physical Education programs provide students with diverse learning opportunities. The strengths, talents and learning styles of each student is harnessed and celebrated. As a proud State Government school, our teachers draw from the best available education resources, knowledge, and expertise from across the education system and university partnerships.
- Delivers the mandated Victorian Curriculum 2.0 where learning takes place in an environment that is conducive to preparing children for a rapidly changing world that demands heightened interpersonal skills, critical thinking and problem-solving skills, plus strong literacy and numeracy skills. Our students learn and excel in flexible, purpose built learning communities that support and inform responsive and structured learning and teaching. Our environmental education programs supports students to recognise the actions they can take to contribute to a more sustainable world including nude food to reduce landfill, composting and walking or riding to school to reduce pollution and improve personal health. The learning communities allow students to engage and learn

through collaborative structures and groupings. The relationships developed between teachers and teachers, teachers and students; and students and students ensure optimal learning and achievement. These relationships are intentionally planned for, developed and nurtured.

- Ensures our teachers are professional, provide instructional excellence for our students and are accountable. Teacher quality is crucial for optimal student achievement and so our energies are strategically directed towards professional growth and capacity building of our teaching staff.
- Has high expectations of our students underpinned by rich challenges and learning opportunities for all students as they achieve and thrive. The school seeks to develop pride in our students. They are agents of, and contributors to building a reputation of academic excellence, inclusion and diversity at our school.

Our Values are

Collaboration	We draw on the strengths of others to achieve the best outcomes and solutions. We share ideas, workload, and resources. We participate in and contribute ideas to discussion and planning. We value the role of all individuals in our team and respect their right to express a point of view. We adhere to decisions reached by consensus.
High expectations	We hold the belief that all students have the capacity to learn. We always strive to do things better. We strive to develop a deep understanding of the strengths, learning styles and capabilities of all our students. We actively involve students as agents of their own learning through challenging and deep learning tasks. We encourage risk taking, innovation and initiative in learning. We establish clear expectations and build on the experiences and needs of all students.
Respect	We always act in an ethical manner. We foster a supportive and tolerant environment. We value and appreciate the strengths and skills of others. We treat all school community members equitably, justly, courteously and with kindness. We value diversity and are inclusive.
Safe (being safe)	We ensure that learning spaces and the school environment is positive, safe, caring, and purposeful.

Students meet behaviour expectations by being

Respectful

- Following staff instructions and school rules.
- Caring for school property and others' belongings.
- Using respectful language.

Safe

- Keeping themselves and others safe from harm.
- Speaking up or seeking help from an adult if they or someone else is being treated unfairly.
- Only bringing safe and necessary items to school.

Engaged

- Going to school every day, being on time, and ready to learn.
- Taking part, doing their best, and asking for help when they need.
- Knowing and following the school's policies, including the mobile phone policy.

Featherbrook College is supporting our students to meet these expectations by being:

Respectful

- Teaching and demonstrating school rules and positive behaviour expectations to students.
- Explicitly teaching, modelling and acknowledging expected respectful behaviour.
- Engaging collaboratively and positively with all students, parents and carers.

Safe

- Having clear policies and procedures to prevent and respond to bullying and keep students safe.
- Offering additional supports to students proactively and supporting students to speak up and seek help.
- Proactively identifying and addressing problems to maintain a physically, socially and culturally safe school environment.

Engaged

- Delivering evidence-based, inclusive education that meets the needs of all students.
- Empowering students to have a say in decisions that affect their learning and school life.
- Building strong, trusting relationships to ensure all students feel seen, heard and valued.

How parents can help

By modelling and encouraging positive behaviour, you help your child build the skills and habits they need to be successful at school. This includes:

Respectful

- Knowing the school's rules and supporting them at home.
- Modelling respectful behaviour in how you speak to and about school staff, families, and others both in person and online.
- Making use of the school's processes to raise and resolve concerns early.

Safe

- Working together with staff if your child is having problems at school to understand and resolve the issue.
- Ensuring your child knows it is okay to ask for help from a trusted adult at school.
- Ensuring your child stays safe online by talking with them and addressing concerns early.

Engaged

- Helping your child to attend school every day – every day counts.
- Communicating with school staff and working together to support your child's learning and wellbeing.
- Talking with your child about their day and how they are feeling and encouraging their learning by noticing their effort and progress.

Education Principles on which our Statement of Purpose is based.

Learners and learning are central where we:

- Adopt a learners and learning-centred approach to develop personal agency and empowerment.
- View learning as developing the whole person - intellectual, emotional, social, physical, cultural.
- Develop a positive attitude and disposition to learning.
- Develop general learning capabilities: critical and creative thinking; personal and social capability; ethical understanding and intercultural understanding.

A sense of Community:

- Promotes belonging and connectedness.
- Encourages participation, contribution and engagement.
- Promotes and builds partnerships and foster networks to enable efficient and effective learning.
- Supports the expression of the identity, values and aspirations of the community.

Diversity:

- Ensures inclusion of all learners.
- Honours and celebrates all in the community – diversity in learners, cultural and social diversity within and beyond the college.

A sense of Wellbeing:

- Supports the physical and emotional health of all students and staff.
- Promotes positive social interaction.
- Focuses on developing the whole person.
- Ensures an orderly learning environment, safety and security.

I look forward to working together with our families to support each and every student at Featherbrook College to learn, develop, thrive and feel safe as they grow in a supportive and inclusive learning community.

Kerry Clayton

Kerry Clayton
Principal

School Information

Contact Information

School Address: 281 Boardwalk Boulevard, Point Cook, 3030
Email: featherbrook.p9.co@education.vic.gov.au
Phone Number: 03 8366 7500
Office Hours: Monday to Friday - 8.15 am to 4.00 pm
Website: www.featherbrookp9.vic.edu.au
Social Media: <https://www.facebook.com/featherbrookp9college/>

Principal: Kerry Clayton
Phone: 0407 887 018
Email: Kerry.Clayton@education.vic.gov.au

Assistant Principal: Dale Brown
Email: Dale.Brown@education.vic.gov.au

Assistant Principal: Marg Sayers
Email: Margaret.Sayers@education.vic.gov.au

Assistant Principal: Sundram Moodley
Email: Sundram.Moodley@education.vic.gov.au

Assistant Principal Wellbeing: Maria Farriciello
Email: Maria.Farriciello@education.vic.gov.au

Assistant Principal Year 7-9: Nathan Cuthbertson
Email: Nathan.Cuthbertson@education.vic.gov.au

Business Manager: Sue Morgan
Email: Suzanna.Morgan@education.vic.gov.au

School Hours

Please make sure that students come to school on time.

Primary

Yard supervision begins	8:30 am
Students enter class from	8:45 am
Class begins	8:50 am
Morning recess	10:50 am – 11:20 am
Fruit snack	12:30 pm
Lunch recess	1:20 pm – 1.50 pm
Eat lunch	1:50 pm – 2.00 pm
Dismissal	3:00 pm
Yard Supervision	3:00 pm – 3:15 pm

Each school day starts with a bell sounding at 8.45am and class commencing at 8.50am; it concludes at 3.00pm. The yard is supervised between 8.30am and 8.45am and it is requested that students not arrive at school prior to this time unless they are booked into the YMCA Outside of School Hours Care program (OSHC), which begins at 6.30am. Similarly, the yard is supervised until 3.15pm and students need to be collected by this time. Failing this, students not collected will be taken to the OSHC program by the duty teacher, resulting in a charge to the parents/carers for the services. This is to ensure students are safe and supervised until a parent is able to pick them up from school.

For safety reasons, we ask that students do not attend school outside of these supervised times. Students should be punctual and arrive on time for the start of the school day. The late arrival of students puts them at an educational disadvantage and disrupts other students' learning.

Secondary

In Years 7, 8 and 9:

Yard supervision begins	8:30 am
Students enter class from	8:55 am
Class begins	9:00 am
Morning recess	11:30 am – 12:00 noon
Lunch recess	12:50 pm – 1:20 pm
Dismissal	3:00 pm
Yard Supervision	3:00 pm – 3:15 pm

Each school day starts with a bell sounding at 8.45am and class commencing at 8.55am; it concludes at 3.00pm.

For safety reasons, we ask that students do not attend school outside of these supervised times. Students should be punctual and arrive on time for the start of the school day. The late arrival of students puts them at an educational disadvantage and disrupts other students' learning.

Victorian School Term Dates For 2026

Term 1: 27th January (Students start on the 28th January) - 2nd April

Term 2: 20th April (Students start on the 21st April) - 26th June

Term 3: 13th July - 18th September

Term 4: 5th October - 18th December

Council Approved Student- Free Days For 2026

Term 1: 27th January and 10th March

Term 2: 20th April

Term 4: 13th November

*Please note these are subject to change throughout the year. Parents will be notified of any changes via compass.

Student Breaks- Recess & Lunch

Primary

The school day is broken up into two x 2-hour learning blocks, with a one-hour block at the end of the day. A fruit snack should be provided to your child to be eaten mid-way between recess and lunchtime. Parents are asked to pack *nude* foods such as banana, apple, celery, grapes, carrot sticks or dried fruit. The preferred food is that it is easy to eat and manage so as not to disrupt learning time.

At morning recess (10.50am) students will need something light and healthy as a snack. The school promotes *nude food* which is food that is not commercially packaged. It is generally food that is natural (fresh fruits, vegetables, dried fruits for example) and do not contribute to landfill, and so supports a more sustainable world. Therefore, parents are asked to pack their child's food in reusable plastic containers that do not require plastic wrap, plastic packs etc.

At lunchtime the students remain inside for 10 minutes to eat their lunch (1.20pm). Parents are encouraged to pack their children's food items in lunchboxes that minimise the need for plastic wrap. Suggestion: Healthy choice foods in line with the ACT Healthy Foods Act 2015 may assist parents in preparing their children's snacks and lunches. Please view these at http://www.education.act.gov.au/teaching_and_learning/food-and-drink-guidelines/green-food-and-drink-items-factsheet

Secondary

The school day is broken up into six 50-minute sessions. Two 30-minute breaks are provided through the day: 11:30 – 12:00 noon and 12:50 – 1:20pm. Students eat their food for the day during these breaks.

The school promotes *nude food* which is food that is not commercially packaged. It is generally food that is natural (fresh fruits, vegetables, dried fruits for example) and do not contribute to landfill and so supports a more sustainable world. Therefore, we ask that food is packed in reusable plastic containers that do not require plastic wrap, plastic packs etc.

Suggestion: Healthy choice foods in line with the ACT Healthy Foods Act 2015 may assist parents in preparing their children's snacks and lunches. Please view these at http://www.education.act.gov.au/teaching_and_learning/food-and-drink-guidelines/green-food-and-drink-items-factsheet

Lunch Orders

A third-party provider *Classroom Cuisine* offers an online option for student lunches on Wednesdays. For your child to receive a lunch order please register online indicating Featherbrook College as their child's school. Following this, ordering through the portal will be possible by families. The lunches are delivered to the school ahead of lunchtime each Wednesday and then distributed to the learning spaces. <https://classroomcuisine.com.au/>

Subway days

Throughout the school year Featherbrook College fundraises through Subway. If you wish to take part in our subway days students will be able to order a selection of subway sandwiches from canteen hub app.canteenhub.com.au/register-customer . Orders will be delivered to the classroom prior to lunch eating time, so please ensure that recess and brain food is provided to the student. Parents will be notified of Subways dates via compass newsfeeds.

Forgotten Lunch/ fast-food

Time to time we understand students will forget their lunch and may need alternate arrangements for lunch. Parents may drop off forgotten lunch to the admin building and we will ensure it's delivery to students prior to lunch eating time. We discourage students from eating fast food whilst at school, in the case that fast-food is provided, students will be required to eat their lunch at the office.

Sharing food

Featherbrook college has a strict 'no food-sharing' requirement to ensure a safe and equitable environment for all students. This applies to all food brought to the school including recess, lunch, snacks, fruit, drinks, cakes/cupcakes and lolly bags.

Nut Aware

When packing your child's food, we request that you keep in mind that the school does have students who have anaphylactic conditions, (life threatening allergies to foods). These are usually nuts, eggs, and seafood. We ask that parents do not pack nut products for their children's lunch and consider whether the food packed may threaten the wellbeing of another student.

Early & Late Pick Up

It is preferable that appointments be made after school hours including school holidays so that learning is not disrupted for the student. If a parent/carer wishes to collect their child from school during the day, the parent should inform the office at the commencement of the day so that the student can be brought to the office at the required time. Notifying the office in the morning minimises disruption to learning so classes are not interrupted. Parents are required to sign the student out of school using the Compass Kiosk in the general office foyer.
Parents are not to go directly to the learning community to collect their child.

Only a parent/carer may collect their child from sporting events or any other off-site events unless written consent has been provided. Other parents are not permitted to collect another student from such events unless expressly provided in written form.

When a student is ill at school and they need to be collected, their parents/carers will be called to collect them. Therefore, it is important that the emergency contact numbers are current. If there are changes to parent/carer mobile or work numbers, it is important that you update your details via the Compass portal or inform the school directly.

Uniform

Dress code

A School Council endorsed Dress Code Policy reinforces in students a pride in their own appearance and instils recognition of themselves as an integral part of the Featherbrook College community. Students are required to dress in the complete School Council approved college uniform in a way that reflects a sense of pride in their school and themselves. It provides a means of identification and helps to support safety of our students, within the college grounds and in transit to and from the school.

The College Dress Code Policy can be viewed on the school's website
www.featherbrookp9.vic.edu.au

The guiding principles in determining the uniform are:

- Functional - allowing all students to participate fully in school activities
- Winter and Summer uniforms to support functionality and health of students
- Quality / wearability of the garments
- Affordable
- Inclusive
- Belonging to the Featherbrook College community.

Parents may purchase uniforms before the start of the school year and may purchase further uniform pieces throughout the year (see supplier details below).

Featherbrook College Uniform Supplier details - PSW Hoppers Crossing

Address: 1/195 Old Geelong Road, Hoppers Crossing VIC 3029
Phone: (03) 9768 0321
Hours: Mon- Fri 9.00am - 5.00pm, Saturday 9.00am - 1.00pm
Online Shop: <http://www.psw.com.au>



Please label your child's clothing with their full name.

Labelling with fabric marker's, embroidering or iron on label's is an effective way to assist your child in keeping track of their hat.

Jewellery is to be kept to a minimum. Neck chains and dangling earrings can be dangerous in a school environment and are not permitted. If your child is to wear earrings, studs or small sleepers are to be worn. Nose and eyebrow piercing are not permissible.

Examples of our uniform:



Footwear

Students are recommended to wear black runners, Velcro or lace-up leather shoes, which are fully enclosed, safe, sturdy and allow students to be involved in several activities such as games and during play at recesses. Students are to wear non-marking soled runners for Physical Education as this helps to maintain the condition of the stadium floor.



Students are not permitted to wear the following shoes:

- Open-toed shoes e.g. thongs/flip flops
- Crocs
- Ugg boots/ Slippers
- High Heels or Platform
- Roller-skate shoes e.g. Wheelies

It is very helpful if Prep students are able to take off and put on their shoes independently. While a challenge for many children, being able to tie shoelaces is obviously a skill that proves very useful. (Teachers will of course help students with this if they are unable to do so). Students are to wear non-marking soled runners for Physical Education as this helps to maintain the condition of the stadium floor.

Hair Colour

Students' hair colour is to remain natural. Artificial colour is not permitted (this includes temporary, semi-permanent or permanent). Long hair should be tied back for safety and health purposes.

SunSmart Policy

Featherbrook College is a SunSmart School and vigilant in observing skin health measures which includes protection from UV rays during specified times of the year. It is important that all students conform to our SunSmart Policy and are adequately protected from the sun especially throughout the Cancer Council endorsed months of September through to the end of April.



The Featherbrook College hats are compulsory for all students from the beginning of September until the end of April. No baseball hats are permitted as these do not cover all areas needing protection: forehead, nose, ears, neck.



The College's SunSmart Policy endorsed by College Council includes a 'No Hat, No Play' policy during these times. This means they are required to stay in a designated shaded area throughout all of recess and lunchtime.

Students are encouraged to bring sunscreen (preferably roll on) and apply independently.

As part of our school Dress Code Policy, parents are requested to support the policy and ensure their child is provided with the school Policy prescribed bucket hat for use at school. Whilst on active supervision, staff also wear a suitable hat for their own protection and to ensure the students do likewise.

House Colours

All students are allocated to a 'House' when they are enrolled. Chosen to reflect the local indigenous plants to the Point Cook area the following are the House names:

Banksia (Blue), Geranium (Red), Eucalyptus (Green) and Acacia (Yellow).

The House system is used for sports and other acknowledgments and points allocations to build friendly rivalry and team spirit throughout the school. Tokens earned by students demonstrating our college values, are collected over a fortnightly period, and weighed at assemblies to determine a winning House.

Lost Property

Please ensure all uniform items, water bottles, lunchboxes are clearly labelled with the students FULL name, so that if they are misplaced or lost, they can be returned to their rightful owners. Lost property can be found at the school reception in the administration building.

If clearly labelled, student owned items that are given to the office, will be returned by admin staff to the student's classroom or the parent will be contacted.

Due to health reasons all lunchboxes and water bottles without a name will be discarded after a week of being lost.

Second Hand Uniform

Donations: If you would like to donate School branded items (uniform, Bag, Hat) that is no longer required, please remove any labels/names, and drop off to the Admin Building

Store: The second-hand uniform runs fortnightly throughout the term in the breezeway between the Admin Building and the Stadium. The dates will be posted in the compass calendar, and a reminder newsfeed will go out to families the week before. This is a cash only store and run by volunteer parents.

Personal Belongings

Students are discouraged from bringing items that are valuable to them. Toys and play items are not to be brought to school. Sports equipment such as footballs, soccer balls are to be named clearly. The school however discourages students bringing their own balls as the school does provide this equipment for use at recess and lunchtime. The school is not responsible for the loss or damage of personal belongings and the Department of Education does not hold insurance for loss or damage of personal belongings.

Bringing other items

At Featherbrook College we value inclusion and creating a fair and safe space for all students and staff. We ask that students do not bring items to share or give special items to other students. We further ask parents and carers please refrain from bringing celebratory items (cakes, party bags etc) to school. The student will be acknowledged and celebrated by staff and peers by singing Happy Birthday.

Mobile & Smart Devices

Featherbrook College understands that students may bring a mobile phone to school, particularly if they are travelling independently to and from school. Students must abide by the Mobile Phone and Smart Watch Policy.

During school hours, mobile phones must be switched off and given to the home group teacher to be locked away at the beginning of the school day (Years P-6). It is the students' (Years P-6) responsibility to collect their mobile phone from the teacher at the end of the school day.

Students in Years 7 – 9 must ensure their phone is switched off and placed in the mobile locker bay in the breezeway. On dismissal, secondary students are to retrieve their mobile phone from the mobile phone locker and refrain from using until they have fully exited the school grounds.

Smart watches are not to be brought to, or used at, Featherbrook College or college events. Students who use smart watches or mobile phones at school may be issued with consequences consistent with our school's Mobile Phone, Student Wellbeing and Engagement and/or Bullying Prevention policies. Student devices will be confiscated and stored securely at the school office and parents will be called.

The Department of Education and Training does not hold insurance to cover personal effects of students or staff and so any valuables brought to school is at their own risk and will not be covered if lost, broken or misplaced.

The Mobile Phone and Smart Watch Policy can be viewed at <https://www.featherbrookp9.vic.edu.au/college-council>

Compass

Absences/Attendance

Students are required to attend school every day. The Department of Education expects students to attend school daily. An attendance roll is taken each day. If your child is absent from school, parents are required to enter the absence, explanation and approval on Compass prior to the start of the school day. This is the college's preferred method for parents to provide this information. Parents will be provided with a login and instructions on how to access the Compass portal.

An explanatory letter or phone call to the office informing the school of the absence are also options. Regardless of method used to approve and explain the absence to the school, students are required to be at school every day and attendance data is collected and can be viewed by the Department of Education. Unexplained/unapproved absenteeism will be followed up with parents by the school. Students' attendance/absenteeism is also included in their mid and end year student achievement reports. The school promotes the Department of Education's mantra 'It's Not OK to be Away'.

Parents wishing to collect students during the school day must sign them out at the General Office through the Compass Kiosk. Please advise the school early in the day if this is to be the case so that the student can be prepared and organised to be at the office at the time to be collected. Parents are encouraged to schedule appointments for the student outside of school hours so that learning disruption is minimised.

Parents are asked to contact the school if an absence is expected to be for more than one day. If your child has an infectious disease for example measles or chicken pox, the school needs to be advised as soon as a medical doctor has made and confirmed the diagnosis, so that other parents can be alerted and be able to look for symptoms.



Every Day Counts...

A day here or there doesn't seem like much but...

When your Child misses just...	that equals...	Which is...	And therefore, from Prep to Year 12, that is...	This means the best your child can achieve is...
1 day a fortnight	20 days a year	4 weeks of school	Nearly 1 ½ years of learning at school	Equal to finishing Year 11
1 day a week	40 days a year	8 weeks of school	Over 2 ½ years of learning at school	Equal to finishing Year 10
2 days a week	80 days a year	16 weeks of school	Over 5 years of learning at school	Equal to finishing Year 7
3 days a week	120 days a year	24 weeks of school	Over 8 years of learning at school	Equal to finishing Year 4

Give your child every chance to succeed...



Assessment & Reporting

Assessment is the ongoing process of gathering, analysing and reflecting on student data and evidence to make informed and consistent judgements, to inform and improve future student learning. *Reporting* is the process by which assessment information is communicated to parents and the system about what students know and can do, together with recommendations for their future learning.

Parents/Carers will receive a digital report of their child's progress in June and December via Compass.

Prep – Year 6 Parents/Carers will be invited to attend a 'meet the teacher' meeting early in term 1.

Year 7 – 9 Parents/Carers will be invited to attend a meeting with teachers following receipt of their child's interim reports towards the end of term 1 or early term 2.

P-9 will be invited to attend a mid and end of year meeting to coincide with their child's progress reports.

Communication to Parents

Featherbrook College utilises Compass as its primary means of communication with parents. Parents will be provided with login details prior to the students first day at school in their confirmation of enrolment package. The Compass app should be downloaded as soon as you receive the login details. The Compass portal is used as the primary communication platform for but not limited to the following:

- Attendance
- Assessment data
- Events
- Newsfeeds
- Bookings for parent/teacher meetings

Our Featherbrook College Facebook page is a celebratory platform that captures and highlights the considerable range of rich learning experiences and events enjoyed by our students.

Follow us at: <https://www.facebook.com/featherbrookp9college/>

College website: www.featherbrookp9.vic.edu.au

Change of Details

Parents are required to amend details immediately they are to take effect. This is to ensure immediate contact is possible in the case of an emergency.

It is essential that our records are up to date regarding the following-

- Address
- Telephone numbers (mobile, home / work landline)
- Emergency contacts – Please ensure these are available and willing to act on behalf of the parents when uncontacted
- Place of work

- Student medical background/medical plans
- Email address

The Compass portal allows parents to amend their mobile number and email.

All other record changes will need to be emailed to the school administration with supporting documents. We require these in formal writing as we are required by the Department of Education to file the request with your child's enrolment documentation.

Excursions & Camps

Students in Years 4 and 6 are invited to attend a school camp. The camping programs teach students to explore new environments, improve socialisation skills with teachers and peers and apply skills already learnt at school.

Excursions complement and enrich learning programs and experiences. The excursion program takes students out of the school and into the community and brings relevant guests and performances into the school. Excursions are planned to coincide with and to enhance curriculum programs.

Notification will be provided explaining the purpose of the activity, where and when it will take place, costs and the method of travel involved. Parents will need to ensure consent is provided and payment is made prior to the excursion/camp, otherwise it will be assumed that it is parent choice that the student not attend. Permission to attend excursions and parent user-pays payment will be accessible through the Compass portal. If a parent does not wish their child to attend a user-pays event, the student is expected to attend school and will be placed into another learning space. If parents are experiencing financial difficulties parents are to contact the Business Manager to discuss payment plan arrangements.

Parents who hold valid concession/health care cards may qualify for the State Government Camps, Sports & Excursions Fund (CSEF). Refer to CSEF

The School Saving Bonus of \$400 supports Victorian school-aged students for school costs (as of 2025) including excursions and camps.

Students are unable to participate in excursions outside the school without parent permission.

Parent Payments

All account payments (including curriculum contributions, excursions, and camps) are to be paid through the Compass payment portal. If parents have difficulty making payment via Compass, please contact the office for assistance or to arrange a EFT or Cash Payment.

CSEF

Camps, Sports & Excursion Fund (CSEF) is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. Families who hold a concession card may be eligible for the CSEF payment. For further information please speak to the Finance Officer in the school office.

School Saving Bonus

The School Saving Bonus of \$400 supports Victorian school-aged students for school costs (as of 2025) including excursions and camps.

<https://www.vic.gov.au/receiving-school-saving-bonus>

Curriculum Contributions

The school relies on funding from the Department of Education as well as voluntary parent payments for essential items and for user pays funding to enrich student learning. However, voluntary donations made to the college is a supportive way of adding value to the learning programs, library resources and the environment which also includes sustainability initiatives. The College Council has budgeted for anticipated donations to assist building the college's resources for all students. The college is very appreciative of voluntary contributions made to the school. Donations of \$2 or more to the Building Fund are tax deductible. There is no obligation to pay into these funds, however any contribution will be much appreciated.

Visiting the School

The school's Child Safe Policy (based on legislation <https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005/037>) clearly describes processes, procedures, expectations and duty of care requirements to be observed and applied when permitting movement of adults around and through the school. All visitors to the school at any time of the day must first go to the general office, sign in via the Compass Kiosk and collect a visitor's pass as well as an OH&S induction. Staff will question those who are without an identification badge as to their purpose for being in college grounds.

Community Involvement

College Council

The college is supported through the work of the College Council which consists of members of the parent/carer, community, and DE members. Meeting 8 times per year and working through sub-committees; Finance and Policy, which meet prior to each College Council meeting, the Council strengthens the provision of education for our students. Please contact the school office to speak with the Principal if you would like to be involved. Calls for nominations and a subsequent election occurs in February each year and membership is for 2 years. Please see the college's website for the membership and Constituting Orders of the Featherbrook College Council.

The sub committees of Council (Finance and Policy) are open to interested parents. Please express your interest to the Principal by contacting the school office. Sub-committees assist Council in the work that needs to be done and report regularly at Council meetings. They provide advice and make recommendations to College Council, which has the final responsibility for decisions. Council members are required to be a committee member of one of the sub-committees.

Sub-committees have clear terms of reference and procedures for agendas, recording minutes and reporting to the Council.

Student Health

Sick Bay Accidents/ Illness

Students requiring minor first-aid treatment will be cared for at school. If a student has an accident or becomes ill at school parents will be contacted as soon as possible on the telephone number indicated on the enrolment form. Parents will always be contacted if a student suffers a bump to the head. **If a parent or emergency contact cannot be contacted, the principal or delegate will decide whether an ambulance is to be called. As this can be very expensive it is recommended that families have adequate Ambulance cover. The cost of the ambulance call out will be issued to the parent.** It is incumbent upon parents to ensure contact details are always current and up to date. It is desirable that emergency contacts are accessible if parents are not available or contactable. All first aid procedures are outlined in the First Aid Policy available on the school website.

Medical Conditions

If your child has a medical condition, please notify the school office. The Student Health Officer will develop a Student Health Care Plan. The school will relay the relevant information to respective staff/teachers according to student medical needs. However parents are requested to arrange an appointment with the Student Health Officer to discuss the condition, the health care plan and what must be done to minimise risk.

Medication Management

The school has a very detailed *Medication Management Policy* which must be implemented to ensure medication is administered accurately. See the school's website for the *Medication Management Policy* so the school is able to support student health accordingly.

Ongoing Medication (E.g. Asthma, Anaphylaxis, Diabetes)	Parents are required to submit to the school a <i>Student Health Care Plan</i> written by their child's doctor. Parents are also required to ensure that the school has at all times up-to- date medication which will be secured in the First Aid room at all times. In accordance with each child's Asthma Plan, their inhaler will be stored accordingly.
Short Term Medication	If students need cold/flu medication, antibiotics or any other 'short term' medication, parents are required to take the medication to the General Office. Parents will be required to complete a form giving exact details of dosages and times to administer medication.

- All medication must be in original packaging and clearly labelled with the student's name, dosage and time to be administered. Prescription medicine needs to have the pharmacist's label.

NB: Under no circumstances will medication be administered to students unless it is accompanied by the correct documentation. The school is not able to administer analgesics such as aspirin and paracetamol at school without a Short Term or Long-Term Medication Registration Log. Analgesics are not stored at school. Permission by telephone is not acceptable.

Safety while traveling to & from School

Riding Bikes, Scooters & Skateboards

Parents and the college share responsibility for the well-being and safety of students. It is most important that parents train children in all aspects of safety from an early age.

This includes:

- Taking the safest route to and from school without loitering.
- Knowing how to cross a road safely, using pedestrian crossings, school crossings and traffic lights (especially ensuring that traffic has stopped before crossing with a green light).
- To comply with state laws students must wear a helmet when riding a bike or scooter. Please see the VicRoads website for more information.
<https://www.vicroads.vic.gov.au/safety-and-road-rules/cyclist-safety/wearing-a-bicycle-helmet>
- Knowing their family name, address, and telephone number.
- Refusing rides or gifts from strangers and informing their parent or teacher if this does occur on their way to or from school.
- Only walking their bike, scooter, or skateboard in the school grounds.

Bike
Shed



All bikes, scooters and skateboards will be locked away in the school bike sheds during the day (located at the gate on Regal Rd). It is strongly recommended students lock their bike or scooter with a padlock as there is no security guarantee. **NB. It is not lawful for children under the age of 16 to ride an e-scooter.**

Bike
Shed

School Crossing

There are 4 supervised school crossings are located on Boardwalk Boulevard immediately outside the front gate and further south along Boardwalk Boulevard, Regal Rd, and Whisper Boulevard, all adjacent to the school. All students who cross these roads going to, and leaving the college are required to use the crossing for their own safety.

The Crossing Supervisors are employed by Wyndham city Council and form part of our school community and will, when necessary, advise students and their parents on safe road crossing expectations. The crossing supervisors are charged with directing students and families safely across our busy roads and parents are partners with the school to ensure our crossing supervisors are respected and supported in undertaking their role.

Parents are also requested to abide by the road rules regarding parking, stopping, adherence to the speed limit and safety for all of our families using the roads at the busy times of drop off and pick up. Parents should consider parking slightly away from the school and walking the student to and from school as a healthy alternative and to reduce traffic congestion during this time. Parents are not to park in the staff car parks. Parents and students are not to walk through staff car parks.

Before & After School Care – YMCA

The school's Out of School Hours Care Program is operated by the YMCA. The program operates on the school premises.

Parents can book their child into the program by contacting the YMCA through their website <http://www.childrensservices.ymca.org.au/>.

Prep students are picked up from their learning spaces at the end of the day by carers from the OSHC program.

The Before School Care program hours:	6.30am - 8.45am
The After School Care program hours:	3.00pm - 6.30pm
School holidays and curriculum days:	6.30am -6.30pm

Preps

Settling in



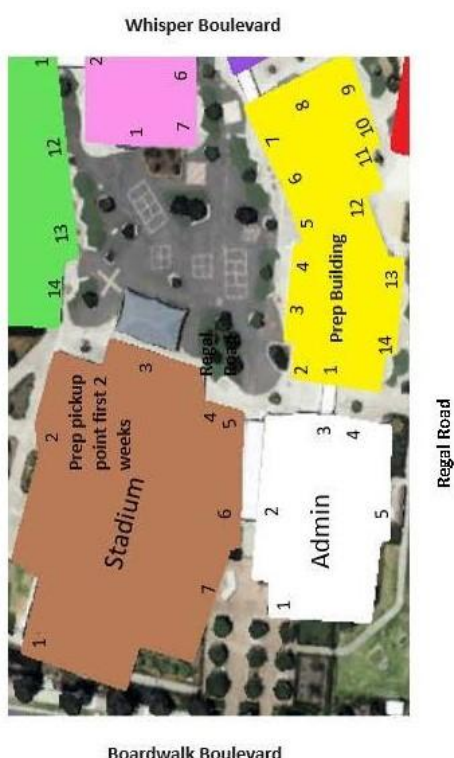
The first school bell of the day rings at 8.45am for students to be welcomed inside and settled as learning starts by 8.50am. Teachers will greet students as they enter the learning spaces and encourage parents to say good-bye, assuring that they will be back on time to collect them. Teachers will support students and parents if there is a separation concern. Our experience is, however, the longer parents remain, the greater the separation anxiety may become, or the greater the sense of apprehension about mum or dad leaving. If the student is distressed when you leave, the school will contact you and let you know how they are. Students will be supported and encouraged to develop independence by coming into the learning spaces and taking responsibility for their belongings.

Preps first day at school

Parents and carers of Prep Students are informed regarding the Transition to School Program staged scheduled transition to school as the new school year begins. Emails and Compass newsfeeds provide up-to-date information for Prep parents and carers.

School Entry Assessments (SEA) – Important to Note!

Prep students across the State Government Education system undertake a School Entry Assessment. Parents will be provided with a date and time that they are to bring the student to school across the course of the first few weeks of school. These details will be communicated to parents before the end of the previous school year, late in term 4. The SEA will take approximately 45 minutes and is undertaken with the student's home group teacher.



Change of Clothing

In case the need arises, we ask that each Prep student has a spare pair of underpants in their bag. If parents think that this may happen regularly with their child we ask that parents also supply a spare pair of tracksuit pants or shorts. This should be raised with the home group teacher so the student can be supported accordingly.

Curriculum and Learning

Assembly

The scheduled school assembly dates are published to the school community on the Compass calendar. During assemblies, both verses of the Australian National Anthem, 'Advance Australia Fair' are sung and an Acknowledgement of Country made. The agenda comprises celebrations, student leadership involvement, musical performances, SWPBS token 'weigh-in' to determine the winning House, and generally reflect notable activities and occasions specific to our school and

students. Our students often lead assemblies. Parents are invited to attend the P-2 and 3-6 assemblies in person, plus join the whole school assembly via Webex.

Awards & Certificates

- Featherbrook College celebrates its students and all their accomplishments. With sponsorship from Century21 Hulstaert Point Cook, two students a month are awarded the Featherbrook College Award with a Certificate and Book Voucher. Recipients are awarded based on consistently observing and executing the school's values of High Expectations, Respect, Collaboration and Being Safe.
- Academic excellence awards are presented to selected Year 9 students as they conclude Year 9. Awards recognise excellence in English, Mathematics, Science, The Arts, Food Technology.

Home Learning

Home learning is an opportunity for parents/carers to participate in the student's education. Home learning complements and reinforces classroom learning and fosters good lifelong study habits. Home learning allows students to develop individual organisational skills beyond the structure of the school day.

Reading every night is an integral component of home learning for all students Prep – Year 9. Reading is the currency for all students to access all other curriculum areas. Support from home is most important to ensure that students engage with reading at home every evening. The home school partnership underpins the home learning requirements, and it is through this partnership that it is evident that each student's learning is enhanced.

The Home Learning (Homework) Policy can be viewed at www.featherbrookp9.vic.edu.au

Information & Digital Technologies

Our students think, learn and live in an increasingly digital world. Digital technologies and virtual environments allow important parts of their personal and social life to be digitised, shared and linked to global communities. Outside of school students may regularly contribute to online forums, interact and seek help from peers and find innovative methods of solving problems, managing their time and expressing themselves. Often this happens all at once using multiple applications, devices and interfaces.

Our teachers explicitly instruct students in developing 'digital literacy' skills; enabling them to be connected, be discriminating of content, be critically literate, be information seekers and navigators, and to understand they are part of a global community. Their learning is enabled through allowing them to think, analyse and construct knowledge, and by communicating virtually. The Victorian Curriculum 2.0 specifies that the Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

The Digital Technologies Victorian Curriculum aims to ensure that students can:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions.
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings.
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

The College provides all required devices and equipment for students.

Online Safety

We work in partnership with parents/carers to educate our students about safety aspects of online technologies. The school subscribes to 'E Smart' principles which supports teacher knowledge in provision of cyber safety instruction and awareness for students. The Child Safe Policy underpinned by Ministerial 1359 also informs the schools safety approach to use of digital technologies. Parents are required to read through and sign an *Acceptable Use Digital Technologies Agreement* prior to students accessing and using digital technologies at school including BYOD. The Agreement is read through by teachers and discussed with students at school. The students will then need to read through the Agreement with their parents. Parents are required to sign the Agreement online through the Compass Portal. Should a student's behaviour be in breach of the acceptable use of digital technology agreement, it may result in the student not being permitted to use digital devices for a specific time.

NAPLAN

Students in Years 3, 5, 7 & 9 participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests conducted in March provides information on how students are progressing at a point in time, contributing to improvements in teaching and learning, and providing a framework to compare student performance around Australia. The school's comprehensive whole school assessment schedule is the basis on which our teachers will determine tailored and personalised learning. NAPLAN results are recognised as a 'point in time' assessment and is drawn on by teachers to consider data trends in cohorts of students and to analyse assessment items that may inform learning program provision.

Essential Items (Material & Requisites)

Materials the students use in their class programs are bought in bulk, so we make significant savings for parents, as well as ensure students are provided with correct materials. The Materials

& Requisites voluntary contribution covers the cost of providing students with classroom materials such as books and writing implements, printing, art supplies, class materials and other stationery including music and LOTE (Japanese) specific materials. The College Council determines the Materials and Requisites Voluntary Levy charge annually.

- The relevant charge will be provided to all families at the beginning of the school year through the Compass portal.

Specialist Classes

Japanese is the language program provided at Featherbrook College (P – 6). Learning languages in addition to English has the potential to extend student's literacy repertoire and their capacity to communicate. It strengthens student understanding of the nature of language, culture, and the processes of communication.

The school employs 2 Japanese LOTE teachers. The LOTE program is linked where possible, with classroom themes, through whole class and small group activities. Aural tasks involve students listening to short dialogues or descriptions, selecting information and demonstrating comprehension by performing various activities, for example, by completing charts, surveys, locating information, matching phrases/pictures/sentences.



THE ARTS (Including Performing Arts & Visual Arts)

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the range of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts allow students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with

digital media. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage.

Learning in the Arts is sequential, and students have a continuous experience in the different arts disciplines they undertake at a particular level. At all levels students experience learning in

Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional) disciplines weekly.



Physical Education

Physical Education aims to develop students' general fitness and game skills to allow a broad range of physical development. A major component of this program is to develop students' ability to work in teams and their ability to demonstrate a fair sporting attitude to game rules and their peers.

The focus for Interschool Sports (Years 5 - 9) is for students to learn about new sports, develop relationships and teamwork skills, develop and display good sporting attitude in addition to having fun. The college aims to encourage students to be active and engage in a variety of sports. The aim of the program is less emphasis on winning and results, and more emphasis on having a go and participating. The school is well resourced with a full-sized stadium that enables rich and broad Physical Education and Sports provision.

Enrichment activities

Featherbrook College proudly complements its teaching and learning programs with several further enrichment activities. Whilst these may vary from year to year, some include Maths Olympiad; Victoria High Achievement Program (VHAP); inter-House sports carnivals; Cross Country, Buddies; Camps; Athletics carnivals; swimming programs; School Production; Interschool Sports; Book Fair; Premier's Reading Challenge and lunchtime activities.



Student Leadership

Students from Year 5 - 9 have opportunities to be involved in our Student Leadership Development Program. Informal leadership roles are provided through the home group structure while from Year 5 onwards students have the opportunity to participate in more formal leadership roles. Student leadership promotes student agency and student voice, while developing a sense of social justice and citizenship as well as active participation in their school and local community.

All students at Featherbrook College are encouraged to take on leadership roles at some point in their time at the school. Importantly, students demonstrate responsibility to lead themselves first (self-regulation, internal locus of control, perseverance, resilience) and in doing so, are well placed to collaborate with others toward a common endeavour, goal or cause, regardless of designated formal roles. Student leadership of self is also promoted through demonstration of the college's values of collaboration, respect, high expectations and safety.

Students in Year 7 – 9 have the opportunity to self or be nominated to join the School Council as a voting member of the council. This opportunity is presented to the secondary students in February/March each year. 2 vacancies are available to student members.

Victorian Curriculum 2.0

<https://victoriancurriculum.vcaa.vic.edu.au/>

Featherbrook College bases its education provision on the mandated curriculum in Victoria. The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The Victorian Curriculum F–10 is the central document that informs all learning programs provided for our students.

The Victorian Curriculum 2.0 F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum. Disciplines have been defined as a field of inquiry about some aspect of the world – the physical world, the flow of events over time, numeric structures, and so on. A discipline of knowledge offers a lens through which to view the world – a specialized set of techniques or processes by which to interpret or explain various phenomena. Beyond that, a discipline also provides a sense of community for people with a shared special interest as they seek to stretch the limits of what is already known in that field.’

<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

Local Education, Global Future

