



Reservoir Views Primary School



Foundation Information Handbook 2026



Reservoir Views Primary School acknowledges the Wurundjeri People of the Kulin nation as the traditional custodians of the lands, waterways and skies where we live, learn, work and play.



Welcome!

On behalf of the School Council, staff and parents/guardians/caregivers of Reservoir Views Primary School, I'm delighted to welcome you and your child/children to our school community.

At Reservoir Views, engaging and connecting drives our work; with staff, students and families engaged in a *learning community*; working together to support the growth and educational opportunities for all students. We are committed to providing positive and rich learning environments for our students.

The Reservoir Views Primary School community provides a rich, diverse and inclusive culture that is embraced by all and is underpinned by our school values of *Connection, Courage* and *Curiosity*.

We look forward to developing relationships with you and your child/children over their learning journey.

Once again, welcome!

Steve



Steve Stafford
Principal



Hayriye Ali
Assistant Principal

Contact information

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Term Dates 2026

School staff resume Tuesday 27th January

Foundation students start Wednesday 28th January

Year 1 to 6 students will start Thursday 29th January

Term	Start Date	End Date
Term 1	27 th January	2 nd April
Term 2	20 th April	26 th June
Term 3	13 th July	18 th September
Term 4	5 th October	18 th December
Summer Holidays	19 th December	27 th January 2027

School Timetable 2026

Time	Session or Break
8.50	Smooth Start – students at school to prepare for the day.
9.00	School day begins. Session 1 begins (Literacy).
9.55	Fruit Snack – fruit or vegetable brain break in class.
10.00	Session 2 begins – (Literacy)
11.00	Lunch – eaten inside the classroom.
11.15	Lunch outside play session.
12.00	Session 3 begins. (Maths)
1.00	Session 4 begins. (Inquiry, Specialist, SEL)
2.00	Recess – outside snack and play
2.30	Session 5 begins (SEL, Library, Specialists)
3.30	Home time

Families are invited to attend Foundation to year 2 assemblies once a fortnight on a Monday at 9am in the multi-purpose room.

Foundation students will not attend assemblies until some point later in Term 1 when they are settled.

Foundation Interview

At the beginning of the school year, Foundation teachers spend time getting to know their students and understanding their early learning skills. Each child takes part in a one-on-one interview where teachers assess key areas such as counting, recognising letters and their sounds, and listening to and responding to a story.

At RVPS, these interviews are held on **Wednesdays** between February 4th and March 4th. During this five-week period, Foundation students do not attend school on Wednesdays unless they are attending their scheduled one-hour interview session.

Interview times are **very limited**, so it's important to choose a time that suits your family. Appointment times will be arranged in consultation with parents and carers during Foundation transition sessions. If you need a specific day, please inform staff as soon as possible — all other times will be allocated based on availability.

On your child's scheduled date and time, please drop them off to their classroom teacher and return after one hour to collect them.

Dates	
Thursday 29 th January	No school for Foundation students
Wednesday 4 th February	No school for Foundation students Foundation Interview Appointments Only
Wednesday 11 th February	No school for Foundation students Foundation Interview Appointments Only
Wednesday 18 th February	No school for Foundation students Foundation Interview Appointments Only
Wednesday 25 th February	No school for Foundation students Foundation Interview Appointments Only
Wednesday 4 th March	No school for Foundation students

Students will commence full time school on the week beginning Tuesday 10th March (Monday 9th is the Labour Day public holiday)

School Uniform

All students are required to wear a school uniform every day. Our uniform consists of: school jumper or bomber jacket, light blue polo shirt, blue tracksuit pants/leggings or blue shorts/skort and a summer dress. Foundation students also require a school book bag. Our school uniform can be purchased through the office. The full range of items and sizes is available except for shoes.

Important: Shoes with Velcro are the best choice for Foundation students unless they know how to tie their shoelaces.

Label everything!!! Young children often forget where they put their items of clothing so to ensure that items of school uniform are promptly returned make sure that your child's name is clearly visible.

A spare set of clothes should be kept in your child's bag in case of accidents.



We are a SunSmart School



No Hat No Play! All children are required to wear a protective hat for all outdoor activities from the **1st of September until the end of April**. School hats are available for purchase through the office. Please remember to label all hats and other clothing items. If your child requires sunscreen, a roll-on sunscreen is preferred and the easiest for them to apply. Encourage your child to practise this skill over summer.

School stationery and supplies

We pride ourselves on being an equitable and inclusive school. All school stationery and supplies are purchased by the school and available for all students in each classroom and specialist subject. Families can make voluntary contributions towards the cost of schooling under 2 categories: Curriculum Contributions and Other Contributions. As we take an equitable approach to stationery and supplies, all voluntary contributions go a long way in supporting school programs and resourcing the school.

It's Not O.K to be away!

It is vital that your child attends school regularly. Students arrive at school at **8.50am** for our 'Smooth Start', ensuring that they are here and ready to learn when the bell rings at 9am.

Being on time for school is the parent's responsibility – students feel unsettled when they are late, which affects their confidence when they are learning.

Some families' book extended holidays during the school term but this can be detrimental to your child's ability to learn and thrive at school. Please be mindful of this when looking to travel for extended periods.

If your child is unwell, please keep them home and let the school know via Compass or a phone call as soon as possible.



Medical

The school needs to know about any medical issues with your child. Allergies, anaphylaxis or asthma needs an action plan from your doctor and a copy provided to the school. Puffers, spacers, epi-pens and medications related to your child's allergy need to be kept at school. Please bring any medication your child needs throughout the day to the office and it will be stored in sick bay. Medication needs to be clearly labelled and in the original packaging. You will be asked to fill in a form with clear instructions on how medication is to be administered.

Although we are not a nut-free school, we take any allergies seriously. We ask all parents to let the classroom teacher know if their child has nuts or seafood in their lunchbox and we also monitor this during eating times. We educate the students about anaphylaxis so they also understand their role.



Before Starting School



The following are some things to help practise personal, social and emotional skills that will help with the transition to school:

- Talk about coming to school including how you will get there and people you may know & read books about starting school.
- Practise sitting down and eating out of a lunch box, opening and closing lunch box lids and water bottles.
- Get your child to dress and undress independently, including shoes, socks and buttons
- Practise packing and unpacking their school bag independently.
- Ensure your child is able to use the toilet and/or urinals independently. Teachers are unable to assist with toileting.
- **Use the resource in the 'Welcome Pack' with your child – help them to identify and write their name, letters and numbers using the correct formation.**
- Read with your child regularly and ask them questions about the books, the settings and the characters. Encourage them to ask question about the books.
- Practise giving your child some simple instructions to follow.
- Provide opportunities for sharing and turn taking.
- Help your child communicate their needs to an adult using full sentences.
- Work on separating confidently from a parent or carer.
- Talk with your child about not always getting their own way and having empathy for others.
- Teach them how to respect their belongings and others' belongings.
- Be positive about starting school and encourage questions from your child.



First Day of Foundation

The first day of Foundation is a very exciting time for students and families. To help students make a positive start to Foundation, you can:

- Make sure your child knows who will take them to school and pick them up on the first day.
- Ensure you leave enough time in the morning to get ready and arrive at school just before 8:50am to settle your child into their classroom
- Help your child to organise their clothes, hat, shoes and socks the night before.
- Help your child to pack their school bag with a snack, drink, lunch and a hat.
- Place a spare pair of underpants and a change of clothes in a plastic bag. Let your child know these clothes are in their bag in case of any accidents at school.
- Put sunscreen on your child in the morning if it's needed and pack some in their bag.
- Show your child where you will meet them at the end of the school day.
- At the end of the day talk to your child about what happened at school.

What to expect on the first day

Children love routine and knowing what to expect; therefore, it may be a good idea to discuss what the first day at school will look. The following is an outline of the first day. Foundation students start school on **Wednesday 28th January**. They will have the school to themselves on this day with all other students starting the following day. The music starts at 8:50am and students can come into their classroom with their adult/s to settle in by putting their bag away and they complete an activity at a table together. At around 9:10am parents can say goodbye for the day and Foundation students will have circle time on the carpet. During circle time, the teacher will complete the roll, introduce the calendar including the '100 days of Foundation' chart, and students will get an opportunity to share 1 thing to the group. The class will then go for a walk around the school to learn about where they can and can't play, where the toilets are and some rules around play areas such as the sandpit. At around 10am, students will break to have fruit snack and learn what they can and can't eat during this time. Across the rest of the day, Foundation students do some getting to know you activities and participate in developmental play. School pick up occurs at 3:25pm outside of the classrooms.



Learning at Reservoir Views

IEPS, Student Celebrations of Learning and Academic Reports

Every child at Reservoir Views Primary School has an Individual Education Plan (IEP). Teachers develop four learning goals across Literacy, Mathematics (Number), Personal and Social Learning, and Learning Behaviours. These goals are tailored to each child's specific needs, informed by classroom observations, assessments, and curriculum priorities. Students are supported to practise and apply these goals in their daily learning.

At the end of each term, we hold a Celebration of Learning where students share their work and achievements. Families are invited to reflect on their child's progress toward that term's goals and discuss new goals for the following term. In addition, parents receive a digital academic report via Compass in June and December, outlining their child's progress against the Victorian Curriculum Achievement Standards.

Reading and Writing

Reading, writing and language skills are explicitly taught through systematic and structured lessons. This includes the development of phonemic awareness, phonics, pre-writing and handwriting skills, vocabulary, spelling, sentence writing and reading comprehension. Students are supported to apply their learning through daily practice. Oral language development and background knowledge are built through shared reading, storytelling, discussions and rich classroom experiences that connect speaking, listening, reading and writing.



Phonics and Phonemic Awareness

Phonics and phonemic awareness are essential foundations for reading and writing success. At Reservoir Views Primary School, we teach phonics in Prep using a research-based, systematic synthetic phonics approach that helps students understand how sounds and letters work together to form words.



Our daily lessons focus on:

- Following a structured sequence of letters and sounds
- Building awareness of syllables and phonemes (individual sounds)
- Blending sounds to read words and segmenting sounds to spell them
- Developing vocabulary, spelling, and sentence writing skills



Students read decodable books matched to the sounds they are learning, helping them experience success and build confidence. They also learn Heart Words—common words that can't always be sounded out and must be recognised “by heart.” We use Decodable Readers Australia as part of our phonics program, and families play an important role by listening to their child read at home each night.

Mathematics

In Foundation, Maths is all about building strong number sense and confidence with early mathematical ideas. Students learn to count forwards and backwards, recognise numbers in different ways, subitise (see numbers without counting), estimate, and explore how numbers can be made and broken apart (part-part-whole). They also begin to explore Measurement, Shapes, and Data.

Each day, lessons include a quick review, explicit teaching, and time for hands-on exploration and practice. Students are encouraged to share their thinking, try different strategies, and reflect on what they have learned. Families can support learning by discussing mathematical concepts and providing opportunities for students to practice numeracy skills at home.



Inquiry

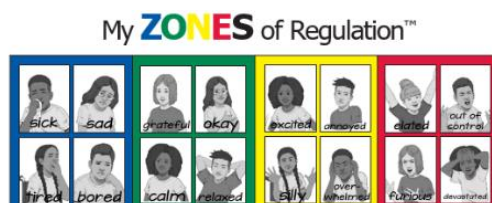
In Inquiry lessons, students explore Health, Science, Geography, and History through hands-on activities and play-based investigations. Lessons often start with a shared, fun experience to spark curiosity, followed by time for directed discovery and play, where students can explore their own questions and ideas. Whenever possible, we link these topics to Reading, Writing, and Maths, helping children make connections across their learning and see how what they are learning fits into the world around them.



Social and Emotional Learning – SEL, Zones of Regulation and Resilience, Rights and Respectful Relationships

At Reservoir Views Primary School, Social and Emotional Learning (SEL) is a key part of Foundation. Our program draws on the Victorian Curriculum's Personal and Social Capabilities, incorporating Respectful Relationships (RRRR) and wellbeing learning to help children develop positive relationships, understand their emotions, and practise respectful behaviours.

In every classroom, you will see interactive displays of The Zones of Regulation, a framework that helps students recognise their feelings and use strategies to manage and regulate their emotions. Through regular lessons, guided activities and daily check-ins, students their emotional and learn to work in Foundation sets confident, resilient



are supported to care for wellbeing, develop empathy, effectively with others. SEL students up to become and socially aware learners.

Specialist Classes

Your child will take part in 4 specialist areas of study on a weekly basis. These classes are taken by the specialist teacher and are Physical Education, Music, Visual Arts and AUSLAN.

Music

In Music, Foundation students learn songs and games that tune in their bodies and ears to the Elements of Music, which include high and low, loud and quiet, and fast and slow. By singing, moving, dancing, improvising and playing percussion instruments, students learn to interact with each other, develop their technical musical skills and build the understanding to begin reading and writing music. A typical Music lesson consists of a welcome song, an improvisation activity, a directed listening or writing activity, an opportunity to perform for the class and a musical game.



Visual Arts

In Visual Arts, students learn skills in drawing, collage, painting, threads and textiles, printmaking, modelling, and construction. They are encouraged to make their own art via observations and experiences. They respond to artworks using the elements of art and Visual Thinking Strategies. Students work independently and collaboratively to respond to each other's work, share thoughts and ideas whilst engaging in fine motor hand activities.

Physical Education

In Physical Education, Foundation students will learn the importance of safety and teamwork through a range of individual and team games. They will develop gross motor skills in the areas of eye-hand, movement and balancing. Students learn the importance and role that rules and procedures play in games and activities. A typical Physical Education lesson consists of a warmup game, whole class activity and a run on the running track.



AUSLAN

Foundation students will participate in weekly learning activities that involve taking turns, playing action games, making choices and communicating with their teachers and peers through sign. They will learn to translate familiar words and phrases from Auslan to English and vice versa as well as how to create simple texts such as labels, posters and wall charts with Auslan images and English words.

House Teams

At RVPS, we have 4 house teams all based on animals within our school mural and named in *Woi-wurrung* language – Muk Muk (meaning owl - Yellow), Bundabun (meaning long-necked turtle - Green), Marram (meaning kangaroo - Red) and Bunjil (meaning wedge-tailed eagle - Blue). Your child will be assigned to one of the houses at the beginning of the year. There are several house events throughout the year where students can wear their house colours and participate in events. Each year in Term 1 we hold a House Athletics Day where we head to Coburg Athletics Track for a fun-filled day. Families are invited to this day and we encourage them to embrace the fun by dressing up in the family house colours.



Bundabun, meaning long-necked turtle



Bunjil, meaning wedge-tailed eagle



Muk Muk, meaning owl



Marram, meaning kangaroo



Lunch and Lunch Orders

Our eating times are as follows:

9:50 – 10:00 – fruit snack. Students can eat fresh healthy fruits and vegetables.

11:00 – 11:15 – eating lunch. We encourage students to bring a healthy, substantial lunch to school such as a sandwich, pasta, rice or anything else your child feels comfortable eating. Lunch orders are available through the canteen on each Monday, Wednesday, and Friday. The canteen is also open for counter sales of snacks at lunch on each of these days. Lunch orders can be purchased through the old-fashioned paper bag or through the QKR app.

1:45 – 2:00 – recess. Students can finish off their lunch boxes and if they have a sweet treat, we encourage them to save it until recess.

Buddies

Foundation and 5/6 students love the opportunity to be part of our buddy program! Before the end of 2025, your child will be assigned a buddy from Grade 5/6. They will receive a letter from their buddy at the end of the transition program and will be involved in structured buddy activities throughout 2026. Buddies are a great source of support for our Foundation students, especially in the yard at the beginning of the year.



Camps, Sports and Excursions Fund (CSEF)

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like:

- school camps or trips
- swimming and school-organised sports programs
- outdoor education programs
- excursions and incursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. Payment amounts for eligible primary school students are \$400 per year. This is an increase from \$154 in 2025.

Toys and special items

We understand that students are excited to share toys and special items with their peers. We encourage students to limit how often they bring these items in as there is always the risk of the item being lost or damaged when at school.

Excursions / Incursions

Excursions and Incursions happen throughout the year and are based on the topics being covered in the classroom. Foundation students will also have special visits throughout the year from emergency services such as the Police and the Fire Brigade as well as participating in the whole school swimming in Term 4.

You will be notified of these ahead of time through Compass.

Homework

We provide weekly activities for students to complete that complement the learning in the classroom. These activities are an opportunity for your child to share what they have been learning about with you. We understand that students may have after-school activities and/or events that could impact the time available to complete homework tasks, please speak to your child's teacher if you have any questions or concerns.

Home Reading

Our home reading program aims to build positive reading habits and develop students' love of reading. Each week, Foundation children will borrow books from the library to be read **to them** by a parent/carer. They will also bring home decodable words, sentences and books **to read themselves** as they begin to build their decoding skills. Students will receive a reading journal for parents to record their child's reading each night. Please ensure students bring their book bag into school on Fridays so the teacher can check and sign their reading journal as well as help to change their readers. We encourage students and families to read every night, whether that is a library book or the decodable readers.

Important note: students are **not** expected to read library books or home readers themselves until they have learnt the letter-sound relationships in class.

Lost property

Please label **everything**! Items are more likely to be returned if your child's name is clearly marked on them. There is a small lost and found box in the Foundation area, and a main lost and found tub outside the office.

Head Lice

Please inform your class teacher or the office if head lice is detected. We will then endeavour to check the class or send a note home advising parents to do so. To stop head lice from spreading, it is advisable to check your child's hair regularly. The eggs are white, are attached to the hair and are difficult to remove.

Wet and Hot Days

Students remain in their classrooms if it is raining during play times until weather clears and it is possible to go outside. Rooms are supervised while children are inside. All rooms are air conditioned. On days of extreme heat, students remain inside and are encouraged to drink plenty of fluids. There is no provision to send students home on very hot days. Children should have drink bottles, hats and sunscreen.

Out of School Hours Care

Our before and after school provider is *Team Kids*. Students can be booked in to before and after care if you are unable to supervise your child before 8:45am or collect your child at 3:30pm. *Team Kids* operates from our multi-purpose room and are open from 7am until 8:45am each morning and from 3:30pm until 6pm each afternoon/evening.

Team Kids also offer supervision on pupil free days, and run a holiday program at our school.

<https://www.teamkids.com.au/>



School drop-off and pick-up

There are teachers on yard duty from 8.45 am. Students cannot be left unattended at school before this time

Foundation students will need to be collected at 3.25 pm from their classroom line-up area. Students are not just dismissed; they are in the care of their teacher until a parent/guardian/caregiver is sighted.

If a student is enrolled in before or after care, staff from *Team Kids* will take them to their classroom in the morning and collect them from their classroom in the afternoon.

Students Leaving School Grounds / Early Dismissal

Ensure your child knows and understands the arrangements for going home and who will be there to collect him/her. If you make arrangements with another parent to collect your child, please inform the office. Students are not permitted to leave the school grounds unless signed out by their guardian. If you require your child to leave school during school hours for any reasons (eg. Dentist, Doctor) etc. please contact

the office to let us know. It is our policy not to permit children to leave the school grounds alone during school hours. The Sign Out must be completed at the office prior to collecting your child. Please *always use the school crossing areas*.

Car Parking

Be aware of parking restrictions around the school; parking inspectors visit on a regular basis. For safety and health benefits we encourage parents to walk their children to school or park in areas around the school and then walk. Please don't access the staff carpark or enter through this area.

Communication

Communication is key. We have an open-door policy at our school and place great emphasis on developing productive relationships between school staff, students, and families. Teachers are available for quick discussions during our smooth start and after school (except Tuesday and Wednesday after school as these are staff meeting days). Should you need to discuss things in greater detail, a mutually convenient meeting time can be arranged. Your child's teacher is also available via email and can call you to discuss any concerns.

We welcome feedback from our community and Hayriye and Steve are available to discuss any feedback or concerns.

Newsletters and notices / Compass

Newsletters include all important school dates and information about what's happening in the school. Each year level cohort prepares a page to communicate to parents about the learning or events happening in that year level. Newsletters are available on the school website and sent digitally via Compass each fortnight.

Our school uses the communication platform Compass. This is our main area where school information is communicated with the community.



It is used to book student-led conferences each term, a platform for families to enter student absences, give consent and pay for excursions and events, student semester achievement is uploaded here, and teachers can be contacted through here.

Our office staff can assist you with log in details and with supplying help guides as you navigate the platform.

Change of address / telephone numbers.

The school must be notified immediately of a change of address or telephone numbers. Please call the office to update your details so we can contact you if there is a need.

Late arrivals

Late students need to come to the Office to sign in. They will be given a late pass to take to their class.

Helping and volunteering at our amazing school

We appreciate your help! Volunteers are welcome at Reservoir Views and there are countless ways to volunteer and help:

- From being involved in our parents and friends' association that helps plan school fundraising and student and community events such as Mother's/Father's/Special Person's Day stall, student discos, open air cinema, colour runs and election day BBQs
- Volunteering as a classroom helper
- Attending school excursions and incursions
- Supporting a working bee or helping with gardening/weeding whenever you are available
- Nominating yourself to be involved with our school council

We are incredibly flexible with what involvement in our school looks like for our community.

All volunteers at Reservoir Views whether child or non-child related work require a valid Working with Children (WWC) clearance. I encourage all parents/caregivers/guardians to apply for the volunteer check

<https://www.workingwithchildren.vic.gov.au/individuals/applicants/how-to-apply-1>