



2026

YEAR 3 AND 4

**PARENT
INFORMATION
BOOKLET**

2026 YEAR 3 AND 4 STAFF

3A	15	Ms Annie Chhen (TL)
3B	14	Ms Natasha Prasad
3C	17	Ms Hannah Flintoff
4A	16	Ms Sarah Pearce-Edwards
4B	16	Mr King Tangso (TL)
4C	19	Mrs Rekha Sunkhara Chandan
Education Support		Mrs Rupendar Singh Ms Deanne Ashton Smith Mr Thomas Salter Mrs Kathryn Sands
Intervention		Mrs Sarah Calderwood (MacqLit)

PROGRAM SPECIALISTS

Mrs Cheryl King (Arts - Visual)
Mrs Amanda Conder (Arts – Performance)
Mrs Eliza Britten (Physical Education)
Ms Robyn Unthank (STEM program)
Mrs Kathy Van Eck (Kitchen program)
Mrs Deanne Ashton-Smith (Garden program)

PROGRAM SPECIALISTS TIMETABLE Semester 1

	PHYSICAL EDUCATION	STEM PROGRAM	ARTS - VISUAL	ARTS - PERFORMANCE
Monday	3A 3C	4C	3A 3B	3B 3C
Tuesday				
Wednesday	4A 4C 3B		4A 4B 4C	3A 4A 4B 4C
Thursday	4B	4A 4B 3A 3B 3C		
Friday			3C	

2026 ADMIN

Principal (Acting)	Ms Laura Sammut
Assistant Principal – Teaching & Learning (Acting)	Ms Jackie Lee
Assistant Principal -Wellbeing & Engagement (Acting)	Ms Louisa Carey
Business Manager	Ms Penny Moores
Administration Assistant	Mrs Kerry Fenton
Administration Assistant	Mrs Krissi Moores T/Th
Learning Specialist-Inclusion	Ms Deb Nield
Multi-cultural Education Aide	Mrs Razia Mouradi

PARENT CODE OF CONDUCT

When parents/carers and school staff work together as a team, students are more likely to succeed. A positive school environment helps everyone to feel safe, supported and respected. Creating this kind of environment is a shared responsibility, and parents/carers and staff play an important role in making school a welcoming place for learning and work.

Parents and carers can support a positive learning environment by:

- Showing positive and respectful behaviour to their child/children and others in the school community
- Communicating politely and respectfully with staff and other families
- Working alongside their child/children and the school to achieve the best possible outcomes
- Following the school's agreed processes when raising questions or concerns
- Using the school's communication channels to communicate with staff
- Treating all staff, students and members of the school community with kindness and respect.

CHILD SAFE STANDARDS

Hallam Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and responsibility for, ensuring our school is a safe, inclusive and enriching environment that respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive through their learning and development. The Child Safe Standards are compulsory standards for all organisations that provide services to children. The VRQA and DE are responsible for ensuring that schools are compliant with the Child Safe Standards. During the 2024 school review, Hallam Primary School demonstrated compliance with the required Standards. Our website contains further information regarding our Child Safe Policies and Child Safe Code of Conduct. Hallam Primary School is again scheduled for review in 2027.

Parents/carers are advised, and should be aware, of their responsibilities in relation to the Child Safe Standards and refrain from taking photos that include other children or approaching students in the playground. You are asked to respect the privacy of others and the requirements in relation to the Child Safe Standards at Hallam Primary School.

HOW CAN I HELP MY CHILD TO MAXIMISE THEIR LEARNING OPPORTUNITIES AT SCHOOL?

BEFORE SCHOOL

Gates are opened at 8:30am for students to attend Breakfast Club. Parents/Guardians are reminded that **Yard Duty and First Aid teachers are rostered on duty from 8:45AM**. Prior to this, staff are arriving at school, attending meetings, preparing for the day, and undertaking administrative tasks. **They are not out in the school ground where a student might get into difficulties or be injured.**

SCHOOL TIMES

We encourage students to be at school at 8:45am each day because school begins at 9:00am. This gives students time to go to the toilet, undertake hand hygiene routines, have a drink and settle in before the music begins at 8:55am. School concludes at 3:30pm and students are generally dismissed from the classrooms. Parents/Guardians are advised to pick their child up between 3.30-3.45pm. We ask parents and siblings to refrain from standing/sitting in the pathways, as these can become very congested areas.

A medical certificate and/or a note, signed by the parent/guardian, is required to explain any student absence.

9.00am – 11.00am	Morning session
11.00am – 11.30am	Recess
11.30am – 1.30pm	Middle session
1.30pm – 1.40pm	Lunch in the classroom
1.40pm – 2.30pm	Lunchtime
2.30pm – 3.30pm	Afternoon session
3.30pm	Dismissal

BREAKFAST CLUB

Breakfast Club operates each day before school between 8:30am and 8.45am in the school hall. Teachers and Education Support staff, assisted by some student helpers, supervise Breakfast Club and assist with preparation/pack up. All Hallam PS students are welcome to come to the hall to have a bowl of cereal with fruit/milk, baked beans on toast or toast with jam or vegemite, even if they have already had some breakfast at home. A healthy breakfast provides students with a great start to a busy day of learning and playing with friends.



FRUIT BREAK / RECESS / LUNCH



Starting the school day with sugary snacks or salty potato chips is not in the best interests of any learner, and we all want the best for our children. A solid breakfast of quality cereal, toast, yoghurt, milk, juice and/or fruit is a great way to begin learning. Hallam PS is a healthy eating school, and we encourage our families to ensure their children have breakfast every day and bring healthy foods for snack and lunch. Students are welcome to attend Breakfast Club and enjoy a healthy start to the day with cereal, fruit and/or toast... at no cost!

Lunch needs to be a substantial sandwich or wrap with fruit/vegetable sticks/cheese/yoghurt and a bottle of water. Soft drinks and cordials are not permitted. Please keep bags of chips/sweet slices/cakes/biscuits, etc., for special times or as an extra with a sandwich.

We have a strict 'no-sharing food' policy at Hallam PS, as some of our students have severe allergies to food colourings, preservatives, additives, nuts and sugar.

**** Please remember: No lollies at school.**

Lollies found at school will be confiscated and returned to the student/parent at the end of the school day.

Try these tips:

- ☑ Think about what your child likes to eat at home and try to translate that into a lunch box option.
- ☑ Try cutting up some carrot sticks or putting in a handful of cherry tomatoes, celery, cucumber, lettuce, avocado etc.
- ☑ Consider apples (sturdy and hard to squash), and also think about cutting softer fruit up and putting it into a smaller container for protection. Berries and kiwi fruit survive very well this way.
- ☑ Dairy can be hard to include, particularly in hot weather. If you can't safely get yoghurt into the lunch box, make sure you offer dairy when he/she comes home from school.
- ☑ Last night's leftovers in a container with a small spoon can make a welcome change.
- ☑ Try putting together a small picnic in his/her lunch box - slices of tomato, ham, grated carrot, grated cheese and some bread and butter - so students can build their own sandwich.
- ☑ Homemade pikelets, mini quiches, veggie slices are a great snack - easy to make ahead of time, they're filling and don't require any extra toppings.



ATTENDANCE

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

Every Day Counts!

Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes and higher incomes across their lives. **It is important that children develop habits of punctuality and regular attendance at an early age.**



Regular, on-time attendance is vital for all students.

- ❖ When students are not at school on time, they can miss out on important instructions given by the teacher first thing in the morning, or they may be too late to hand in monies/notices, etc. Late arrivals can also cause embarrassment and increase anxiety.
- ❖ Please allow extra time for travel to school in the mornings to avoid a disruptive late arrival.
- ❖ When absent from school, a parent/carer is required by the DE to provide an explanation for the absence to the school.

- ❖ Birthdays, shopping, meeting family/friends at the airport are unauthorised absences from school.
- ❖ Staff will closely monitor school attendance and will keep Student Wellbeing personnel informed.

STUDENT ABSENCE:

Parents/Guardians are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the Principal must record in writing the reason (if any) given by the parent. The Principal must be able to determine from the records if the excuse given was **reasonable** in terms of the parent/s meeting their legal obligations.

Parents should inform the school of the reason for their child's absence so that the school can:

- determine if the child's absence needs to be excused by the Principal, in line with school policy and these guidelines
- determine the appropriate follow up to ensure the child's education and wellbeing is supported
- record if the parent has a reasonable excuse for not meeting their obligation to ensure their child attends school each day.



Where possible, parents should inform the school in advance of upcoming absences.

Please refer to the DE website for further information

www.education.vic.gov.au



If you have any Student Wellbeing concerns, please contact Louisa Carey, Assistant Principal/Wellbeing. 9703 1536

KITCHEN GARDEN PROGRAM (Semester 1)

Stephanie Alexander, well-known chef and food writer, wants children to learn how to grow and eat good food every day of their lives. Hallam PS began working in partnership with the Stephanie Alexander Kitchen Garden Foundation several years ago, and now we have our own student kitchen to provide this exciting experience for your child.



On Tuesdays each fortnight the Year 3/4 classes participate in a one-hour Garden session. This is held in our garden at school. The students work with our garden specialist, Deanne Ashton-Smith, digging, weeding, planting, propagating, harvesting, etc. Students also participate in Kitchen sessions fortnightly. These are held in our student kitchen. Our kitchen specialist, Kathy Van Eck, organises



this program in consultation with our teachers, and a meal is consumed at the end of each session.

School Coordinator: Louisa Carey

www.kitchengardenfoundation.org.au

UNIFORM

All students are required to be in full School Council-approved uniform daily. This includes a broad brimmed bottle-green hat during Term 1 and Term 4, consistent with our SunSmart policy.

SHOES: Shoes must be plain black or white only and cover the toes:

			
plain black runners	plain white runners	black school shoes	black school shoes

HAT

Bottle green, wide brim hat ONLY

		
bottle green, wide brim	no bucket hats	no legionnaires hats

CLOTHING

Bottle green and gold, items do not need to have the school logo:

			
tunic / detachable skirt <u>Only available at PSW</u>	green windcheater	green jacket (no hood)	black leggings can be worn under a dress

  <p>gold polo t-shirt long or short sleeves</p>	  <p>green tracksuit pants</p>	  <p>green shorts or PSW skort (TARGET skort is NOT acceptable)</p>	  <p>school dress <u>Only available at PSW</u></p>
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  <p>yellow t-shirt without a collar</p>	  <p>windcheaters with hoods</p>	  <p>skirts</p>	  <p>green gingham school dress</p>
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- Socks, headbands, scrunchies and ribbons are to be white, yellow or bottle green. Leggings/tights are to be bottle green/black.
- Religious headwear must be bottle green, yellow or white.
- A watch, and one pair of plain stud earrings or sleepers worn in the ears is the only acceptable jewellery.
- Extreme hair colours (e.g., green, pink or purple rinses) and/or extreme hairstyles (e.g., spikes, shaved shapes or Mohawks) are not permitted.
- Nail polish and cosmetics are not to be worn at school.
- Bottle green, broad-brimmed hats, consistent with our SunSmart policy, must be worn outside in Terms 1 and 4. Legionnaire hats and bucket hats are not permitted. Hats are not to be worn inside.



****Our full School Council-approved Uniform policy is available on the school website.**

<https://hallam-ps.vic.edu.au/community/#uniform>

2026

Year 3 / 4 Specialist Programs



VISUAL ARTS

In the Victorian Curriculum 2.0, The Arts includes Dance, Drama, Music, Media Arts and Visual Arts. Prep–Year 6 students attend one 60-minute session weekly. In Visual Arts, students learn the elements of art—line, shape, colour, form, texture, space and value—through topics: Seasons, Stories, Styles and Space. They explore drawing, painting, sculpture, collage, printing, construction and digital art, while applying design principles. Students also study diverse cultural traditions, including Aboriginal and Torres Strait Islander art, building creativity and confidence.



PHYSICAL EDUCATION

The Health and Physical Education Program consists of a 60-minute specialist session each week, and regular fitness sessions taken by the classroom teachers. Physical Education lessons aim to develop students' fundamental skills and movement sequences when participating in co-operative and invasion team games. Students will begin to develop a concept of game sense and knowledge of sport specific rules when participating in Australian Rules, Athletics, Rounders (Year 3), T-Ball (year 4) and Basketball. When participating in weekly activities, games and drills students are encouraged to develop qualities of good sportsmanship such as fair play, respect and teamwork. Hats are compulsory in Terms 1 and 4. Students are encouraged to wear appropriate footwear and bring a water bottle to each session.



PERFORMING ARTS

In Performing Arts, students develop confidence, creativity and collaboration skills through Drama, Dance and Music. Learning focuses on building technical skills, expressing ideas and performing for an audience. **Drama:** Students explore role, character and situation through improvisation and short scripted performances. They develop expressive skills in voice, movement and gesture. Students reflect on their own work and provide constructive feedback to peers. **Dance:** Students learn and perform choreographed sequences while developing coordination, timing and spatial awareness. They create short movement sequences using simple choreographic devices. Safe dance practice and teamwork are emphasised. **Music:** Students develop instrumental and vocal skills through singing, body percussion and classroom instruments (such as recorder). They learn to read and respond to basic music notation, maintain a steady beat and perform rhythmic and melodic patterns individually and in groups.



STEM

In Year 3/4, students learn that producers, consumers and decomposers have different roles within a habitat, and that food chains show feeding relationships and the movement of energy. They investigate how weather and climate affect land, air, water and living things, and consider how human activities can influence climate. In Chemical Sciences, students explore the observable properties of solids, liquids and gases, and how adding or removing heat can cause changes of state. In Physical Sciences, they investigate different types of forces, including friction, gravity, magnetic and electrostatic forces, and how these can act through contact or at a distance to affect an object's speed and direction.

