



**Syndal South
Primary School**

2026 Parent Information Booklet



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WELCOME TO SYNDAL SOUTH PRIMARY SCHOOL



Syndal South Primary School is a vibrant place, where learning and relationships are the centre of our school life.

We aim to deliver opportunities and experiences which will stay with our students for a lifetime. As students only pass through their school years once we know that their learning foundations must be sound, in preparation for future growth. Positive relationships with the students and their families, based on trust, respect and support are built.

Each student is highly valued, as is their time with us. We endeavour to unearth their talents, arouse their interests, promote the development of citizenship and personal character and nurture, and guide individual growth.

Walking into a school is the perfect way for you to gain an understanding of what it can offer your child and what is valued in the school community. Our school values of respect, curiosity, resilience, and care are built into how we interact as a community. When we ask our current parents, what drew them to Syndal South they often comment that it was the 'feel' or 'vibe' of the school.

We look forward to you getting involved in our school, working with us as a team to support your child on their learning journey.

This booklet contains information about how parents might best prepare their child for beginning school and the experiences they are likely to encounter.

If you would like further information on any aspect of our school or to organise a personal tour of the school, please do not hesitate to contact the Office on 9802 5277.

Katelyn Joyce
Acting Principal

SCHOOL PROFILE



Syndal South Primary School is located within the City of Monash in Mount Waverley, in a leafy, park like setting. We sit in amongst the houses in a local neighbourhood. Many of our students come from families who speak a language other than English enriching the cultural diversity of the school.

At Syndal South Primary School we provide educational excellence through vibrant teaching and innovative learning programs in an affirming, secure and stimulating learning environment. We offer a cohesive and sequential program that reflects current research on how students best learn, developing all students' capacity as learners through our commitment to quality teaching, personalised learning, and a differentiated curriculum.

Our curriculum is challenging and relevant and caters for the diverse abilities and needs within our learning community. We aim to develop in our students a love of learning, strong communication skills, the ability to be confident, responsible, creative and critical thinkers and to be socially connected, independent and resilient. We celebrate a history of strong academic achievement. We provide specialist programs in Science, Art, Music, Physical Education, and LOTE (Japanese).

In addition, we provide a varied range of enrichment opportunities, competitions, and programs to students of high potential and talent. Design and technology and digital technologies are integrated purposefully, and continuous improvement of students and teacher learning is embedded in our school culture, demonstrated by learning that is meaningful and rigorous.

Extracurricular opportunities are offered in academic, performing arts, visual arts, and sport. Instrument tuition is available. All students are valued, and differences are accepted within an inclusive and supportive school environment; one which promotes self-esteem, collaboration, learner agency, and a strong student voice. Throughout the year, students participate in programs which practice and embed human values and encourage a sense of community and personal responsibility.

The school highly values education as a partnership of students, staff, parents, and the local and wider community. Parent participation in classrooms and extra-curricular activities is strongly encourage and valued.

It is our ethos that every student has a successful, inspiring learning experience each day.

Child Safety Commitment

Syndal South Primary School is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making.

Syndal South Primary School has zero tolerance for child abuse.

Syndal South Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Particular attention is paid to the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, vulnerable children, as well as to the safety of children with a disability.

Every person involved in Syndal South Primary School has a responsibility to understand the important and specific role they play individually and collectively, to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In it's planning, decision-making and operations, Syndal South Primary School will:

- take a preventative, proactive and participatory approach to child safety
- value and empower children to participate in decisions which affect their lives
- foster a culture of openness that supports all persons to safely disclose risks of harm to children
- respect diversity in cultures and child rearing practices while keeping child safety paramount
- provide written guidance on appropriate conduct and behaviour towards children
- engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development
- ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
- report suspected abuse, neglect, or mistreatment promptly to the appropriate authorities
- share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
- value the input of and communicate regularly with families and carers.

Child Safety Champion – Rebecca Stonehouse-Melke.

The following policies are available for viewing on the school website or see the Office for a hardcopy.

[Child Safety and Wellbeing](#)

[Child Safety Cod of Conduct](#)

[Child Safety Responding and Reporting Obligations](#)

[Policy and Procedures](#)



School Information

2026 TERM DATES

Term 1 - 27th January - 2nd April

Term 2 - 20th April - 26th June

Term 3 - 13th July - 18th September

Term 4 - 5th October - 18th December

Note: On the last day of Terms 1, 2 & 3 the students are dismissed at 2.30pm and at 1.30pm on the last day of the year.

PUPIL FREE DAYS

All schools have four Pupil Free Days a year to undertake staff professional learning and to write student reports. One Pupil Free Day is held adjacent to the beginning of Term 1 each year, and the other days will be advised at a later date.

NO SCHOOL ON WEDNESDAYS

There will be no classes for Foundation students on Wednesdays in February. These Wednesdays are set aside for the teacher to meet with each Foundation child individually to complete some initial assessments.

HOURS OF SCHOOL

Session 1: 9.00am-10.40am

Morning Recess: 10.40am-11.10am

Session 2: 11.10am-12.50pm

Lunch Eating: 12.50pm-1.00pm

Lunch Play: 1.00pm-1.50pm

Session 3: 1.50pm-3.30pm



Students are supervised in the playground by teachers during recess and lunch play.

Supervision before school begins at 8.50 am and after school concludes at 3:45pm.

To ensure the security and safety of our students, parents must report to the Office if they wish to collect their child early. Students must be signed out by a parent/guardian at reception prior to collection. If students arrive late to school, they must be signed in at the Office before going to their classroom.

SCHOOL UNIFORM



The school uniform at Syndal South Primary School is compulsory. Students may wear any combination of items from the uniform list. All items of clothing must be clearly marked with the child's name.

Uniform List

- Bottle Green shorts or skort
- Bottle green tracksuit pants or trousers
- Yellow short-sleeve polo shirt with logo
- Yellow long-sleeve polo with logo
- Summer dress
- Winter tunic (green or black tights)
- Bottle green bomber jacket with yellow striped cuffs and collar with logo (Summer and Winter)
- Bottle green polar fleece vest
- Broad brimmed or bucket hat with logo - bottle green
- SSPS school bag/or any suitable backpack

Uniforms are available to purchase from PSW, 342-350 Springvale Road, Glen Waverley, 3150 (behind Officeworks). The school and parents also run a small secondhand uniform shop that opens once a term with limited items for sale.

Bottle green shorts, skorts and tracksuit pants may be purchased from other department stores, however the official logo items including the bomber jacket, polo top, summer dress and winter tunic are only available from PSW.

- Shoes: sport runners and black school shoes - no sandals or open toe shoes for safety
- Jewellery: should not be worn except for ear studs for safety and protection of property
- Hair: shoulder length to long hair must be tied back
- Black leggings can be worn under dresses/tunics/skorts if desired.
- Black or bottle green tights can be worn under dresses/tunics/skorts if desired

SunSmart Guidelines

Syndal South Primary School has adopted the SunSmart Policy. It is compulsory for all children to wear Bottle Green broad brimmed or bucket hats each year which can be purchased from the Office or PSW. Parents are encouraged to apply sunscreen at home and to supply sunscreen for your child at school. The school also has a supply of sunscreen on hand for student use.

Lost Property

Please ensure that all student's clothing and belongings are clearly named. Lost property is located at the Office.

ATTENDANCE AND SICKNESS

It is an expectation that your child attend school each day. Some absences are impossible to avoid. Genuine illness, bereavement etc, are examples of acceptable reasons for a student being absent. However, every time a child is late for school or absent from school, **the student's learning progress is disrupted**. Most teaching is sequential – what is taught and learned today is a foundation that helps students to understand and master what is taught tomorrow.

To avoid disadvantaging the student, parents should minimise absences by:

- encouraging attendance every day
- arranging doctor and dentist appointments out of school hours if possible
- developing in your child the habit of being on time to school each day with a good morning routine
- arranging for birthday celebrations or other special celebrations to occur out of school hours.

Children are to be excluded from school if they have any of the following illnesses /conditions:

- Measles
- School Sores
- Chicken Pox
- Mumps
- German Measles
- Hepatitis
- Whooping Cough
- Head Lice (until treated)
- COVID



Medical Conditions

If your child suffers from a medical condition such as asthma, anaphylaxis, diabetes or other, you will need to have your doctor complete a **Medical Care/Action Plan** and supply all medications to the school in their original packaging. A school Medication Authority Form must be completed for all medication requiring administration at school. Medication authority forms are available under School Documentation on Compass, or from the Office. Please contact the Office if you require further information.

Attendance Notification

If your child is absent from school, we require an explanation for the absence. This should be entered into our communication portal, Compass. Notifications can also be made by contacting the Office on 9802 5277 or for written notifications, please email syndal.south.ps@education.vic.gov.au.

Notification from parents/guardians are required for the following:

- If a child is absent
- If a child is required to leave school early
- If a child requires medication
- If a child is unable to participate in all school activities
- If there is a change in home address, telephone number or emergency contact numbers
- When another adult other than the parent/guardian is collecting the child during school hours.

Student Reports and Parent Teacher Interviews

Assessment and reporting is an integral part of teaching and learning. As a high performing school, Syndal South Primary School conducts assessments of our students and reporting to our parents that is timely, evidence based and taken from multiple sources. Formal typed reports are provided to students and their families on a whole school basis at the conclusion of Semester 1 and Semester 2. These reports can be viewed and downloaded through Compass. In addition to the documented 'End of Semester Reports' families are offered a 'Getting to Know You' meeting early in Term 1 and a Parent Teacher interview at the end of Semester 1.

Parents are welcome to arrange to meet with teachers to discuss any matters of concern throughout the year. These will be held at a suitable time for both teachers and parents.

Excursions/Incursions

Throughout the year, the children will have excursions and incursions which are a vital part of the curriculum and form part of the learning development by broadening the children's experiences. Any time children go on an excursion, parents must complete permission forms via Compass. Most monies payable to the school are collected via the Compass payment facility.

Camps, Sports and Excursion Fund (CSEF)

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school excursions, camps and sporting activities. If you hold a valid means-tested concession card, you may be eligible for CSEF. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. In 2026 the CSEF amount for primary school students is \$400 per child. Eligible families will be able to apply for CSEF in Term 1 of 2026.

Compass Communication Portal

SSPS uses Compass for all official parent communications. Parents receive log in details for the portal to enable access to their child's information including events, attendance, learning tasks, reports and more. All events need to be consented and paid for via the Compass portal. All attendance notes and approvals also need to be entered/updated on Compass.

Seesaw

SSPS also uses the Seesaw app from Foundation to Year 2 for communication and updates/reminders for families about learning activities and experiences, special event days and generally what's happening in the classrooms. Only the parents are connected to this application, and it is a great place to view pictures of your students and their class activities.

Out of School Hours Care

Our Out of School Hours Care program is run by TeamKids. It is available every day before and after school. Before school care is from 7-8.45am, and after school care is from 3.30-6.30pm. TeamKids also conduct a Holiday Care Program. For more information go to <https://teamkids.com.au/venue/syndal-south-primary-oshc/>, call 0484 300 259 or email syndalsouthps@teamkids.com.au.



Food

Students eat in the classroom under the supervision of the classroom teacher. Students are encouraged to bring 'nude food' which are lunches and snacks that have no rubbish. Students eat brain food each day which is a small piece of fruit or vegetables that should be packed each day in addition to snack and lunch.

Lunch Orders

Classroom Cuisine is our current lunch order provider. The service operates Monday, Wednesday, Thursday, and Friday. All ordering inquiries and payments must be completed online. For more information and to register - <https://classroomcuisine.com.au/>.

Visitors

For reasons of emergency management, security and safety of our students all visitors to the school must report to the Office, sign in on the iPad and collect a visitors badge which must be worn at school.

Parking and School Crossings

The staff car park is for staff only from 8am to 5pm. Vehicles are not to be on or around school grounds during the following times:

- drop off - 8.45-9.00am
- recess - 10.40 - 11.10am
- lunch - 1.00 - 1.50pm
- pick up - 3.30 - 3.45pm

Be aware of street parking signage as fines are imposed by Council.

Access to the school must be through the designated pedestrian gates, not through the staff car park as it is not safe.

Designated pedestrian crossings are on Montgomery Avenue, Lawrence Road and Blackburn Road. Crossing Supervisors are provided by the City of Monash at these crossings.

Parent Involvement

There is a high level of parental involvement at Syndal South Primary School and families are welcome and encouraged to be part of our school community.

Parents' Association

The Parents' Association (PA) is a friendly group of dedicated parents who enjoy bringing school families together and creating a sense of community. The PA's objective is to organise fun filled social events and fundraisers for the benefit of every student and the school.

School Council

School Councils play a key role in Victorian government schools. Participating as a School Council member is a rewarding and challenging experience. The School Council supports the Principal to provide the best possible educational outcomes for the students.

Classroom Helpers

Parents may like to volunteer as classroom helpers and assist teachers in morning reading or math's programs. Parents are invited into the classroom to assist with tasks including changing children's take-home reading books and listening to them read, assisting small groups with their numeracy or literacy tasks, or helping with other activities within the classroom or on excursions including the swimming program.

A Working with Children Check is required if you are helping out at school as well as the completion of the OHS Child Safety Induction. To apply for a Working with Children Check please visit the website <https://www.workingwithchildren.vic.gov.au/>.

Volunteer work such as those mentioned fosters a wonderful sense of community spirit, which our children benefit from in so many ways.



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

BE RESPECTFUL

BE RESILIENT

BE CARING

BE RESPONSIBLE

School Wide Positive Behaviour Support (SWPBS) is a framework that promotes positive behaviours. Syndal South Primary School uses the framework by; modelling and teaching positive behaviours, explicitly and incidentally teaching expected behaviours, and rewarding students for using positive school behaviours in line with our school values which are care, responsibility, respect and resilience. SWPBS is a really fun and positive way to teach students expected behaviours and reinforce their efforts. When unexpected behaviours arise, students are reminded, retaught and given choices to help them get back on track in a non-punitive yet constructive approach. This systematic and school-wide approach to behaviour management removes the unexpected for students and helps them continue with their learning and have their hard work and efforts recognised.

URSTRONG

Syndal South is proud to be a URSTRONG school - creating a culture of kindness with a whole school friendship strategy that empowers our students with friendship skills.

Research shows that relationships are the heart of wellbeing & learning. When we get friendships right in schools, students flourish!

URSTRONG provides teachers with a friendship skills curriculum, Friendology 101, that help students establish and maintain healthy relationships, manage conflict with kindness, and increase their overall resilience.



SPECIAL PROGRAMS

In addition to our classroom teaching and learning opportunities, we offer a range of extra programs:

- Swimming
- School Camps (Years 3 to 6)
- A Special evening at school (Year 2)
- Transition Program (Foundation)
- Interschool Sport (Years 5 and 6)
- Whole School Activity Days
- Leadership Program (Year 6)
- Student Representative Council (SRC)
- Buddy Program (Foundation and Year 5)
- Green Team
- Lunchtime Activities
- Solar Challenge (extra-curricular)
- Science Talent Search (extra-curricular)
- Instrumental Music (extra-curricular)
- Aerobics (extra-curricular)
- International Competitions and Assessments for Schools (ICAS) (extra-curricular)
- Soccer (extra-curricular)
- Netball (extra-curricular)

Curriculum

The curriculum at school is based on the Victorian Curriculum 2.0. At Foundation Level, the focus is largely on foundational literacy and numeracy skills and the development of physical, personal and social capabilities. There are 8 Learning Areas, and 4 Capabilities as follows:

LEARNING AREAS

English
Mathematics
Humanities
Science
Technologies
Languages
Health & Physical Education
The Arts

SOCIAL CAPABILITIES

Critical & Creative Thinking
Ethical
Intercultural
Personal & Social

English

Reading

At Syndal South Primary School, we understand how vital it is for students to become fluent readers to support self-esteem and give the highest possibility to develop a love of reading and learning. We use evidence-based methods to ensure all our students succeed and thrive in reading.

The explicit and systematic teaching of fundamental knowledge and skills is at the centre of our approach. We achieve this using the 'Sounds Write' Sustained Systematic Phonics Program, to provide the best possible environment for our students to develop the ability to read, spell and write.

We have followed what the research tells us around literacy instruction and understand Foundation – Year 2 is where the fundamental skills of reading must be embedded which then leads to sustained improvement and growth through to the later years.

Our structured reading and writing approach underpinned by oral language includes:

- Phonological awareness and phonics skill screening
- Explicit teaching of phonological awareness and phonics
- Automaticity training in the recognition of irregular words
- Guided practice to improve fluency
- Vocabulary development including structured morphology from Foundation to Year 6
- Engagement in a knowledge rich curriculum
- Explicit Teaching of comprehension questioning techniques

Fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. To understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud fluent readers read in phrases and add intonation appropriately.

Vocabulary

Vocabulary is one of the five major components of reading and is linked to academic success. Vocabulary instruction provides essential background knowledge for reading and writing. If students are taught words before they read them in a text, they have a better chance of comprehending what has been read. Vocabulary must be taught explicitly with the intention of improving comprehension and writing.

Spelling

Spelling activities involve students spelling, blending, and segmenting words. Students are also explicitly taught morphology and etymology.

Morphology looks at the internal structure of the words, and their makeup. For example, the word shopping has the base word 'shop' and the end of the word (suffix) being 'ing'. By becoming familiar with various base words, prefixes and suffixes, students start to see patterns and are confident to make more accurate spelling attempts in their writing.

Etymology is the study of word origins and how they have changed throughout history. Often when students understand the origin of the word they begin to see patterns emerge that assist them in spelling. For example, 'spect' is latin, meaning 'to see' and appears in words such as 'inspect' and 'spectator'. Having a strong understanding of word origin enables students to finely tune their spelling and understanding of more complex words in the English language.

Through the explicit teaching and exploration of the English language, students can learn to spell and understand a wide range of rich vocabulary to support them as readers and writers.

Mentor Texts

The use of quality mentor texts underpins the teaching of reading and writing in the classroom at Syndal South Primary School. A quality mentor text is utilised by the teacher to identify techniques and approaches used by the writer, to discuss and understand why those approaches were effective and then to support the students to use their learning in their own writing.

Quality mentor texts offer exemplars of language resources used for particular purposes which stretch students' reading capabilities, as well as providing models for the students to use in their writing.



Writing

Students are systematically and explicitly taught the fundamentals of writing from letter formation, handwriting, spelling, sentence construction and paragraphing through to complex writing. During writing lessons, students are involved in a range of writing experiences linked to their learning including modelled, shared, and independent writing. These lessons:

- provide direct and explicit instruction to improve our students as writers
- ensure students write across a range of genres and for different purposes
- give regular feedback
- use consistent school-wide approaches to the teaching of writing, this includes generating ideas to publishing on a regular basis.

Mathematics

The Victorian Curriculum 2.0 in Mathematics is broken up into 6 strands:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

At Syndal South Primary School we want Mathematics to be an area of the curriculum that children enjoy and believe they will experience success in. We want our students to have a deep understanding of the important mathematical concepts and skills, and to become curious and creative mathematical thinkers. Teachers and students work together to develop a growth mindset approach to mathematics.

Some examples of these are:

- *Everyone can learn maths to the highest levels*
- Questions are important
- Mistakes give us opportunities to learn

The four proficiencies of **Understanding, Fluency, Reasoning** and **Problem Solving** are integrated into maths lessons to ensure students have a deep understanding of the skills and knowledge covered and can apply this to real-life situations.

Differentiation and **assessment** are key elements of the teacher's planning. Ongoing assessment ensures our teachers know where students are at and are catering to their individual point of need. To support differentiation, teachers develop learning tasks that allow students to work towards their next steps in learning. Students track their progress and celebrate the growth they make.

Students are given the opportunity to work collaboratively and talk about what they are learning using hands-on materials, explicit instruction, the use of questioning, and open-ended investigations.



SCHOOL READINESS

Starting school is an exciting, yet daunting, experience for most children and parents alike. One way to reduce anxiety and develop confidence for the transition to school is by building and celebrating independence in your child's daily life. The transition to school will be a much happier and successful one if your child can:

- Speak clearly
- Listen to a story
- Concentrate on one activity for 10-15 minutes
- Be independent in dressing, eating and toilet use
- Play cooperatively with other children
- Have practice using pencils, crayons and scissors
- Follow simple instructions
- Confidently seek assistance when they need it
- Be responsible for packing up after an activity
- Be aware of personal hygiene including washing their hands and using a tissue to wipe their nose
- Tie up their shoelaces
- Have a consistent sleep routine
- Eat independently including managing their own lunchbox.

Here are some practical examples of how you might build this independence at home in preparation for next year.

Over the next few months get your child used to:

- Putting on and off their own clothes
- Putting their belongings away
- Putting on and doing up their shoes
- Eating and drinking without assistance
- Using a tissue
- Using and flushing the toilet independently
- Identifying their name



Also try and let your child get used to:

- Playing with groups of children, encouraging them to share and take turns
- Use playground equipment safely
- Stay at a friends or a relatives house for a few hours without you around
- Caring for their things
- Helping with small jobs around the house

These experiences will aide your child's development:

- Using chalk, crayons or pencils to draw patterns and pictures
- Making and creating with playdough
- Cutting paper and materials
- Catching and throwing different sized balls
- Doing jigsaw puzzles

NOTES



**EXPERIENCE
OUR LEARNING
ENVIRONMENT**

CONNECT WITH US!

www.syndalsp.vic.gov.au

Follow our social media pages to get a feel of our school and a glimpse into the everyday learning experiences we so proudly offer at Syndal South Primary School!



Syndal South Primary School



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SyndalSouthPrimary



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