



ALTONA COLLEGE

PREP STUDENT HANDBOOK

2026

CONTENTS

Principal Welcome	3
Assistant Principal's Message	4
Key Dates	6
Prep Rest Days	6
Student Free / Early Dismissal	6
House Sorting Ceremony	6
2026 School Photos	6
Timetable	6
Bell Times	7
Student Drop Off and Collection	7
Early or Late Drop Off or Collection	7
Before and After School Care	7
Breakfast Club	7
Booklist	7
Parking	7, 26-27
Canteen	7
Buddy Program	7
Bikes and Scooters	7
Compass	7
Getting Ready for Prep	8
The First Day of School	8
The First Year of School	8
Building Your Child's Literacy Skills	8
Helping Your Child To Read	9
Learning To Write	9
Volunteering	9
School Council	9
Student Absences	10
Health and Wellbeing	10
Hydration	10
A SunSmart Start	10
Visitors	10
First Aid	10
Eating Time	10
Unwell Students	10
Child Safe Standards	10
SWBPS framework	11
Altona College (Primary) Uniform	12-13
2026 Uniform Fittings and price list	14-15
Student Dress Code	16-19
Mobile Phone Policy	20
Homework Policy	21-22
2026 Family Contributions	23-26
Itemised Booklist	29-30



WELCOME TO OUR COMMUNITY



Nathan Guthridge
Principal

Welcome to Altona College!

We are a thriving community, providing an Awe-inspiring learning environment. Our vision for effective education is focused on a careful balance of student Achievement, Wellbeing and Engagement (AWE). This means that student achievement is measured and monitored in terms of the continuous acquisition of knowledge, skills and capabilities that will adequately prepare them to lead satisfying, productive lives. Student Wellbeing includes connection, personal health and the resilience required to bounce back from difficult experiences. Engagement means balancing both personal agency and integrity while actively participating in opportunities to enrich and extend the student learning experience. Anchored in this framework, our mission is to maximise learning growth for every child while also enhancing wellbeing and engagement for all.

Reflective of this pursuit, our values of Innovation, Integrity and Respect emphasize our commitment to the development of empowered individuals who are open minded, compassionate, and considerate of the diverse world they are being prepared to shape. As a community, we take care to teach, learn and adopt the following traits:

- **Innovation:** We are curious, creative and collaborative. We take calculated risks and invest time in learning from our mistakes. We seek to improve with every opportunity we encounter, and we are passionate about creating positive change in our world.
- **Integrity:** We take pride in ourselves and our community. We are accountable and trustworthy. Big or small, we take care to do the right thing, even when nobody is looking.
- **Respect:** We are compassionate, caring and considerate in our dealings with others. We are sensitive to the needs, cultures, opinions and understandings of others. We are aware of our surroundings and act accordingly.

As a team of educators, we are clear in our purpose, mission and values and can therefore work together across the diversity that comes with a Prep to 12 environment. I am incredibly proud to know that every child is supported to achieve continuous growth in literacy and numeracy, combined with ongoing development of their personal and social capability. To achieve this, our schoolwide learning architecture has been developed to ensure that all staff are supported to consistently use practices and strategies that are most likely to deliver improved outcomes for our students. In addition, we have developed system leading structures to ensure that a safe, orderly, inclusive, learning focused environment is maintained across the College and responsive routines and practices that are designed to rapidly identify the changing needs of our students and plan appropriate supports as needed.

We are deeply passionate about supporting the ongoing development of high performing teachers, who in turn support high performing classrooms to deliver exceptional outcomes for your children. I sincerely hope you are welcomed into our community with the warmth and encouragement you and your child need to be ready for the challenge and excitement that comes with the pursuit of meaningful growth.

Please ensure you connect with our wonderful team to have all your questions answered. I also welcome your feedback and look forward to working with you in the future.

Warmest regards,
Nathan Guthridge
Principal

ASSISTANT PRINCIPAL'S WELCOME



Felicity Maxwell
Primary Assistant Principal

Prep students at Altona College experience a comprehensive learning program that focuses on developing essential early literacy and numeracy skills, as well as nurturing each child's social and emotional wellbeing.

Each day, our students participate in a two-hour literacy block. Teachers use a variety of strategies to ensure students develop a love of reading and writing. The literacy program focuses on the Big 6 of Literacy: phonemic awareness, phonics, oral language, fluency, vocabulary, and comprehension. This approach provides students with a strong foundation as they learn to read and write. Students also have many opportunities to write throughout their day, developing an understanding that writing is a vital tool for expressing ideas.

Following the release of the Victorian Mathematics Curriculum 2.0 in 2024 and its implementation in 2025, Altona College teachers have worked consistently to develop a mathematics program that enables students to learn effectively through explicit instruction and engaging, hands-on activities. During the Prep year, students build essential early numeracy skills, including subitising, one-to-one correspondence when counting, digit formation, partitioning, creating equal groups, recognising patterns, and sorting. These foundational skills help students understand our number system and prepare them for deeper learning of place value and operations in later years.

During our initial assessment days, held on Wednesdays in February, teachers meet individually with each student to assess their current literacy and numeracy skills. This process helps teachers get to know their students better and enables targeted instruction to meet individual learning needs. We believe all students are capable of excellent learning growth, regardless of their entry level. Throughout each unit of work, teachers continuously monitor and assess student understanding, allowing them to teach responsively and effectively.

In 2026, Prep students will participate in six curriculum units, covering a broad range of learning areas:

- Unit 1: Me and My New Class (Health Education, Personal and Social Capability, Ethical Capability)
- Unit 2: My Family History (Humanities – History, Intercultural Capability)
- Unit 3: Weather and Space (Science – Earth and Space Sciences, Humanities – Geography, Critical and Creative Thinking Capability)
- Unit 4: My Community Helps Me Be Healthy (Health Education, Technologies – Design and Technologies, Intercultural Capability)
- Unit 5: My Local Area (Humanities – Geography, Technologies – Design and Technologies)
- Unit 6: Living Things – Plants and Animals (Science – Biological Sciences, Technologies – Design and Technologies, Critical and Creative Thinking Capability)

These units allow students to expand their thinking and develop new skills in areas they may not have encountered before.

Alongside the classroom program, our Prep students participate in weekly specialist lessons in LOTE (Mandarin), Visual Arts, Music, Sport, and Physical Education. They also enjoy Edible Garden classes with our school gardener for one term each year.

We look forward to working in partnership with you to give your child a brilliant start to their schooling journey.

Kind regards,
Felicity Maxwell
Assistant Principal, Primary School

GENERAL INFORMATION

103a Grieve Parade, Altona VIC 3018

03 9250 8050

altona.co@education.vic.gov.au

www.altonacollege.vic.edu.au

ALTONA COLLEGE KEY PERSONNEL

Principal - Nathan Guthridge

Assistant Principal (Primary) - Felicity Maxwell

Director of Achievement (Primary) - Rachel Ibbetson

Director of Wellbeing and Engagement (Primary)
- Casey Sperling

Business Manager - Debra Dorgan

Finance Officer - Debbie Cassar

Student Health Services - Sarra Chhabra

Assistant Principal (Secondary) - Mathew Kelly and
Tara Dunstan

Director of Student Wellbeing (Secondary)- Julie
Giles

Director of Achievement (Secondary) - Xavier Barker

Director of Engagement (Secondary) - Hamish
McGee



KEY DATES

2026 TERM DATES

Term 1 29th January – 2nd April (Prep Students)

Term 2 20th April – 26th June

Term 3 13th July – 18th September

Term 4 5th Oct – 18th December

Last Day of Terms 1, 2 & 3 – 2:30pm Dismissal

Term 4 – 1:30pm Dismissal

PREP REST DAYS

Our 2026 Prep students will commence on **Thursday, 29th January 2026 at 9:00am.**

Prep students are NOT required at school for the first 4 Wednesdays. These days are designed as rest days, as our students settle into school life.

On ONE of these days you will be invited to bring your child to meet with their teacher to spend one on one on one time and participate in the Department of Education initial assessment activities for pre-literacy and numeracy. This will ensure that the learning program is matched to your child's needs.

The following Wednesdays are the non attendance days.

- Wednesday 4th February 2026
- Wednesday 11th February 2026
- Wednesday 18th February 2026
- Wednesday 25th February 2026

STUDENT FREE DAYS / EARLY DISMISSAL

Term 1

Tuesday 27th January 2026 – Curriculum Day

Monday 9th March 2026 – Labour Day Public Holiday

Tuesday 10th March 2026 – Curriculum day

Thursday 2nd April 2026 – End of Term 2:30pm dismissal

Term 2

Saturday 25th April 2026 – ANZAC Day Public Holiday

Friday 5th June 2026 – Assessment and report writing day – student free day

Monday 8th June 2026 – King's Birthday public holiday

Friday 26th June 2026 – End of term 2:30pm dismissal

Term 3

Friday 18th September 2026 – End of Term 2:30pm dismissal

Term 4

Monday 2nd November 2026 – Curriculum day

Tuesday 3rd November 2026 – Melbourne Cup Public Holiday

Friday 18th December 2026 – End of Term 1:30pm dismissal

HOUSE SORTING CEREMONY

It is a college tradition to induct all of our Prep students into their college house team with an official House Sorting ceremony. Families will be able to attend the ceremony on Friday 13 February 2026 at 2:45pm

SCHOOL PHOTOS

Monday 23rd March 2026. Please send your child to school in their **formal** uniform on this day – refer to uniform guide page 11

TIMETABLE

The school playground is supervised from 8:45am each day by staff. Students requiring supervision prior to 8:45am are required to book with the out of school hours care (Team Kids).

The bell rings at 9:00am, at this time students should line up and be ready to greet their teacher and enter the classroom. Classroom teachers will begin to develop daily routines from the first day of school. Our staff know that our students feel safe when there are set and expected routines in place.

BELL TIMES

- 8:45am – Yard supervision commences
- 9:00am – Bell rings
- 9:00 – 10:00 am – Session 1
- 10:00 – 11:00 am – Session 2
- 11:00 – 11:30 pm – Recess
- 11:30 – 11:35 am – Transition back to class
- 11:32 – 12:32 am – Session 3
- 12:32 – 1:32 pm – Session 4
- 1:32 – 1:42 pm – Supervised Lunch Eating
- 1:42 – 2:12 pm – Lunch Play
- 2:12 – 2:15 pm – Transition back to class
- 2:15 – 3:15 pm – Session 5
- 3:15 pm – Students dismissed

We request that parents wait outside the Early Years Learning Building and away from windows and doors to collect their child. There are set routines at the end of the day prior to dismissal and our young students that can easily be distracted as parents arrive. Our teaching staff will exit with students and hand them over to their parent / guardian / carer / or Out of School Hours program Coordinator. If families have a special visitor collecting their child (eg grandparent, relative, friend) please email the teacher via COMPASS to advise.

STUDENT DROP OFF AND COLLECTION

All primary students enter and leave our college from Gate 1 on Grieve Parade.

A children's crossing is situated adjacent to Gate 1. There is a second supervised crossing on Civic Parade.

EARLY OR LATE DROP OFF & COLLECTIONS

On occasion parents may need to drop off a student later or collect them early for an appointment.

All entries and exits are via the administration office. The administration staff will advise the classroom teacher via our communication system and the child will be sent to the office to meet you.

All students collected early or dropped off late must be signed in by an adult via Compass in the office. We ask that early collections are to avoid break times and those close to dismissal times, wherever possible.

BEFORE AND AFTER SCHOOL CARE

In 2026 Before and After School Care will be hosted onsite by 'Team Kids' -

<https://www.teamkids.com.au/venues/altona-college-oshc/>

Prep - Year 6, attending the program are provided with snacks and a range of activities following drop off in the morning or collection in the afternoon from the portable building located near Medford street. Access to this gate is provided once registered with the service.

- Before School Care: 6:45am - 8:45am
- After School Care: 3:15 - 6:00pm

A holiday program currently operates during vacation periods and curriculum days

BREAKFAST CLUB

Our daily Breakfast Club operates from the food technology centre from 8:30am. The free program is funded through generous donations from Bendigo Bank and Food Bank.

Our Education Support staff oversee the program and ensure all students are greeted warmly on arrival. It's part of the daily routine for all students.

Toast, fruit, cereal, milk and juice are available daily for student consumption. In Winter a selection of hot foods (baked beans, porridge) are also on offer.

BOOKLIST

You may place your order through the following link www.campion.com.au or you can utilise the provided list as a guide for your own purchase. The school booklist is provided on page 21

PARKING

We ask that families follow all road and crossing signs outside our school and drive carefully at all times due to the increase of visitors at arrival and dismissal times.

Parking is NOT permitted in the Altona Early Years Hub carpark (next door) or the staff carpark, as these spaces are required for staff and users of the facilities.

CANTEEN

The Canteen is open at recess and lunchtime. Please ensure your student has packed items for **brain food** and for **recess**, as online orders are for **lunch only**.

Online ordering is preferred, but orders can also be made with cash in an envelope. Have your child place their order in the lunch basket at the start of the day; classroom monitors will take it to the canteen.

Please note: Online orders close at 9:00am, and lunch orders for the next day open at midday.

Orders are collected by classroom monitors and distributed in class. A counter service is also available at both recess and lunchtime.

Canteen Website:

<https://app.quickcliq.com.au/sign-up.aspx>

BUDDY PROGRAM

We have a buddy system for our Prep children. Our teachers will partner your child with an older primary school student. This is to help your child have a welcoming experience from the very beginning.

The buddy system helps older children learn to take on responsibility. Younger students know that they have a fellow student that they can go to for help.

Buddy systems help your child make friends and create a sense of belonging with the school community. Prep students meet their buddies during the Steps to Prep program

BIKES AND SCOOTERS

Students are NOT permitted to ride bikes, scooters etc in the school grounds. They must walk into the school in a respectful manner at all times. There is a bike cage near the entry for safe storage during the day

COMPASS

Compass is our main platform for all school communications. We encourage you to download the app and get familiar with its features. If you need assistance, a parent user guide is available upon request. Our administration team is also here to help you in person

GETTING READY FOR PREP

TIPS

- Practise the journey to and from school
- Arrange play dates with families who will have kids at the same school
- Encourage independence – skills like dressing, packing and carrying a bag, applying sunscreen and toileting
- Label all belongings
- Talk about and practise any after school arrangements
- Check start and finish times and where to drop off and collect your child
- Be positive, get your child excited, and talk about any worries they have
- Visit a library and read with your child
- Start using the name of their new teacher to help build familiarity
- Establish predictable routines including dinner, bath time and bed time

THE FIRST DAY OF SCHOOL

- Make sure your child knows who will take them to school and pick them up on the first day.
- 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. Discuss with your child that its for any accidents at school.
- Put sunscreen on your child in the morning if it's needed.
- 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.

THE FIRST YEAR OF SCHOOL

- Find out about what your child is learning at school.
By doing this, you can support your child's learning and find out how your child is adjusting to school.
- If your child is having difficulty at school, talk to their teacher. Your child can also say what they think might help them.
- Keep talking to your child about school. Ask them about their new experiences, what they like and what they find hard.
- If your child goes to care before or after school, find a way of sharing your child's school progress with the staff.
- Share feedback about your child's experience of starting school with the school and early childhood service.
- Organise time for your child and their new friends to play together outside of school.

BUILDING LITERACY SKILLS

The first few years of reading is a wonderful time for your child. Books expose them to new ideas and new worlds, and their imagination grows.

Talk positively about reading so your child also values it. Continue to read as much as you can with your child. When they feel confident, encourage them to take over some of the reading.

Always be patient when they are reading and try not to emphasise speed. Also, try to read as much as possible yourself to model reading to your child.

These years are a time when your child will learn more about the world. Engaging them in discussions improves their speaking skills, as well as helping them understand the world and their place in it.

In these years your child will also begin to write with greater confidence. The ability to write well enables your child to communicate effectively. It will improve their chances of success at school and in their future careers. Encourage your child to write as often as possible, on a range of topics, if they are showing an interest.

Literacy can always be fun and engaging. Let your child choose books and activities matched to their interests. Always encourage a healthy dose of fun and play in all activities. This will help foster in your child a love of reading, talking and writing.

HELPING YOUR CHILD TO READ

You play a key role in developing from birth a child's language and literacy skills. Children starting school with greater literacy skills perform better in school. Literacy includes various activities like music, dance, storytelling, visual arts and drama.

Reading stimulates language development and will encourage a love of reading. Talk as much as you can with your child and engage them in conversation often. Your child will learn new vocabulary faster and speak with greater fluency.

Literacy in your child's early years can be fun. Excursions and playtime are great activities in which to engage and talk with your child. Fun activities can teach your child new vocabulary and ways of saying things.

Here are some strategies:

- Visit your local library to select and read books together. Library storytime sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to choose reading materials that match their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into.
- Position yourself so your child can see the words and the pictures.
- Run your finger across the page with each word to help your child identify words and letters.
- Develop imagination, ideas and vocabulary by naming and describing elements in picture books.
- Look for rhyme, rhythm or repetition in books. This will help develop your child's love of language and their phonological awareness.
- Read stories to your child with expression, or try putting on the voices of characters.
- Identify important features about a book. For example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Explore words using a dictionary.
- Encourage your child to take over some or all of the reading if they feel confident.
- If your child is confident, allow them to read without interruption. Fluency increases with confidence. Discuss mistakes after a block of reading, or in subsequent readings and encourage them to re-read the sentence.
- Allow your child to read at their own pace. Model good pace when you read to them.

LEARNING TO WRITE

Learning to write begins with scribbling and drawing. Encouraging your child to write is an important first step. The next step is to encourage your child to write letter-like shapes. Then moving on to practise writing letters of the alphabet – both capitals and lower case letters. Any writing experience should be fun and linked to their interests and experiences. Most pre-school aged children cannot write yet, but if they are interested, you would write for them.

Here is a strategy:

- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write down.
- As your child is talking, write down their ideas. Use their language.
- Ask your child to describe back to you what you wrote down, or ask them to read back the writing.
- Your child may want to draw a picture or create something to match the writing.

VOLUNTEERING

Parent volunteers are encouraged to participate in the classroom helpers program so they can support in classrooms in the teaching of literacy and numeracy. Session Details: Friday 20th February 2026, 9:00am - 10:30am.

Volunteers are also welcome on occasions for excursions or local walking activities.

Please note: all volunteers are required to provide the administration office with a copy of their Working with Children Check (WWCC).

SCHOOL COUNCIL

School councils are groups who make decisions that set the direction of the school.

They:

- help create and check the school's budget
- contribute to the school strategic plan
- make decisions on policies like investments, payments by parents, dress code.

Councils usually have between six and 15 members and include:

- The principal, who is the executive officer
- Parents who are chosen through an election
- A school or Department staff member
- A student, if the school has year 7 students and above.

Some councils also have community members who are chosen by the council. These members have special knowledge or experience in the local community.

The Volunteers Policy is located on the college website.

STUDENT ABSENCES

Students are expected to be at school every day. If, your child is sick, please inform the school via the COMPASS App. If this is not possible, please call the office to report the absence as early as possible on 03 9250 8050.

This will prevent you from receiving a phone call or text message from our office to clarify your child's whereabouts. If your child has a medical appointment and will be absent for part of a day, please sign them in after the appointment via the COMPASS kiosk in the administration office or sign them out early.

HEALTH AND WELLBEING

All students should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. Teachers will regularly remind students about good hygiene practices.

HYDRATION

Students need to bring their water bottle for use (and refilling) at school.

A SUNSMART START

Parents have a critical role to play in helping children develop good sun protection habits. It's important to teach children to make being SunSmart part of their routine and encourage them to take responsibility for themselves whenever possible.

On hot days, put sunscreen in the cooler section of your child's lunchbox, so it's cold and refreshing when applying.

Please Note: Hats are compulsory in term 1 and 4 when outdoors.

VISITORS

Visitors to school grounds are limited to those delivering or supporting essential school services and operations (e.g. student health and wellbeing services, specialist curriculum programs, maintenance workers). The visitor's policy is located on the college website.

FIRST AID

Routine first aid is available via the Administration Office. If your child attends first aid you will be notified via COMPASS. We do have some students who attend first aid regularly for some support, our admin staff provide some basic support in these situations.

The Department of Education and Training Infectious Disease policy and related policies are adopted when providing first aid.

EATING TIMES

Students should come to school with enough food for three eating times. "Brain Food" is a fresh fruit and vegetable snack eaten at 10am, Snack (or recess) is eaten at 11am and lunch is eaten at 1.32pm

MANAGEMENT OF AN UNWELL STUDENT

It is important that any student who becomes unwell while at school returns home. There are some sensible steps schools can take while a student awaits collection by a parent or carer as a precaution.

If a staff member is unsure whether a student is unwell, in the first instance we will contact the parent/carer to discuss any concerns about the health status of the student, and taking a precautionary approach, request the parent/carer collect their child if concerns remain. A medical certificate is not required to return to an education setting after a period of illness, however staff and students should not return until symptoms resolve.

CHILD SAFE STANDARDS

Altona College has zero tolerance for child abuse and is committed to safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making.

Altona College 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. Every person involved in Altona College has a responsibility to understand the important and specific role he/she plays 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.

These policies are intended to empower and protect our children, who are vital and active participants in the school, by involving them when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say.

We will promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome.

In particular we will:

- promote the cultural safety, participation and empowerment of our indigenous children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of school life

The Child Safe Policies are located on the college website.



SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

It assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Effective implementation of SWPBS ensures teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- Increased respectful and positive behaviour
- Increased time focused on instruction
- Improved social-emotional wellbeing
- Positive and respectful relationships among students and staff
- Increased adoption of evidence-based instructional practices
- A predictable learning environment with improved perceptions of safety and increased attendance

The SWPBS framework supports students from Foundation through to Year 12. It enables Altona College to identify and successfully implement evidence-based whole-school practices to enhance learning outcomes for children and young people.

The cornerstone of Altona College's SWPBS implementation is the values of Innovation, Integrity and Respect. Our collective understanding of the expected behaviours relating to each of these values for self, others and environment, is taught explicitly in pastoral programs.



School-Wide Positive Behaviour Supports

VALUE	SELF	OTHERS	ENVIRONMENT
INNOVATION	I have a growth mindset	I find solutions	My impact is positive
INTEGRITY	I model school expectations	I share responsibility	My interactions are sustainable
RESPECT	I know my self-worth and potential	I am empathetic, compassionate & inclusive	I consider my place and purpose

LINE UP <ul style="list-style-type: none"> • I am on time • I am calm • I wait for a teacher before entering 	<i>We enter the class when everyone is ready to learn.</i>	CONFERENCE <ul style="list-style-type: none"> • I am prepared to conference • I listen and share • I am on task 	<i>We are responsible while others are meeting.</i>	PERSONAL BREAKS <ul style="list-style-type: none"> • I am where I should be • I am trustworthy • I return quickly when I can 	<i>We use our personal breaks correctly</i>
ENTRY <ul style="list-style-type: none"> • I enter quietly • I have the correct materials • I prepare my space 	<i>We start the lesson when everyone is ready to learn.</i>	INDEPENDENT LEARNING <ul style="list-style-type: none"> • I understand the learning intention • I know how I can be successful • I am productive 	<i>We focus on our own work and allow others to do the same</i>	REVIEW & REFLECT <ul style="list-style-type: none"> • I review my work • I ask questions • I know what comes next 	<i>We take time to reflect</i>
DIRECT INSTRUCTION <ul style="list-style-type: none"> • I understand the learning intention • I actively listen • I manage my technology 	<i>We ensure everyone can focus.</i>	TEST CONDITIONS <ul style="list-style-type: none"> • I have the materials I need • I work in silence • I try my best 	<i>We are silent until the end</i>	EXIT <ul style="list-style-type: none"> • I pack up my space • I help others do the same • I wait for dismissal 	<i>We end the lesson together</i>
GROUP WORK <ul style="list-style-type: none"> • I know my role • I value others • I value myself 	<i>We help each other stay on task.</i>	BRAIN BREAKS <ul style="list-style-type: none"> • I listen to instructions • I value others • I refocus quickly 	<i>We take short breaks to refresh and refocus</i>	OFFSITE <ul style="list-style-type: none"> • I represent Altona College values at all times 	<i>We are part of our community</i>



Altona College Uniform - Primary

The items outlined below provide a list of compliant uniform options. Items outlined in either sport or formal uniform cannot be mixed and matched and should be worn as a complete outfit. Warmth layers outlined below each style have been chosen as flexible options for both outfits to minimise cost to families, maximise student comfort and maintain an overall consistency in student appearance throughout the College.

Guidance notes:

- From the commencement of 2025, all shorts, pants and socks must be free from branding of any kind.
- Families are encouraged to support our designated uniform supplier or at least consult their range for guidance on colour, style and fit of uniform items.
- While the purchase from alternative suppliers is permitted, Altona College will maintain strict expectations around the cut, colour and general style of all uniform items and encourage families and students to make alternative purchases with the intent of our uniform policy in mind.
- Staff at the College reserve the right to make decisions about the compliance of items that are deemed to contradict the intent of our uniform policy.

COMPULSORY UNIFORM ITEMS

Formal uniform:

1. Entirely black leather lace-up shoes
2. Navy or white socks worn above the ankle – no visible branding of any kind
3. Choice of:
 - a. Navy shorts
 - b. Navy trousers
 - c. Navy ponti pants
 - d. College winter skirt
4. College embroidered pinstripe shirt – short or long sleeve
5. *Optional plain white base layer, sleeves must be covered by the college uniform garment*
6. *Optional summer dress (terms 1 & 4)*
7. *Optional college embroidered knitted vest or pullover*

Sports uniform:

1. Athletic style runners or cross trainers (must have non marking sole and arch support)
2. Plain white socks – no visible branding of any kind
3. Choice of:
 - a. Navy athletic shorts of mid to long length – no visible branding of any kind
 - b. Navy skort
 - c. Navy fleece track pants with elastic cuff
4. College embroidered polo shirt (short or long sleeve)
5. *Optional plain white base layer, provided sleeves are covered by the college uniform garment*

Warmth layering options: Formal or Sport uniform

1. College embroidered puffer vest
2. College embroidered rugby jumper
3. College embroidered soft-shell jacket

ACCESSORIES

- College bucket hat (compulsory)
- College beanie (optional terms 2-3)
- College scarf

- College school bag (small or large options)
- Plain navy or white headwear may be worn as part of cultural/religious beliefs

2026 Uniform Fittings

UNIFORM FITTINGS FOR NEW STUDENTS 2026

As official school uniform supplier, Noone is holding new student uniform fitting appointments for Altona College at the Hoppers Crossing store.

We operate an online booking calendar for all uniform fitting appointments, and parents and carers can access this calendar now via the Noone website. One booking time required for each student.

We highly recommend that you make an appointment so we can provide you with a personalised fitting service. Full uniform will be available for immediate purchase, or you are welcome to use our lay-by service and collect your order prior to the start of Term 1, 2026.

If you already know the sizes you require and don't need fitting assistance, you can visit the Hoppers Crossing store during opening hours, or you can go ahead and order your new uniform via the school online shop on our website. You can use Click and Collect from the store, or post to home. Be aware that online orders can take up to 48 hours to complete and you will be contacted when the order is ready.

Please do not leave your uniform purchase until just before school commences in 2026. You may experience long wait times and delays in purchasing your uniform.

Please use this link to locate the booking calendar: <https://www.noone.com.au/school/altona-college/stores>

1. Choose a date and time that suits you and complete the booking information. Name required is student name. Only one appointment per student.
2. Click the 'BOOK APPOINTMENT' button to complete.
3. You will be notified of your booking request, and you will receive email confirmation before the time of the appointment (please also check your 'junk' mail).

Our experienced staff fit for growing room. However, if for any reason the student grows significantly over the summer holiday period, we will happily exchange any uniform item that hasn't been worn and has the tags attached. Methods of payment available are cash, eftpos, visa and mastercard. Our staff are happy to help if you need assistance so please don't hesitate to contact us. We look forward to welcoming you into our store

Trading Hours

Monday to Friday: 9:00am - 5:00pm

Saturday 9am - 1pm

54 Old Geelong Road

Hoppers Crossing VIC 3029

Phone: 03 9749 0543

Email: hoppers@noone.com.au

All prices are subject to change without notice.



Altona College Years P - 6

Pricelist Valid Until 30th of June 2026

Uniform	
Pullover - Green With Logo	\$89.95
Vest - Green With Logo	\$82.95
Jacket Softshell - Navy With Logo	\$77.50
Rugby Top - Navy	\$97.50
Dress Summer - Green/White	\$58.95
Shirt Short Sleeve - Tailored Cut/Straight Cut With logo	\$38.95
Shirt Long Sleeve - Tailored Cut/Straight Cut With Logo	\$39.95
Trousers - Navy	\$44.95
Slacks - Navy	\$68.00
Pants Leisure - Navy	\$32.95
Shorts Full Elastic - Navy	\$27.50
Tunic Winter - Navy/Green/White (Prep - 4)	\$66.95
Skirt Winter - Navy/Green/White (Year 5-12)	\$77.50
Sport Uniform	
Rugby Top - Navy	\$97.50
Polo Short Sleeve - With Logo	\$38.95
Polo Long Sleeve - With Logo	\$40.95
Trackpants - NavySport Choices	\$32.95
Shorts - Navy Sport Choices	\$29.95
Skort - Navy	\$28.50
Socks - 3 Pack White Sport	\$17.95
Accessories	
Bag - Junior	\$59.95
Vest Fleece Zip - Navy With Logo NEW COMING 2026	\$39.95
Artsmock - Navy	\$24.95
Beanie - Navy With Logo	\$27.50
Scarf - Navy With Logo	\$19.95
Hat Bucket - With Logo	\$19.95
Socks - 3 Pack Navy/White	\$17.95
Tights - Navy	From 19.95
Hair Accessories	From \$4.95
Head Scarf - Navy/White	\$22.95
Name Labels - PreOrdered Garment Name Labels (Sew Or Iron On) Pack Of 50	\$25.00

Prices Subject To Change Without Notice

Trading Hours

Monday- Friday: 9am - 5pm, Saturday 9am-1pm

Shop address: 54 Old Geelong Road, Hoppers Crossing, 3029

Email: Hoppersc@tr.group

Phone: 03 9749 0543

Online orders: <https://www.noone.com.au/school/altona-college/shop>

STUDENT DRESS CODE

PURPOSE

The purpose of the Student Dress Code is to outline Altona College's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption process.

This dress code has been developed by the Altona College School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interest of our community.

The Student Dress Code aims to:

- Promote a sense of identity and pride, cohesion and good order in the school
- allow all students to feel equal
- prevent bullying and competition on the basis of clothing
- ensure students' appearance reflects the expectations of their school community
- enhance the profile and identity of the school and its students within the wider community
- strengthen the spirit of community within the school
- enhance individual student safety and group safety
- ensure all students are dressed safely and appropriate for school activities
- prepare students for expectations of workplaces
- encourage students to present themselves appropriate for particular roles

SCOPE

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities. When representing the school, students are expected to comply with this Student Dress Code and may be provided with representative clothing for the occasion.

UNIFORM & APPEARANCE

Altona College has a gender neutral approach to uniform, though expectations are outlined regarding what combination of items are permitted for certain activities.

GENERAL APPEARANCE

While at school, travelling to or from school or participating in school activities, Altona College students must comply with the following:

- uniforms must be clean and in good repair
- uniforms should be clearly marked with the owner's name
- additional layers of clothing may be worn underneath the uniform, provided these undergarments are completely hidden (long sleeve undergarments can only be worn under uniform items that completely cover them).

JEWELLERY AND COSMETICS

Students should dress according to the following expectations:

- watches are permitted, smart watches may need to be removed during assessments
- a plain, black leather belt is permitted where garments have belt loops
- all piercings should be adorned with clear or plain studs or sleepers whenever possible
- all medical alert jewellery is permitted in addition to the above, but may need to be removed for sport or practical activities where OHS requirements
- hair accessories other than plain hair pins, plain hair ties or a navy or white ribbon may need to be removed at staff discretion depending on the nature and context of activities undertaken
- all headwear, except those worn for religious purposes should be removed when indoors, particularly when participating in formal or ceremonial occasions
- cosmetics should be reduced to a minimum, and of natural colour and tone. Bright coloured hair colour, eyeshadow, lipstick and other cosmetics may need to be removed at staff discretion, regardless of cost incurred
- Nails, eyelashes and other cosmetic applications should be reduced to a minimum and may need to be covered or removed if they interfere with safety, productivity or engagement in normal school activities (for example, students may be asked to cover nails with gloves to participate in sport, refusal to participate as a result may result in a request to remove nails)

STUDENT DRESS CODE

Continued

HAIR

- In Prep-6, students with shoulder length or longer hair are required to tie back their hair to help restrict the spread of lice and for student safety
- In years 7-12, shoulder length or longer hair can be worn out, with the expectation that students always have a hair tie accessible and can tie it back at a teachers request (in the interest of safety or engagement in planned activities)
- Students are permitted to maintain facial hair provided it is maintained to a clipped length and does not interfere with safe participation in normal school activities

SUN & UV PROTECTION

In order to support sun protection behaviours that minimise the risk of health problems from sun overexposure:

- A range of long sleeve and long garments are available for all seasons of the year.
- A 'no hat no play' policy for students in years Prep to 6 is details in our Sun Protection Policy
- Hats are encouraged for all secondary students, though our Sun Protection Policy allows discretion for secondary students to choose a flexible range of sun protection measures.

PURCHASING & SUPPORT FOR FAMILIES

Uniform items can be purchased from NOONE either online or in store. Further details are provided on the College Website to assist families in completing uniform orders as required. The School Council has consulted with the school community and worked to ensure the student uniform is affordable, including the following considerations:

- Complying with the introduction of 'non-branded' pants, shorts and socks
- Allowing most 'warmth' layers to be worn in formal and sport uniforms (see appendix for clarity)
- Reviewing other suppliers to ensure pricing is competitive
- Considering the quality and durability of items to reduce the risk of premature replacement of purchased items

However, if you are facing difficulty meeting uniform costs the [Help with school costs and fees](#) page provides advice on support offered by the Victorian Government. If your child is starting prep or year 7 and is eligible to receive support via the [Camps, Sports and Excursions Fund](#), you may be eligible to access the Affordable School Uniform program through [State Schools' Relief](#).

In addition, the College will consider alternative means of support and encourage families to contact the office for further advice. A member of the College Wellbeing team or Leadership will be able to discuss available options upon request.

IMPLEMENTATION

Altona College will ensure that this Student Dress Code is communicated to all families and students through our website. We will assist students who may be experiencing difficulties complying with this policy where possible

- If students are found to be out of uniform, staff will ask the student to correct the breach immediately
- Students wearing non-compliant uniform items will be provided with an option to change into a school loaned item if available
- Any student who refuses, or is unable to comply with the College uniform policy will be granted an opportunity to contact home to discuss options to achieve compliance or make appropriate preparations to avoid recurrent breaches
- Students and families are encouraged to contact staff to discuss barriers to compliance at the earliest convenience. Staff may also contact families to discuss ways we can support compliance.
- Serious or sustained breaches of the College uniform policy will be dealt with in accordance with the Student Wellbeing and Engagement Policy

STUDENT DRESS CODE

Continued

EXEMPTIONS TO STUDENT DRESS CODE

We acknowledge that the enforcement of this Student Dress Code may impact students differently. Students and their parents or carers may use the attached form to apply for an exemption to this Student Dress Code if:

- An aspect of the code:
 - prevents students from being able to attend school or participate in school activities on the same terms as other students because of the personal characteristics referred to in human rights and anti-discrimination requirements
 - offends a religious belief held by the student or parents/carers
 - prevents students from complying with a requirement of their religious, ethnic or cultural background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or the parents/carers can demonstrate financial hardship that prevents them from complying with the dress code

When the principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carer
- guarantee that issues of a personal nature revealed to substantiate the request will be strictly confidential
- encourage the student and/or their parents/carers to support their application with evidence

The principal or delegate will then try to negotiate a resolution that is acceptable to all parties, including providing advice about support with meeting uniform costs. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents/carers.

CONCERNS ABOUT THE STUDENT DRESS CODE

Altona College welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's Complaint Policy, available on our College website.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- reminders in our school newsletter
- discussed in student forums
- included in staff induction materials
- discussed at staff briefings/meetings as required
- included in transition and enrolment packs
- discussed at parent information nights/sessions
- hard copy available from school administration upon request.

Views on our student dress code have been invited from the whole school community including:

- parent/carers
- teachers and other school staff
- students

The school community consultation invited feedback about uniform cost and affordability. This feedback has been recorded, carefully considered and incorporated into the student dress code policy where appropriate.

MOBILE PHONE POLICY – STUDENT USE

PURPOSE

To explain to our school community the Department's and Altona College's policy requirements and expectations relating to students using mobile phones and other personal mobile devices during school hours.

SCOPE

This policy applies to:

1. All students at Altona College and,
2. Students' personal mobile phones and other personal mobile devices brought onto school premises during school hours, including recess and lunchtime.

DEFINITIONS

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" refers to a mobile phone and any device that may connect to or have a similar functionality to a mobile phone such as a smart watch.

On school grounds includes any offsite location that is used during an approved school event (camps, excursions, sports, formal, etc).

POLICY

Altona College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Altona College:

- *Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours*
- *Exceptions to this policy may be applied if certain conditions are met (see below for further information)*
- *When emergencies occur, parents or carers should reach their child by calling the school's office.*

PERSONAL MOBILE PHONE USE

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Altona College during school hours, including lunchtime and recess, unless an exception has been granted. Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner

SECURE STORAGE

Mobile devices owned by students at Altona College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Altona College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer the college's Personal Property policy. Where students bring a mobile phone to school, Altona College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Altona College students are required to store their phones either in their lockers or handed into their year level co-ordinator, or college administration office.

ENFORCEMENT

Students who use their personal mobile phones inappropriately at Altona College may be issued with consequences consistent with our school's existing student engagement policies. Student Wellbeing and Engagement and/or Bullying Prevention policies.

At Altona College inappropriate use of mobile phones is any use on school grounds, unless an exception has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send, share or repost inappropriate, harassing or threatening messages or phone calls either privately or publicly
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

MOBILE PHONE POLICY – CONTINUED

EXCEPTIONS

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
 - Health and wellbeing-related exceptions; and
 - Exceptions related to managing risk when students are offsite.
- can be granted by the principal, or by the teacher for that class, in accordance with the Department's Mobile Phones Policy.
- *Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.*

1. LEARNING-RELATED EXCEPTIONS

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

2. HEALTH AND WELLBEING-RELATED EXCEPTIONS

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. HEALTH AND WELLBEING-RELATED EXCEPTIONS

Specific exception	Documentation
Travelling to and from excursions	Risk assessment planning documentation
Students who are Young Carers	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation
Students with a dual enrolment or who need to undertake intercampus travel	Risk assessment planning documentation

EXCLUSIONS

This policy does not apply to

- Out-of-School-Hours Care (OSHC)
- Out-of-school-hours events • Travelling to and from school
- Students undertaking workplace learning activities, e.g. work experience
- Students who are undertaking VET

HOMEWORK POLICY

PURPOSE

To outline to our school community the Department's and Altona College's policy requirements relating to homework

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Altona College.

RATIONALE

At Altona College all homework set by teachers will be:

- Altona College has developed this Homework Policy to support student learning and wellbeing by:
- Providing opportunities for students to review, revise and reinforce newly acquired skills
- Providing opportunities for students to apply new knowledge
- Providing opportunities for students to prepare for future lessons
- Encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- Fostering good lifelong learning and study habits
- Supporting learning partnerships with parents/carers.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At Altona College all homework set by teachers will be:

- Purposeful
- Curriculum-aligned
- Appropriate to students' skill level and age
- Designed to help students develop as independent learners
- Monitored by the teacher
- Where appropriate, provide opportunities for parents/carers to partner in their child's learning.

PREP TO YEAR 4

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of selfdiscipline and responsibility and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials. Homework will mainly consist of daily reading to, with, or by parents/carer or older siblings and is recorded in the student diary.

Students are generally not expected to complete more than 30 minutes of homework per day and no homework tasks will be assigned over the weekends or during the holidays.

YEAR 5 TO YEAR 6

In the upper year levels, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative to prepare students for secondary school. Students are required record all homework tasks in their college diary.

Assigned homework tasks will include daily independent reading and may include extension assignments, tasks dedicated to reinforcing new mathematical concepts introduced in class, and/or incomplete class work.

Students are generally not expected to spend more than 45 minutes per day on homework and no homework tasks will be assigned over the weekends or during the holidays

HOMWORK POLICY- CONTINUED

Commencing secondary school, students are encouraged to begin focusing on distributing time proportionally to the variety of subjects they study. In addition, students are encouraged to progress towards greater autonomy in the organisation, completion and submission of homework tasks.

In Years 7-12, an effective homework routine should include:

1. **Catch up:** Students should complete any tasks left outstanding from the days classes. Teachers will generally allocate sufficient time to complete the majority of work at school, however students are expected to complete outstanding work prior to the next lesson, unless otherwise advised. Students who maximise the use of class time will typically find there is very little catch up required each day.
2. **Preparation:** Assuming daily tasks have been completed, teachers will set preparation tasks to maximise the efficiency of face to face time. Being adequately prepared for lessons is essential to promote engagement and maximise student learning growth at school. Good preparation might include:
 - Reading ahead to identify key vocabulary and definitions
 - Watching video content to explore a new topic
 - Undertaking research
 - Attempting some practice tasks to identify challenges and enable precise questioning in the next lesson
 - Discuss the last lesson with a friend to share ideas and build a common foundation for the upcoming lessons
3. **Revision:** For the most diligent and dedicated students, there is no such thing as too much practice! Where a study schedule allows for it, students should consider allocating some time to practising a skill they have previously learned. This becomes increasingly important when preparing for senior exams that can assess content from any unit across the full year of study. Examples of effective revision include:
 - Attempting practice questions or past exam papers
 - Re-visiting past assessments and actioning feedback
 - Reading past chapters again to refresh content knowledge
 - Completing a practical project that uses prior learning in a new context

TIME MANAGEMENT 7-12

In undertaking the above, students should ensure they undertake multiple study sessions across the week always being mindful of the Compass Learning Tasks platform which will highlight essential tasks that are due for completion. On average, students should expect the following time commitment (or equivalent) for preparation and revision, noting that additional time will be required for catch up depending on the students use of class time:

Years 7 - 8: 40 - 60 minutes, 3 days per week

Years 9 - 10: 60 - 90 minutes: 3-4 days per week

Years 11 - 12 - 60 - 120 minutes, 5-6 days per week

NOTE: Students are encouraged to break study sessions into 2-3 smaller blocks separated by short breaks for snacks, hydration or exercise. Many students have successfully implemented short study blocks as follows:

- Before school and lunchtime study groups
- Afterschool before parent pickup
- Before and after sports or hobbies
- On weekends before attending to sporting or social commitments (Saturday mornings can be a great time to do some study with the reward of an outing immediately after)

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Altona College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Included in staff handbook/manual
- Reminders in our school newsletter
- Discussed at parent information nights/sessions
- Discussed at student forums
- Hard copy available from school administration upon request

Family Contributions

Altona College is looking forward to another great year of teaching and learning and would like to advise you of our voluntary financial contributions.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that's through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to offer a wider range of subjects and special curriculum experiences; enhanced digital learning opportunities; sports & science equipment; musical instruments; improvements to school facilities i.e., extra shade sails, updates to classroom furniture, new synthetic turf areas, soft fall mulch under play equipment, extra CCTV security & new signage throughout the school to enhance visual communication.

All voluntary payments can be made via your compass account from **Monday 17th November 2025 and finalised by Friday 30th January 2026**. Please find the contribution schedule attached on page 21

Financial Support for Families

Altona College understands that some families may experience financial difficulty and offers a range of support options, including:

- The Camps, Sports and Excursions Fund (CSEF) If you hold a means-tested concession card or are a temporary foster parent that is valid on the first day of Term 1 you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child. The 2026 annual CSEF amount per student is \$400

An application form can be downloaded from www.education.vic.gov.au/csef; you will need to bring your concession card to the office for verification and to submit.

Flexible payment arrangements

For a confidential discussion about accessing this service please contact:

Debbie Dorgan – Business Manager

Ph.: 03 9250 8050 | Email: debra.dorgan@education.vic.gov.au

Payment Methods

Payment for Curriculum Contributions, Other Contributions and Extra-Curricular Items & activities can be made **via Compass**. If you need assistance with your login details please contact the school, new families will be provided with a new family login and password. You will have the option in Compass to pay in full or via a payment plan schedule. These payments are required to be completed Friday 30th January 2026.

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. A refund will only be issued on a pro-rata basis if your family relocates and your child transfers to another school. Please be mindful that annual subscriptions and affiliations are paid to an online provider and cannot be refunded once purchased. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and Guidance, Financial Help for Families Policy, and any other relevant information.

FAMILY CONTRIBUTIONS - PREP TO YEAR 6

Year Prep - 6 Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
<p>A holistic contribution towards the running expenses of all Year Prep- 6 subjects includes:</p> <ul style="list-style-type: none"> • Classroom consumables, materials & equipment • Online subscriptions • Printing and photocopying of worksheets and learning materials • Whole School Engagement Days 	<p>\$270</p> <p>(equivalent to \$9 per week over 30 weeks)</p>
Other Contributions - for non-curriculum items and activities	Amount
<p>First aid equipment Supports the cost of hygienic supplies to administer first aid</p>	<p>\$10</p>
<p>School Sports Victoria membership</p>	<p>\$3.50</p>
<p>School Grounds Maintenance and Improvements Supports the cost of new and replacement equipment, materials and services that supports our growing school.</p> <p>Grounds Maintenance This money makes an important contribution to the development of our playgrounds and identified projects to improve the facilities for your children. A considerable portion of this payment will ensure soft fall mulch under the playground equipment will be maintained at a safe level.</p>	<p>\$50 per family</p>
<p>Communication & Subject Donation:</p> <p>This is a voluntary contribution Altona College is requesting in 2026 to assist financially in supporting the College with communication and subject costs e.g., Compass .</p> <p>This will assist in continuing to provide quality communication programs and extra materials for subjects that can no longer be charged as essential items on a family statement.</p>	<p>\$50 per family</p>
Tax Deductible Contributions	
<p>Building fund A tax-deductible contribution to support renovations, upgrades, and maintenance of school infrastructure. Your support of this program would be appreciated, and a tax-deductible receipt will be issued asap.</p>	<p>\$50 per family</p>
<p>Library Donation A tax-deductible contribution to support the school's library collection of programs and resources. Your support of this program would be appreciated, and a tax-deductible receipt will be issued asap.</p>	<p>\$50 per family</p>
<p>Total Amount to pay</p>	<p>\$</p>

FAMILY CONTRIBUTIONS - PREP TO YEAR 6 - CONTINUED

Educational items for students to own

You will receive a booklist of items that the school recommends you purchase from Champion Education for your child to individually own and use. Student booklist charges are completed separately at www.champion.com.au

Extra-Curricular Items and Activities

Altona College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides to deliver the Curriculum. These are provided on a user-pays basis.

Detailed information will be provided throughout 2026.

Extra-Curricular Items and Activities	Amount
School magazine/ yearbook	TBA
School Photos - Package to be made available by photographer in 2026	TBA
<p>Other optional camps and excursions: Excursions, incursions & extra activities will be scheduled throughout 2026.</p> <ul style="list-style-type: none"> • Year 3 Camp will be held at Urban Camp in Melbourne. • Year 5-6 Camp will be held at Portsea Camp in Portsea. 	TBA

PARENT PAYMENTS POLICY



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.

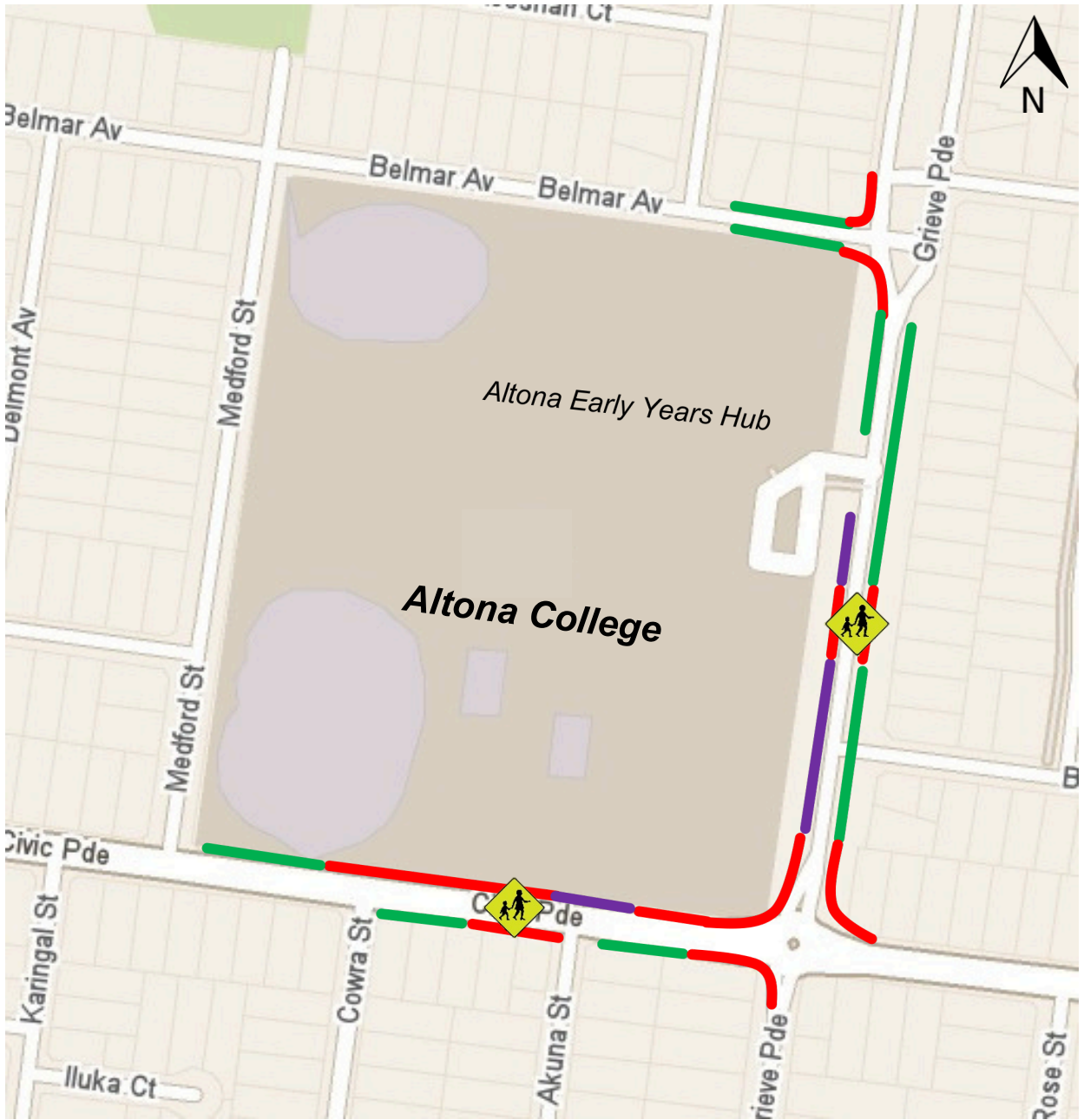


SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.



Where to Park - Factsheet



LEGEND	
	UNRESTRICTED PARKING
	PICK UP/DROP OFF ZONE (10 MINUTE PARKING)
	NO STOPPING ZONE (STATUTORY ALL DAY, DURING SCHOOL TIMES, BUS ZONE etc.)
	CHILDREN'S CROSSING/ ZEBRA CROSSING



AROUND SCHOOL CROSSING

Victorian Road Safety Road Rules 2017 outlines the requirements of Stopping near a children's crossing as shown below:

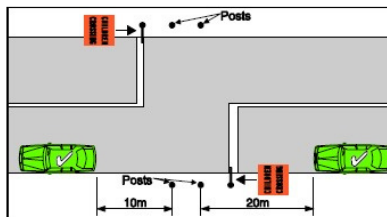
171 Stopping on or near a children's crossing

- (1) A driver must not stop on a children's crossing, or on the road within 20 metres before the crossing and 10 metres after the crossing unless the driver stops at a place on a length of road, or in an area, to which a parking control sign applies and the driver is permitted to stop at that place under these Rules.

Penalty: 3 penalty units.

Example 1

Measurement of distance—children's crossing with red and white posts



HANDY TIPS FOR SAFE PARKING

- Park a few streets away and walk to and from school. Use this time to teach your child about road safety and be a good role model.
- Never Park illegally in a driveway, or on/near a school crossing
- Always observe the parking signs around the school
- Never double park or wait on the road at a pick-up / drop off point. It blocks the vision for other drivers, forces children onto the road, obstructs the flow of traffic and may force other drivers to make inappropriate driving choices.
- Please remember to be patient, courteous and respectful when driving around schools

OBEY THE SIGNS

Parking unsafely puts children at risk

There are parking restrictions surrounding schools. The areas are regularly patrolled by Hobsons Bay City Council Local Law Officers, purposely for the safety of children and the community. Council conducts enforcement actions by the way of infringement notices to seek compliance and educate on unsafe parking matters, which can put a person in danger.

No Stopping

You must not stop at the kerb or any reason where No Stopping signs are located or within 10 metres of an intersection.



No Parking Signs

You may stop for up to 2 minutes but must not leave your vehicle

Speedlimit

Do not exceed 40km/h in school zones.



Other Common Parking Offences

- Parking on a nature strip
- Unreasonably obstructing flow of traffic
- Double parking
- Stop too close to a school crossing.
- Park within 3 metres of a continuous dividing line or dividing strip.

2026 Booklist is still in preparation and will be posted separately via Compass

2026 Booklist is still in preparation and will be posted separately via Compass



INNOVATION
INTEGRITY
RESPECT