Parents, students and teachers value community, confidence, honesty, excellence and respect.

As a community of learners it is our mission to be the best that we can be and to build social capital for student success.

2435 Plenty Road, Whittlesea 3757

Phone: 9716 2140    Fax: 9716 2516

School Email: whittlesea.ps@edumail.vic.gov.au

School Website: www.whittleseaps.vic.edu.au

Office Hours: 8:30 am to 4:30 pm

INFORMATION FOR PARENTS AND GUARDIANS
Dear Parents and Guardians,

On behalf of all the staff at Whittlesea Primary School and the Assistant Principal, Ty Hoggins, I extend a warm welcome to you and your family.

We hope that our time together will be filled with many enjoyable moments, new friendships and connections to deepen the learning journey of your child through their head, heart and hands. We want you to feel an important part of our community.

Parents, students and staff are strongly encouraged to work together in partnership recognising our shared values of community, confidence, honesty, excellence, and respect to support this improvement. As a community of learners our mission is to strive, grow and achieve together.

Whittlesea Primary School’s underlying philosophy is to facilitate lifelong development and growth in a caring environment in which your child can achieve their full potential as an individual and develop into a well-adjusted, socially competent adult. Our children are the heart of our school and all decisions that we make are determined by what is in your child’s best interest.

We provide an array of experiences and opportunities that strike to meet and challenge children so that they can be the best that they can be.

The children in our school are nurtured and guided by skilled, dedicated and enthusiastic staff who care about your child’s educational outcomes. Teachers also focus on providing a positive approach to student welfare and promote increased responsibility and self-growth of our children at all levels.

We want children to want to come to school every day, ready for learning when the day begins, to love learning and to achieve their potential.

All of our teachers, led by a school improvement team, Assistant Principal and myself are committed to providing excellence in instructional practice to ensure that all children experience positive educational outcomes. We use our expertise and knowledge to provide teaching and learning programs which are engaging and relevant for this generation, integrating the use of Information and Communication Technologies effectively.

Kindest regards,
Bente Stock (Principal) 😊
WHITTLESEA PRIMARY SCHOOL

Our priority at Whittlesea PS is to meet and challenge the individual learning needs of your children and to enhance their learning opportunities and achievement.

It is the responsibility of teachers to provide a seamless education – Foundation (Year Prep) to Year 6 and further, which offers high quality educational programs relevant to children’s individual needs. Our curriculum is designed to enable students to attain the AusVELS (Australian - Victorian Essential Learning Standards) which have been designed by the Department of Education and Training (DET) in accordance with the new National Curriculum. You can visit http://ausvels.vcaa.vic.edu.au/ for details.

Strategic Plan Goals for Whittlesea Primary School 2013–2016

To improve and maximise the achievement of high quality educational outcomes for students of all abilities with a particular focus on literacy and numeracy.

To develop a student centred stimulating learning environment, which promotes rigour, motivates and engages students in their learning.

To enhance effective transitions and pathways across VELS (or benchmarked curriculum e.g. AusVELS) for all students into, through and beyond the school.

We welcome and encourage parents and guardians to become involved in our school as volunteers and at a wide range of school events, in the classroom, working bees and on excursions. This gives parents a more personal link to our school and we believe sends a clear message to children that education is important to all of us and worth spending their time on.

It is our professional responsibility and moral purpose to be nurturing, skilled, committed and enthusiastic teachers who are dedicated to improving the educational outcomes of all students. As teachers we must also focus on providing a positive approach to student wellbeing and promote increased responsibility and self-growth for students at all levels.

It is a privilege to be leading our school community and we look forward to working in partnership with you for the betterment of your children.

Kindest regards,

Bente Stock (Principal) and Ty Hoggins (Assistant Principal)
Our Values

At Whittlesea Primary School we recognise the importance of developing the values of Community, Confidence, Honesty, Excellence and Respect.

We provide an environment where students are encouraged to develop into confident, knowledgeable, independent and curious learners, who display compassion and respect in their interaction with their peers and the community.

Whittlesea Primary School was established on the current site in 1878. The unique historic school office building is complemented by well-established modern facilities, including our Early Years Learning Centre which was completed in 2011. We warmly welcome you to tour our facilities and see our students and teachers in action.

Our enrolment is around 380 children, with many students travelling from outlying rural areas by bus to attend each day.

At Whittlesea Primary School there is extensive community support and an excellent spirit of cooperation. We have wonderful parent assistance throughout the school and particularly in the Foundation (Prep)–Year 2 area with trained parent helpers assisting with literacy and numeracy each day. Volunteer parents manage our book club, student banking, canteen, disco and mother’s/father’s day stalls. Parents actively participate on School Council and also assist with excursions, camps, sporting activities, library cataloguing and in many other classroom activities.

We believe that each student is a developing citizen of the future. We provide a high quality curriculum with a committed and enthusiastic staff who prepare students for their future roles in our society and help them to discover and promote their own special gifts and talents. We celebrate excellence, innovation, creativity and encourage curiosity in a supportive learning environment where teachers, parents and students work together to enable students to achieve their best.

Whittlesea Primary School is committed to improving the achievement of all students across the school. We believe that every child can learn and ensure that our programs provide engaging and meaningful activities, catering for a wide variety of needs and interests. All teaching and learning programs refer to the AusVELS, which reflects the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning. The school continues on our journey of improvement in all we do, but with Literacy and Numeracy achievement being a major focus. Teachers hold high expectations for all students encouraging each other to be the best that they can be.

We acknowledge the importance of fitness and sport, with swimming, gymnastics, dance and athletics as part of a comprehensive physical education and sport program. Children can participate in our regular...
interschool sports competition for senior grades, and intraschool athletics and swimming sports are enjoyed by all.

The ‘Careers Elective’ program for Years 3, 4, 5 and 6 commences in Term 3 every year. This program is an opportunity to present a variety of experiences to our students, showing them that a number of career options are available in their future. Our aim is not to help students decide on a career at such a young age, but to give them a ‘taster’ where they can experience firsthand the possibilities of a variety of employment fields.

Students have many opportunities to take on leadership roles throughout the school. Each year school captains and prefects are elected from the Year 6 students. These students provide a role model to other children as well as running weekly assemblies, marching on ANZAC day and greeting visitors to our school. We have a strong Student Representative Council (SRC) with students from Foundation (Prep) to Year 6 working together to organise special events e.g. footy day, with the money raised donated to charities. The SRC decide which community cause our school should support. SRC also present to School Council twice a year.

**PRE-FOUNDATION (Pre-Prep) PROGRAM FOR STUDENTS**

To assist your child with the transition from pre-school to school we provide a comprehensive and engaging pre-Foundation program. This program begins in the second term with children attending school each week for an hour session during Terms 2, 3 and 4.

This program enables your child to spend quality time in our classrooms with other children who will be in their year level the following year. At times, some children may feel a little insecure when they don’t know what to expect in a new situation. Our pre-foundation program helps them to develop familiarity with our school and feel more confident in their new environment. Further details will be forwarded to you in Term One.

**Readiness for School**

Developmentally children will begin school with different learning experiences, skills and knowledge. Our teachers will find out the starting point for continuing your child's learning and teaching development. For example, if a child comes to school already able to read then that child's learning and teaching will start from this point. If a child comes to school with little or no print knowledge then the starting point for teaching will begin there. It is our belief that school should be ready for children not children ready for school. We cater for the learning and teaching needs of all children. You will learn more about how we do this when your child commences school.
Inquiry Learning

At Whittlesea Primary School, from Foundation (Prep) to Year 6, we teach other key learning areas including Science, Design, Creativity and Technology, Civics and Citizenship and Humanities (History, Economics, Geography) through an inquiry approach. Inquiry learning is focused on encouraging students to be curious about the world, finding out more about things that interest them and ask questions they would like to have answered. Teachers work with the children to find the answers to their questions by teaching the skills of observing, measuring, collecting data and researching.

Specialist Classes

Each week children have a specialist class for Music, Art and Physical Education (P.E.). This class is taught by a specialist teacher and is for an hour each week. In Music, children learn to play the recorder, respond to different types of music and learn about volume and beat. In Art, children explore a range of materials including textiles, collage, painting, drawing, three dimensional construction and look forward to entering their work into the Whittlesea Show each year. In P.E. children begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. They also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed. In the middle and upper primary school years children consolidate and extend their skills and have an opportunity to participate in a variety of sports. They also have the opportunity to compete against other schools. Children have a library session each week with their classroom teacher, investigating how the library is catalogued, sharing great literature, information texts and borrowing books to take home.

Children in Years 4, 5 and 6 have the opportunity to learn Chinese. This is an elective and not compulsory. In Year Foundation all children will learn Chinese. It is mandated by DET that all schools teach a language.

Year 6 Secondary Model

Year 6 is a critical year in the cognitive, social and emotional development of children. They move into a period of early adolescence when great changes to their learning structure and environment are encountered. Students in this year of schooling require a mode of curriculum delivery that will effectively meet their unique learning and well-being needs, as well as support them to successfully transition to secondary school. We have introduced a new researched model of curriculum delivery that will address the needs of children who will transition to secondary school in their seventh year of schooling. This recognises that some Year 6 students may encounter problems transitioning into Year 7.

Key understandings from the research:

- Students can develop the confidence, independence and familiarity with secondary school they will need while still in a supportive Primary School environment.
- By developing the skills needed to be an independent learner, students are more likely to achieve ongoing academic success in secondary school.
Information and Communication Technology (ICT)

ICT is incorporated into all aspects of our children’s learning. Computer facilities are continually upgraded to incorporate the latest developments in information technology and are networked across the school. Whittlesea Primary School has invested in iPad technology, ensuring children from Foundation to Year 6 have access to intuitive learning devices. The school also has a large number of desktops and netbooks for student use. Each classroom has an interactive TV to support student learning.
Setting High Expectations for our students at Whittlesea Primary School

We have seven specific, concrete and actionable techniques that demonstrate high expectations to children.

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.

Technique 1: No Opt Out
Technique 2: Right is Right
Technique 3: Stretch It
Technique 4: Format Matters
Technique 5: Without Apology
Technique 6: STAR
Technique 7: Do It Again  **See appendix for detailed version

From the text: Teach Like a Champion: Grades K-12 by Doug Lemov.
**KEY DATES 2015**

<table>
<thead>
<tr>
<th>Term</th>
<th>Commences</th>
<th>Finishes</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Children begin:</strong> Friday 30 January 2015  &lt;br&gt; <strong>Teachers begin:</strong> Wednesday 28 January 2015  &lt;br&gt; <strong>Parent/Teacher Interviews:</strong> Monday 16 and Tuesday 17 February 2015</td>
<td>Friday 27 March 2015, at 2:30 pm</td>
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<tr>
<td>2</td>
<td>Monday 13 April 2015  &lt;br&gt; <strong>Reports go home:</strong> Wednesday 24 June 2015  &lt;br&gt; <strong>Interviews by request:</strong> Thursday 25 and Friday 26 June 2015</td>
<td>Friday 26 June 2015, at 2:30 pm</td>
</tr>
<tr>
<td>3</td>
<td>Monday 13 July 2015  &lt;br&gt; <strong>Three-way conferences:</strong> Tuesday 25 and Wednesday 26 August 2015</td>
<td>Friday 18 September 2015, at 2:30 pm</td>
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<td>4</td>
<td>Monday 5 October 2015  &lt;br&gt; <strong>Reports go home:</strong> Tuesday 15 December 2015  &lt;br&gt; <strong>Interviews by request:</strong> Wednesday 16 and Thursday 17 December 2015</td>
<td>Friday 18 December 2015, at 1:30 pm</td>
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**PLEASE NOTE:** *Foundation children commence full-time school from the beginning of the year.*

**Student free days**

**Term 1:** Wednesday 28 January 2015, Thursday 29 January 2015  
**Term 4:** Monday 2 November 2015  
4th student free day to be advised

**PUBLIC HOLIDAYS 2015**

<table>
<thead>
<tr>
<th>Monday 9 March 2015</th>
<th>Labour Day</th>
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<tbody>
<tr>
<td>Friday 3 April and Monday 6 April 2015</td>
<td>Easter</td>
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<tr>
<td>Saturday 25 April 2015</td>
<td>Anzac Day</td>
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<tr>
<td>Monday 8 June 2015</td>
<td>Queen's Birthday</td>
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<tr>
<td>Tuesday 3 November 2015</td>
<td>Melbourne Cup Day</td>
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</table>
Absences - Staff
If a staff member is absent a replacement teacher may be employed or alternative arrangements will be organized for the learning, teaching and supervision of children.

Access to the School - Parking
Please drive safely and adhere to local speed restrictions whilst driving to the school carpark. Ensure you role model safe behaviour by crossing roads using the pedestrian lights. When entering the grounds, it is important that children only enter via the footpaths and not walk through the carparks. Reverse parking is required in the school and church carpark.

Assembly - Whole School
A whole school assembly is held in the school gymnasium every Monday morning at 9:00 am. The assembly is an important feature of our school life that nurtures and sustains a sense of community. All parents and community members are welcome to attend.

Please Note: On the first Monday after the school holidays there will be no assembly for the school community.

All teachers attend and participate in assemblies, including active student supervision. As part of ‘student voice’ we encourage all students to talk about their learning, accomplishments and experiences.

Attendance Hours
Learning and teaching instruction commences at 9:00 am. Children are dismissed at 3:15 pm.

Children should arrive at school at 8:45 am when the school grounds are supervised and be ready to enter their classroom at 8:50 am to get organised for the beginning of instruction at 9:00 am.

The school gates are locked just after 9:00 am and the only entry or exit is through the front gate and office. Gates are unlocked for parents at 3:00 pm.

The grounds are supervised before and after school: 8:45–9:00 am and 3:15–3:30 pm each day.

Our school has high expectations for attendance. This means that students are required to be in class for every session, every day - unless they have a specific reason for absence. Students are required to remain in class for the full school day.

Students with high attendance rates achieve their potential. Parents will be contacted by school staff if attendance is causing concern and are invited to support teachers in resolving unapproved absences.

If a child is absent a reason for absence note is required on their next day of attendance.

If a child is absent for two days consecutively, teachers will phone parents to check on their wellbeing.

Early Departure
Children will not be permitted to leave the school grounds at any time during the day unless collected by a parent or guardian. If another adult is collecting a child they must notify the school. The parent will sign out the child from the office in the ‘Early Dismissal’ book. A phone call will be made to the classroom or a community leader will collect the child who is leaving early.

Late Arrival
If a child arrives at school after 9:00 am, this will be recorded on the electronic roll marking system. Parents should send a written note or make verbal contact with the school explaining their child’s lateness. Parents will be contacted by classroom teachers or a leader, if their child is consistently late to school.
Attendance Rolls

These are a legal document and will be marked twice a day electronically – first thing in the morning and then for the afternoon. Parents must provide a reason for their child’s absence in writing or verbally. Absences are also monitored by the department of education.

Banking

Our school banking program operates with the Commonwealth Bank. Children bring their yellow bank books to school every Tuesday. Pay-in books are handed to the class teacher, who will place them in the grey plastic banking envelope, to be collected by the student community leaders.

A small band of volunteer parents operate this program on Tuesday mornings from 9:00 am for an hour or so in the staffroom.

Bicycles/scooters/skateboards

Children are permitted to ride their bikes to and from school. All children are required to wear a helmet and comply with state laws for bicycle riding. Bikes/scooters must be left at the school bike racks. For safety reasons riding of bikes/scooters/skateboards within and around school grounds is not permitted. Skateboards should be left near the bike rack area.

Book Club

Our school acts as an agent for Ashton Scholastic Book Club which offers a range of books and other interesting items at reasonable rates. Catalogues are distributed approximately every six weeks, with a strict return date. Selections, if desired, should be returned to the class teacher. Delivery is approximately 2-3 weeks. Parent volunteers coordinate this program.

Books and Requisites

Payment for children’s requisites should be made before the end of February. As we bulk order, we are able to negotiate very good prices. All classes receive the necessary books and stationery for the school year. These will be distributed to children as they need them throughout the year and parents will not need to replace any requisites.

Bullying

DET defines Bullying as when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance. Please refer to the website for further information: www.education.vic.gov.au/aboutschool/childhealth/bullying

Bullying will not be tolerated at Whittlesea Primary School. Teachers follow the school Student Engagement and Wellbeing Policy.

Bus Travel

The bus program for our students is coordinated by Whittlesea Secondary College. Children must reside at least 4.8 km from the school to be eligible for travel and there are strict eligibility requirements relating to whether students travel free or are required to pay a fare. Parents can be directed to the office for further information regarding bus travel.

Travelling on the school bus is a privilege.

Students are expected to behave in an appropriate manner that does not reflect discredit on the school or distract the driver in any way. Failure to behave appropriately may mean that the privilege of travelling on the bus is removed. Children are expected to:

- Assemble promptly and in an orderly manner so that bus rolls can be marked by the duty teacher.
- Remain seated when the bus is travelling and obey driver instructions.
- Remain on the bus until their designated stop. Children are not permitted to change their travelling arrangements without permission from the school.
• Students who misbehave on the bus after a first warning will be suspended for a period of time from travelling on the bus. Parents will be notified if their child misbehaves on a bus.

For information regarding the program please read the bus policy – refer to appendix.

Calendar
The term calendar of events will be located on the website for your convenience:
www.whittleseaps.vic.edu.au

Canteen Services
The canteen is operated by parents every Friday, except for the first Friday of each term and last day of each term. Orders must be written on a paper bag and are due at school each Tuesday. Each class will have a plastic envelope in which to place students’ lunch orders and these will be collected each Tuesday morning by the community leaders.

Classroom teachers will organise monitors to collect the class lunch orders from the canteen at 11:00 am every Friday. It is the teacher’s responsibility to distribute lunch orders to students. If there are any missing items, the teacher will circle and initial the item on student’s paper bag and then send the student to the canteen. Any leftover items are to be returned to the canteen.

On lunch order days, students are permitted to take icy poles with wrappers, out into the yard. However they must eat them in the eating areas.

Cash Handling Procedures
No money is kept in the classrooms. All money collected for excursions/incursions/events is sent to the office in the cashbook and bag provided to the teachers. Teachers tick against a child’s name in the cashbook as a record of money and/or consent slips received.

Childcare
Our school works in conjunction with the World4Kids to provide before and after school care. Parents wishing to use this service should make contact with World4Kids or obtain an information brochure from the school office. World4Kids will collect Foundation students from their classrooms each afternoon and students from other classes will make their own way to the World4Kids rooms.

Coffee and Chat
On the third Monday of each month, parents are invited to meet with members of the school leadership team for a cup of coffee and a casual chat about processes, programs, decision-making and daily organisation of the school. This is a good opportunity to provide feedback to the school, share stories and meet with other parents.

Community Building Programs
In addition to joining School Council there are many circumstances when parents will be invited to participate in school activities. These include:
• curriculum information forums
• performing arts evenings
• social evenings
• classroom support for teachers
• library book processing
• accompanying teachers on school excursions as a group supervisor
• assisting and coaching of sports teams
• giving talks on crafts, travels and special skills
• teaching of specific skills and talents.
Communication Bags

All children are required to have a communication bag. This bag is the property of the school and is on loan to every child.

At the beginning of each year, the communication bag is distributed to each student. All new students to our school will receive a communication bag. This bag is to be used for carrying take home reading books and reading journals to and from school. All notices sent home to parents are placed in students’ communication bags. If a child does not have their communication bag, a note will be sent home to parents requesting a $10 replacement cost.

Curriculum Overview

*Curriculum – AusVELS – No longer called VELS and the configuration is different.*

Prep is now referred to as ‘Foundation’ and then Year 1, Year 2, Year 3 and so forth. AusVELS provides a single curriculum for levels F–10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning (F is the abbreviation for ‘Foundation’ which is now the common term agreed to by all States and Territories to refer to the first level of school for curriculum design purposes). AusVELS has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.

AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands.

The three strands are as follows:

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-based Learning</td>
<td>Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and other languages.</td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.</td>
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</table>

Domains are distinct bodies of knowledge, skills and behaviours within each strand.

The domains within AusVELS that are drawn from the Australian Curriculum learning areas (English, Mathematics, Science and History) are organised into Content Descriptions and Achievement Standards.

*Content descriptions* specify what teachers are expected to teach. The *Achievement standards* describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

Content elaborations are included for these domains. These elaborations are intended to provide additional clarity by way of illustrative examples only. They are not statements of mandatory content.
The other domains within AusVELS that are drawn from the existing Victorian Essential Learning Standards (VELS) are organised into learning focus statements and standards. The standards outline the essential knowledge, skills and behaviours students are expected to demonstrate within each domain. The learning focus statements suggest learning experiences that are based on the standards.

Content descriptions/Learning Focus statements and Achievement Standards/Standards for each domain are organised into dimensions. For example, the Arts is a domain organised by the ‘Creating and Making and Exploring and Responding Dimensions’.

**Assessment - Testing Program**

- Pre and post tests to determine what students know, what they want to need and what they have learnt. This information is used by teachers to inform them of students' knowledge, skills and behaviours and to drive their teaching and assessment.
- A variety of tools and tests are used by teachers for observing, recording and analysing a student’s abilities in order to inform future teaching. These include a range of standardised and diagnostic tests, as well as observational surveys.
- Appointments and informal meetings are requested when necessary and three-way conferences are conducted half yearly.
- Written reports are provided to parents twice a year at mid-year and end of year.
- Individual Learning Plans (ILPs) have a specific focus and are a record of what is being done to assist students requiring additional assistance to achieve short and long term learning goals. Parents are notified and are asked to be supportive of the goals at home. Individual Learning Plans are signed off when the goal has been achieved. All students 12 months or more behind must have an ILP.

Teachers keep a collection of evidence to demonstrate individual student growth and development using:

- work samples and tests that are completed each term
- samples from a variety of AusVELS Domains, Dimensions and specialist programs
- student learning goals - each child records their personal aims for the year
- student self-assessment and reflection
- peer assessment.

**Curriculum Programs**

We provide a nurturing and safe environment that is engaging, supportive and one that meets the learning needs of every child. Staff work in teams to ensure consistency between classrooms. We strike to promote strong and positive partnerships between parents, teachers and students.

Parents are encouraged to be part of their child’s school life. We provide parent information sessions, opportunities to assist with classroom programs and invite participation in various committees.

**Whittlesea Primary School provides:**

- A strong focus on literacy and numeracy
- Physical education, performing arts, visual arts, design technology and music specialist programs
- A comprehensive camping program linked to AusVELS for student in Years 3–6
- Stay late/overnight programs for students in Years F–2
- Life Skills addressing social skills, health and wellbeing and career development
- Computers and/or netbooks in every classroom
- Instrumental music lessons and choir
- Student Representative Council
- Public speaking opportunities
- Star of the Week
- Athletics carnivals and interschool sports
- A range of student leadership opportunities for all students throughout the school
- Swimming lessons and swimming carnival
**How learning occurs in classrooms:**

- Teachers understand that students are at different stages in their learning and plan lessons to meet and challenge the variety of learning needs within the class.
- Students cooperate with class activities, sharing their learning and assisting each other.
- Students with similar learning needs are sometimes grouped for special attention by their teachers.
- Students, as well as teachers, assess their progress and set goals for future learning.
- Teachers often have assistance from other teachers and support staff working in the same class.
- Learning activities link into students’ interests and use modern technologies.
- Different areas of learning are often linked, for instance, students learn aspects of literacy and numeracy in every subject.
- Each classroom is a learning community where students develop leadership skills, teamwork and independent thinking.
- Students are taught how to think deeply and to organise information to demonstrate their knowledge and understandings.


**Dignity**

It is expected that we all treat each other, and children, parents and visitors to our school with dignity and respect. There is zero tolerance of any yelling and disrespectful behaviour in our school.

**DISPLAN and Emergency Management**

A current DISPLAN procedure will be clearly displayed in each classroom/learning area. There is an emergency evacuation practice and or/lockdown practice each term.

**Education Support Staff**

The Education Support Staff deliver support services that include school administration and operations (e.g. human resources, finances, facilities, grounds maintenance), school support services (e.g. library) and direct teaching and student support (e.g. classroom assistance to teachers, student health and wellbeing and first aid). Teachers plan and prepare educational sessions where an ES staff member is working with a group of children or an individual child.

**Emergency information/student records**

Parents are required to complete a Family Record Sheet and advise us of anything unusual in their child’s medical history such as asthma, epilepsy, vision or hearing problems and learning difficulties.

Any changes to contact details should be provided to the office or can be made via the Tiqbiz app.

**Excursions**

All children must have permission to attend excursions. The cost of excursions will be taken from the excursion levy paid at the beginning of the year. This fee does not include camps, swimming and sports events. Please contact the Principal or Assistant Principal with any concerns regarding your ability to meet the costs of excursion/incursion levy.

**Local excursions**

All children are required to have a local excursion permission form signed at the commencement of the year. This form covers all local excursions involving walking to and from events/places within the Whittlesea Community.

Parents will still be notified of any local excursion – where and when – prior to the children being taken offsite.
Excellence

It is our mission to be the best that we can be – staff and students. We will do our absolute best in all we do.

Extreme weather conditions

During extreme weather conditions children are supervised indoors during both breaks. Extreme weather includes hot days, windy days and wet days.

Finance

School Booklists and Voluntary Levy

The State Government provides a grant to schools for each child to assist with requisites. Unfortunately, the grant only goes part way to meeting the total costs involved in implementing our programs. If we are to achieve quality learning and a worthwhile school environment it is necessary that all children’s voluntary levies are paid. The School Council is responsible for the allocation of all finances and budgets within the school. Each year we very carefully cost the booklist and voluntary levy components and ask that parents/guardians pay this amount prior to the end of February. All children retain the right to equitable resources, regardless of their financial contribution toward the booklist.

Additional Programs

Attendance at organised camps, swimming and involvement in interschool sporting activities are not included in the yearly levy. The cost of these activities will vary depending on the year level of your child, and parents will be notified of details via a notice.

Fundraising

Money raised from fundraising activities is used to buy equipment and improve resources for our children. The Student Representative Council will also raise money to support particular causes.

Health

Allergies/Anaphylaxis

If your child has any allergies, you should obtain information from your medical practitioner about their condition and any medication to be administered, and inform the school. All anaphylaxis students must have an Anaphylaxis Plan filled out with a school representative. Children who may require the use of an EpiPen, must provide the school with an EpiPen. If your child has a life-threatening allergy related to food, a note will be sent home to the families of his/her classmates informing them.

Asthma

If a child suffers from asthma, parents are required to complete a School Asthma Management Form. This form is updated when changes occur and yearly update forms are sent out at the commencement of each school year. Children may carry their inhaler with them in their bag in case they need to use it during school hours or it can be stored in the Wellbeing Centre.

First Aid

First aid is the responsibility of all staff. Most teachers at Whittlesea Primary School are trained in Level 2 First-Aid. In the case of accidents, injuries or sudden illnesses, the following procedures apply:

• When a student becomes mildly unwell or suffers a minor accident or injury, appropriate first aid is given and the child may be placed in the Wellbeing Centre, situated near the general office.
• Office staff/leadership will determine if a child is too unwell to be at school. In this instance, the parent will be notified, and requested to collect the child from school. The classroom teacher will be notified by Mandy Willis or someone from the office and community leaders will be called upon if needed to collect the student’s bag/notices.
Please note: All staff are expected to familiarise themselves with the Anaphylaxis Policy and with all students who have a medical alert. Information is distributed to staff at the beginning of the year regarding medical alerts.

Head Injuries/Knocks
It is a policy at Whittlesea PS for staff to call parents if their child has had a knock to the head.

Head Lice
Parents are required to notify the school if their child has head lice. The school will then send home a notice to advise parents in that class that there has been a case of head lice and that their child’s hair needs to be checked. Children should stay home if they have live head lice. If teachers notice that a child has live head lice in the classroom they will contact the Principal to arrange for parents to be contacted and the child taken home for treatment. All parents are required to fill out a form on enrolment for consent/not consent to hair checks.

Health Services
- Speech Therapy
- Psychologists
- Special Educational Services
- Counselling, Guidance and Clinical Services
- School nurse

A school nurse visits each year. The nurse carries out examinations of all Foundation (Prep) children and any other child referred by teachers or a parent for possible visual/hearing difficulties and medical reasons for behavioural problems. You will be notified of the visits. Many other services listed below are available to schools and referrals are made if required. Please make contact with your child’s classroom teacher if you have a concern about their progress or health.

Immunisation Certificates
All children starting school should have an Immunisation Certificate.

Infectious Diseases
Parents are requested to promptly pass on to the school any information related to infectious diseases as this allows us to take appropriate measures. If a child is to be absent for an extended period (for whatever reason), a phone call to the school is required.

Injuries and Insurance
Parents and guardians are responsible for paying the cost of any medical treatment for their injured child, including any transport costs. The costs of transportation in an ambulance, should the need arise, can be extremely high. We recommend that families purchase their own Ambulance Cover.

The Department of Education and Training (DET) does not hold accident insurance for school students. The Department is aware of two insurers, JUA Underwriting Agency Pty Ltd and Willis Australia Ltd, which provide accident insurance policies for students. These policies provide specific benefits for students who are injured in accidents. Other insurers may also provide a similar cover. Parents may wish to arrange cover for their children. This will be discussed in the first newsletter of the year.

It is imperative that all Emergency Information recorded at school be up-to-date and accurate.

Medication
If your child requires any medicine during school hours:
- You must send a signed note giving permission for us to administer the medication, detailing the type of medication, the dosage and accompanying times. No medication is to be kept in the classroom except for asthma medication.
- Panadol is not provided by the school.
Personal Hygiene

Hygiene is especially important when large numbers of children work and play together. Please remind your child about the correct use of urinals and communal toilets stressing the need for frequent washing of hands and that toilets are not places in which to play.

Health, Safety and Worksafe

DET is committed to ensuring the safety, health and wellbeing of its employees, students and visitors through the provision of safe schools and workplaces. All workplaces require systems for managing health and safety. Having effective health and safety practices in the workplace will assist in identifying, eliminating, or at the very least, mitigating risk factors which can lead to injury or illness. Please inform the Principal or Assistant Principal of any concerns.

Homework

Each learning level follows our school’s homework policy. Homework is designed for children to: use skills they have learnt in class time; provide time to reflect on their own learning; and involve activities that build/extend on knowledge they have gained in the classroom.

DET recommend that ALL children participate in reading EVERY night. For Year 5 and 6 children this should be sustained reading of at least 30 minutes.

Helpful information for parents and guardians:

1. Provide a regular ‘homework’ time each evening. DET recommend that children should read each night for a period of time ranging from 10–15 minutes for junior classes and at least 20–30 minutes for older children. Additional homework for older children is required to assist students in preparing for larger workloads as they move through their education.
2. Foster confidence and independence by giving your child simple duties around the home. These should be age-appropriate.
3. Encourage effort and acknowledge excellent progress.
5. Be very patient and understanding when your child comes home tired and irritable.
6. Communicate with your child every day. Fostering positive relationships and showing interest helps you to understand your child. Positive communication also encourages your child to talk to you about problems he/she might be having in, or out, of school.

Induction

All new staff members participate in our school induction program. All first year graduates are allocated a mentor and all other new staff members are allocated an induction colleague. The induction program operates for one year from the date of commencement.

Information and Communication Technology (ICT)

Domain

The ICT domain page contains links to the AusVELS; ICT related learning and teaching support materials such as websites, publications, and other online resources; ICT assessment maps, sample tasks and professional learning support, including links to teachers’ associations. It also identifies some relevant, current research.

Internet and Intranet Use

All children are given access to the school network using a protected password. Children sign an agreement to protect themselves, others and the network from unauthorised use. Consequences apply for unauthorized use of the school’s ICT network. The ICT network has very high levels of filtering provided by DET to prevent access to unacceptable websites or materials.
DET Notebook Program for Teachers and Principals

DET supports and encourages principals and teachers to integrate learning technologies into school classroom and administrative practices. In return for a leased notebook, they are expected to demonstrate a commitment to ongoing professional development and support for DET initiatives and programs.

Interruptions to Learning

There is an expectation that learning is a focus at our school and that we all strive to be the best that we can be. Consequently, there are no interruptions/announcements unless this is absolutely necessary. Student community leaders are trained to collect rolls, cashbooks and bankbooks first thing in the mornings and to deliver newsletters or notices last thing in the day without disrupting learning.

Children should not leave the classroom during instruction/learning time unless it is absolutely necessary. If children need to go to the toilet during instruction/learning time teachers will catch up on any learning missed. We must all develop a ‘sense of urgency’ to be on time and to return to teach and learn. Children late to class must make up this time unless there is a legitimate excuse.

Staff will make contact with any parent whose child is late to school more than twice in a week or who is absent from school two days in a row.

Long Service Leave – for your information

Staff may apply for long service leave when they become eligible. The DET guidelines are:

When applying for long service leave, applicants should indicate whether leave is required on full pay, half pay or a combination of the two. Applications for long service leave should be lodged with the principal before the intended commencement of leave. Unless otherwise approved by the employer, applications for long service leave must be lodged no later than two terms before the intended commencement of leave. Whilst long service leave is an entitlement, the timing of the leave is discretionary. However, it is important that where long service leave is not granted, arrangements should be made with the staff member to enable leave to be taken at an alternative date in the future.

Lost Property

Lost property is kept under the bench seat outside the door to the heritage building. Parents are most welcome to check the lost property for any items of lost clothing. All found items that are named will be returned to students. Teachers will assist by asking a child to write down their name on the tag if they notice the item is unnamed. Any items not claimed at the end of each term will be discarded, donated or resold for a gold coin donation.

Lunch and snacks

Children are given approximately 10 minutes eating time in classrooms to eat their main meal before the first recess begins and 5 minutes eating time to eat a snack before the second recess. At the beginning of the year, children in Foundation (Prep) will be allocated more time in which to eat.

All children must eat their sandwich prior to the first recess to ensure adequate energy for learning during the middle two hours of the day.

Children are allowed to take ‘nude’ food outside. All wrappers or packaging must be removed before leaving the classroom and children must finish eating in the following designated areas:

- Year 3–6 students must sit under the ‘Rotunda’ in the upper area.
- Foundation (Prep)–Year 2 students must sit in the amphitheatre near the Library/Gym area.

Teachers will encourage children to take home what they have not eaten. Children are allowed to have a drink bottle of water on their table in the classroom at all times.
On lunch order days, students are permitted to take icy poles with wrappers into the school yard. However they must be eaten in the assigned eating areas and rubbish placed in the bin.

**Meetings**

Meetings or forums are a key element of our work. The meeting structure is outlined in our calendar. It is expected that all staff keep Mondays and Tuesdays free after school for the Staff Forum and Learning Team Meetings. The School Improvement Team (SIT), learning team leaders, will meet on Thursdays after school. Parents should make appointments to see teachers at other times during the week.

**Messages**

Messages are emailed or called through to staff during break times. It is the responsibility of staff to check their emails at break times or at the end of each day.

**Mobile Phones**

All children’s mobile phones must be turned off on entry to school grounds. We discourage children bringing mobile phones to school but if they do, the following points apply:

- All mobile phones brought to school must be handed to the classroom teacher before 9:00 am.
- Mobile phones will not be answered by anyone if they ring during the day.
- Children bring their phones to school at their own risk. The loss of a private mobile phone at school is not covered by DET insurance.
- Any phone found in a child’s possession during the day will be confiscated and can be collected from the principal by the child’s parent/guardian.
- A mobile phone/camera being used inappropriately, while in the school grounds at any time, will be confiscated and can be collected from the Principal by the child’s parent/guardian.
- Children catching a bus home must not use their mobile phone prior to getting on their bus.

**Money Collection**

Children should bring money to school in a securely sealed envelope on which is written: the child’s name, class teacher, amount of money enclosed, and what the money is for. The envelope should be given to the class teacher who will place it in the class pencil case ready for collection by the community helpers.

**NAPLAN**

The national assessment of children’s skills (NAPLAN) will take place twice during their Primary years: once in Year 3 and once in Year 5. Results are sent home to parents/guardians.

**Newsletters**

Newsletters and notices are an important means of communicating with parents. Each Thursday the newsletter, *The Primary Post*, is sent home to parents in ‘student communication bags’. Children who do not have their communication bag will not be given a newsletter to take home. Teachers will then write the child’s name on the top of the newsletter and leave it in a prominent place or hand to the child, once their communication bag is returned to school. The newsletter will also be viewable at [http://www.whittleseaps.vic.edu.au/page/32/Newsletter](http://www.whittleseaps.vic.edu.au/page/32/Newsletter)

Teachers are encouraged to spend time at the end of each Thursday reading *The Primary Post* with their students.

**No Surprise Rule**

Teachers will attempt to make contact with parents, should there be an incident at school that requires parent knowledge, prior to the end of the day. This ensures parents hear an adult account of the incident.
Office Hours
The school office hours are 8:30 am–4:30 pm. Payments of accounts (by cash, cheque, EFTPOS, and credit card) are accepted during these times. Payment of children’s requisites and fees should be paid prior to 28 February, each year.

Parent and Guardian – School Partnerships
Learning at Whittlesea PS is a partnership between a child, their family and the school. It can only be successful when all three parties work closely together for the benefit of the child. Parents are encouraged to be actively involved in all aspects of their child’s education. E.g. participate in school activities, join committees, read newsletters and notes, but most importantly talk to their child’s teacher. A quick conversation or a note is sometimes all that is needed to explain what might be happening at home or at school that could be having an impact on their child’s learning; be it a celebration or an issue. This also sends a strong message of support to your child and demonstrates our shared belief in him/her.

Parent and Guardian Teacher Communication
Teachers will make themselves available to discuss any child’s welfare and learning development. Three-way conferences provide a formal opportunity for teachers and parents to discuss a child’s report and progress. We encourage parents to informally communicate with the class teacher at any time throughout the year and we ask that they arrange a mutually convenient time to speak with us.

All parent communication, including issues relating to behaviour, attendance, lateness and wellbeing concerns will be documented in the Student Management Tool.

Photographing Students
There are occasions where the photographs of children are used in the media or to publicise or promote the school and its activities through the newsletter, local paper and the website. These children must have parent permission documentation prior to publication. Permission has been sought from parents, guardians and caregivers. Photographs or videos for school purposes do not require parent permission.

Policies
Parents will have the opportunity to provide feedback when policies are developed or reviewed by our school.

Privacy
A school must be reasonable and fair in its treatment of personal and health information, not only for the benefit of its staff and students but also for the good of the school's reputation. The school community, like any other group of consumers, will not condone the failure of a school to protect privacy.

A lack of respect for personal or health information can bring both criticism and complaint. The privacy laws provide a guide for information handling and the application of the information privacy principles allows schools to bring their practices into line with community expectations and legal requirements.

Professional Learning
All professional learning for staff is provided through staff forums, learning forums, curriculum days and readings. Some professional learning opportunities outside of strategic plan goals may be negotiated. It is important that staff stay abreast of latest research and best instructional practice. Every effort is made to replace an absent teacher with a quality substitute teacher.

Programs for Students with Disabilities and Impairments
This program provides educational support for funded students with an intellectual disability, an autism spectrum disorder or a behavioural disorder. Education Support staff (integration aides) are employed to assist children with their educational needs within the classroom environment. Support Group meetings to
review long and short term goals will be held at least once a term with the class teacher, the aide (if possible), the parents and a member of the leadership team.

**Reports to Parents**

Parents are encouraged to contact teachers or the principal team, if information or assistance is required in relation to their child’s academic or social progress.

‘Student Reports’ are issued at the end of Term 2 and 4 and you are invited to arrange an interview with the classroom teacher to discuss concerns. Children take an active part in goal setting and reflecting on their progress. ‘Student Reports’ are based on AusVELS.

**School Council**

The role of the School Council is to serve the interests of all students and staff and to promote the school in the wider community.

The School Council is a legally constituted body obligated under the Education and Training Reform Act (2006) to fulfil the following responsibilities:

- develop the strategic plan (the document that tells people what the school wants to achieve in the future and how it plans to get there);
- approve the annual budget (the financial plan for the calendar year that tells people how the school is going to provide money so it can implement its strategic plan in that year);
- set and review policies (guiding principles designed to influence decisions, actions that the school makes);
- develop, review and monitor both the Student Code of Conduct (how the School expects students to behave, how bullying will be managed and the school’s approach to managing student behaviour) and the School Dress Code (this includes how students are expected to dress during school hours including travelling to and from school, if the school has a uniform and what that looks like, and any arrangement with clothing suppliers that the school might enter into);
- raise money for things that the school needs;
- make sure the school’s grounds and buildings are maintained;
- enter into contracts for things like uniform and canteen management;
- create interest in the school within the community;
- Principal selection.

**The Constituted Membership of the School Council at Whittlesea PS:**

- Maximum of 5 parents elected by the parents of students.
- Maximum of 2 staff members elected by the school staff.
- The Principal is a member ex-officio.
- Maximum of 2 persons co-opted by the School Council, if deemed necessary.

All parents are eligible for nomination to the School Council, with those elected normally serving a two-year term, being eligible for re-nomination when their term expires.

School Council meets at least eight times each year. Various sub-committees of Council (as required) meet at least once each school term.

Staff are encouraged to nominate for school council and/or subcommittees.
Session Times

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00–11:00 am</td>
<td>Instruction</td>
<td>11:00–11:10 am</td>
<td>Eating time</td>
<td>11:10–11:40 am</td>
<td>Outside play</td>
<td>11:40–1:40 pm</td>
<td>Instruction</td>
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<tr>
<td>11:40–1:45 pm</td>
<td>Eating time</td>
<td>1:45–2:15 pm</td>
<td>Outside play</td>
<td>2:15–3:15 pm</td>
<td>Instruction</td>
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Smoke Free Environment
Our school and its grounds are a Smoke Free Zone. All Department of Education and Training properties are Smoke Free.

Staff and Parent Code of Conduct
All staff will conduct themselves within the Code of Conduct for Victorian Public Sector Employees and the School Staff Code of Conduct. Additionally, for teachers, The Victorian Teaching Profession Code of Conduct from the Victorian Institute of Teaching applies.

When entering our school, parents and other visitors are expected to behave in a respectful manner when in contact with school staff by following the guide below. Visitors are permitted to remain on school grounds at the discretion of the principal.

In most cases your child’s class teacher will be able to assist you with enquiries.

As teachers are not always available to speak with parents, especially during instruction time, parents will be informed through the newsletter of the following:

**When planning a visit to the school it is best to:**
- Make an appointment with the teacher, Assistant Principal or Principal. Upon arrival always go to the office, during business hours.

**If a parent has a concern:**
- Always speak to a teacher first.
- *Never* approach another student or parent with your concern.
- Understand the common goal is to achieve an outcome acceptable to all parties.

**Staff and parents can reach an acceptable outcome for all by:**
- Being on time for appointments.
- Maintaining confidentiality - all parties.
- Acting in good faith and in a calm and courteous manner.
- Showing respect for each other’s point of view rather than judging and blaming.
- Recognising that all parties have rights and responsibilities.
- Allowing sufficient time to resolve complex issues.

Student Behaviour Expectations
The following behaviours are unacceptable at school:
- Fighting, bullying including teasing, or other forms of aggressive or disruptive behaviour
- Throwing stones or other dangerous objects, including sticks
- Deliberate damage of property or theft of property
- Leaving the school grounds without permission
- Riding bikes, scooters, skateboards etc. in the school ground
- Running inside the school buildings or down steps, sliding down on banisters/rails
- Climbing trees or structures other than designated playground equipment
- Being in out-of-bounds and unsupervised areas
• Offensive language or behaviour, including offensive body language
• Open defiance or insolence towards any teacher or visitor to the school
• Possession or use of inappropriate substances or implements
• Dropping litter.

Staff Performance and Development

The aim of the process is to enhance teacher professional growth and to support the effective implementation of the Strategic Plan and the Annual Implementation Plan. All staff are involved in this process.

Student Leadership

The school's Student Leadership program provides students from all year levels with leadership training and skill development. There are many opportunities to experience positions of responsibility. Our students appreciate the opportunity to make decisions, take on responsibility and have an input into the direction of the school. Teachers will provide opportunities for your children to practice and develop their leadership skills and leadership capacity.

Community Leaders

Year 4/5/6 children are involved in this leadership program which provides work experience opportunities and promotes a sense of community. Some of their duties include: peer mediation; environmental duties; the collection of attendance rolls, cashbooks and bankbooks first thing each morning; and the delivery of newsletters or notices last thing each day without disrupting the learning.

Parents give written permission for their child to participate in the program.

Student Representative Council (SRC)

The school's Student Representative Council (SRC) program provides children from all year levels with leadership training and skill development. Student representatives present their ideas, and those of class members, to the SRC and make decisions about fundraising and school events. They also report back to their class.

Student ‘Non-attendance’ Days – Student free days

All government schools have four non-attendance days each year which are approved by School Council. Parents will be notified of these dates via the newsletter and website.

Star of the Week

At assembly each week ‘Star of the week’ awards are presented. Parents may like to attend assembly when their children are presented with an award. It is a teachers’ responsibility to inform parents prior to assembly on Monday morning if their child is to receive an award.

Student Supervision

Children are not permitted inside the school buildings without a teacher being present, or permitted anywhere in the school grounds where they cannot be observed.

Student Wellbeing

The wellbeing of our students and staff is of the utmost importance to us. The high calibre Student Wellbeing team, which consists of speech therapists, occupational therapists, social workers, counsellors, ESO (integration aides) and DET education support staff, who provide support and guidance for our students, staff and families. All students and staff at the school have the right to work in a safe, secure and supportive environment. We believe in a positive approach to student management, focusing on personal responsibility and self-discipline. We currently employ a Chaplain – Peter Ackland, who meets with, and works with, children.
Sun Protection

We are a ‘Sun Smart School’ and hats are compulsory in Terms 1 and 4. School hats can be purchased from the uniform shop: Northern Regional Uniforms, Unit 21, 8 Oleander Drive, South Morang. All hats must have a Whittlesea Primary School logo.

Children who do not have hats (lost or otherwise) are not permitted to play in uncovered/non shaded areas of the playground.

Uniform

Full school uniform is compulsory. The uniform policy is a School Council responsibility and is at the end of this document. Teachers and parents have the responsibility to ensure ‘uniform policy’ is followed.

If a child attends school out of uniform or does not have a Whittlesea Primary School bag as per the policy, their teacher will complete a yellow ‘attention to uniform’ notice and send it home to parents. Students who attend school wearing nail polish/make up will be instructed to immediately remove it by the classroom teacher.

Valuables

Children should not bring jewellery and other valuable items (e.g. expensive toys, mobile phones) to school. The school does not take responsibility for the loss or damage to such items and items brought are at the owner’s risk. Children are encouraged to wear watches, but they are the child’s own responsibility.

Please refer to the Uniform Policy for further information regarding clothing and jewellery.

Victorian Student Number (VSN)

The VSN is a unique student identifier known as the Victorian Student Number (VSN). A central system, the Victorian Student Register (VSR), maintains student identifying details, associated VSNs, and records of enrolments and exits from education providers. The VSN has the potential to provide accurate information on a student’s movement through the educational system. The VSN covers students from Prep to the age of 24. A VSN will be allocated to each student enrolled within Victoria’s school sector and students enrolled in qualifying training at a VET Provider. Once allocated, students will require their VSN to enrol at any subsequent school or VET Provider.

Yard Cleanliness

The yard should be kept clean and this is the responsibility of the children and the yard duty teacher. There are designated eating areas which should be kept clean at all times. Any child not eating in the correct eating area should assist the yard duty teacher to tidy up the yard and will be asked to wash their hands with soap.

The school has a ‘Nude Food’ policy. Teachers ensure that children do not take food wrappers outside the classroom. We also have a ‘NO chewing gum’ rule to keep our school grounds and tables clean.

Teachers and children are also responsible for keeping the area outside their classroom neat and tidy.

Yard Supervision

Teachers supervise children during all breaks and are also on yard duty before school from 8:45 am to 9:00 am, and after school from 3:15 pm to 3:30 pm.

Yard duty teachers wear the fluorescent vests provided, carry their ‘ouch pouch’ and school phone.

There are designated play equipment areas to cater for the different year levels. Children must not play tiggy or chasey games on the play equipment, run on stairs or slide down the banisters.

Bikes/skateboards/scooters must be walked once inside the school grounds.
Uniform Policy

Purpose:

The uniform dress code will foster student pride in their appearance and the recognition of belonging to Whittlesea Primary. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the dress code.

Aims:

- To promote equality amongst all students
- To further develop a sense of pride in, and identification with our school
- To provide durable clothing that is cost effective and practical for our school environment
- To maintain and enhance the positive image of the school in the community.

Guidelines:

- The wearing of school uniform will be compulsory for all students.
- The colours of the school uniform will be navy blue and gold, with the exception of a navy and white summer dress and will consist of a combination of items from the designated uniform list.
- Daily footwear will consist of only traditional black school shoes (Lace up or Velcro only, no slip-ons) or black runners.
- Students may change into any appropriate athletic footwear for PE/Sport lessons, regardless of colour.
- Natural hair colours, blue/gold/white/black hair accessories, clear nail polish, and gold/silver sleeper earrings or studs are to be the only acceptable forms of additions to the school uniform. Students are encouraged to wear a wrist watch.
- Students participating in all school events (sport, choir, art and excursions) or representing the school in other activities, must wear the designated school uniform.
- A navy blue sun smart school hat with a school logo is a compulsory item during Terms 1 and 4 and a navy blue beanie may be worn during Terms 2 and 3.
- A Whittlesea Primary School bag will be compulsory for all Foundation (prep) to Year 4 students beginning 2013. By the end of 2014 all children will have a compulsory schoolbag.
- A special year 6 commemorative jacket will be offered for purchase to all students in year 6 each year.
- Upon discussion with the Principal/Assistant Principal, special payment arrangements can be made for those parents who find it difficult to purchase uniforms items.

If a child is not wearing school uniform, the following steps will be followed:

1. **First incident:** verbal request to student and a non-uniform notification slip to parents. Entry added to Student Management Tool.
2. Student will change into the Whittlesea PS uniform jacket/pants for the school day if available.
3. **Second Incident:** as per actions in (1) and (2) and phone call to parents by class teacher.
4. **Third Incident:** referral to the Principal or Assistant Principal to follow up with a phone call.
5. **Fourth Incident:** letter home from School Council.
Implementation:

- The student dress code including details of uniform items and the place of purchase will be published in the newsletter at the start of each term. The policy will also be available on the school website www.whittleseaps.vic.edu.au

- It will be the responsibility of parents/guardians to ensure their children are wearing the correct school uniform. A note must be produced to explain any deviation from the policy and given to Principal/Assistant Principal.

- The responsibility for the implementation of the School Uniform Dress Code rests with the Principal, Assistant Principal and classroom teachers.

- From time to time, parents may donate second hand uniform items that can be used at the discretion of the Principal and Assistant Principal.

Resourcing:

- The School Uniform Shop will be outsourced to Northern Regional Uniforms for the term of the contract.

- All families will purchase uniform garments from the supplier. Embroided copies will not be accepted as it will be a breach of copyright and contract.

Evaluation:

- All students in the school wearing school uniform.

This policy will be reviewed as part of the school’s three year review cycle.

Policy ratified by school council in... July 2013
Bus Policy

Rationale

Numerous students travel to and from school daily by bus. Student responsibility, behaviour, safety, comfort and supervision is a high priority.

Aim

• To ensure that students travelling to and from our school by buses do so safely, and in a manner consistent with Department of Education policies and regulations.
• To ensure bussing issues are dealt with effectively and efficiently.

Implementation

• Students attending government schools are eligible to receive free bus travel to their nearest school, so long as they reside more than 4.8 kilometres from that school.
• Students attending government schools may also be eligible for a Conveyance Allowance so long as:
  - the student’s parent/s is/are a holder of an eligible Commonwealth Health Care Card or equivalent Concession Card at the time of application;
  - they attend the nearest school;
  - no bus service is available;
  - they live more than 4.8 kilometres from the school.
• A student may access travel to a school other than the nearest school upon payment of a fare. Such travel is conditional upon space being available on the bus after all eligible travellers have been catered for. Approval is on a term-by-term basis.
• In conjunction with Whittlesea Secondary College, our school has the responsibility for the coordination of school buses, including coordination of student travellers, payment of fares, and coordination of Displan procedures etc.
• Our school will designate staff members to supervise afternoon bus travel.
• Parents are responsible for advising our school at the beginning of the year (with their application to travel on a bus), which days their child/ren will require bus travel.
• Our school will have a bus roll indicating student bus travel.
• Students will promptly make their way to the designated meet point and sit quietly in their bus line where the teacher in charge will mark each student present and escort students to the bus.
• It is the responsibility of students to ensure they are at bus line in a timely manner. The teacher in charge will not wait for students who are late, nor will they call for children to come to bus line. If a child is not at bus line, it is assumed they are not catching the bus and they will be marked absent.
• Parents are responsible for the transport of students who missed their regular bus.
• Poor conduct of students will be reported to the bus program coordinator.

Bus Rules

• Students travelling to school on a bus must go directly to school premises.
• Students are required to meet in the school gymnasium immediately after school is dismissed and line up in their designated bus line.
• The teacher in charge will mark students present and walk all students to the bus waiting area.
• Students will wait for their bus to arrive, and will line up along one side of the path as their bus approaches.
• Students are not permitted to take friends home on the bus.
• Students must wait for the bus to come to a complete stop before embarking or disembarking.
• Students must keep all parts of their body and other objects inside the bus at all times.
• Students must remain seated until the bus is parked. Use seatbelts when provided.
• The use of iPods, mobile phones etc is permitted for the purpose of listening to music, playing games, calling parents etc. Students are not permitted to take video or photographic footage whilst travelling to or from school by bus.
• Students crossing the road after leaving a bus, do so at the rear of the bus.
• Students must follow all directions given by the bus driver.
• Bullying behaviour is not tolerated.
• Consequences for misbehaviour will be referred to the bus coordinator and may lead to suspension from using the bus service. All referred behaviour incidents are to be recorded in the Student Management Tool.

Evaluation:
This policy will be reviewed as part of the school's three-year review cycle, or whenever a significant change in bus operations occurs, or after every significant bus related incident.

Policy ratified by school council in... Nov 2012
NO OPT OUT
A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.

Format 1 – You provide answer, student repeats
Format 2 – Another student provides answer, student repeats
Format 3 – You provide cue, student answers correctly
Format 4 – Another student provides cue, student answers correctly.

RIGHT IS RIGHT
Set and defend a high standard of correctness in your classroom. Praise effort, but never confuse effort for incorrect answers.

“I like what you have done. Can you get us the rest of the way?”
“Thanks for that. Can you develop it further?”
“I liked most of that. Can you offer something else?”

STRETCH IT
A sequence that rewards correct answers with further questions. The sequence of learning should not end when a student gets the correct answer, but should be extended and challenged.

Ask ‘How’ or ‘Why’?
Ask for another way to answer the question.
Ask for a better word.
Ask for evidence.
Ask students to apply the same skill to a different setting.
Have students integrate a related skill.

FORMAT MATTERS
Establishing the expectation that students will speak in full sentences with correct grammar.

Grammatical format
Identify the error and allow the student to self-correct.
Begin the correction and allow the student to finish it.

Complete sentence format
The teacher provides the first few words of a complete sentence and students finish the sentence.
E.g. The capital city of ...
Remind students you are looking for a complete sentence before they begin to answer.
Remind students after with a quick prompt ‘complete sentence’.

Audible Format
If it matters enough to say it, it needs to be heard “voice”.

Unit Format
Full/complete answers especially in maths/science. E.g. cm squared.
**WITHOUT APOLOGY**

There is no such thing as boring content. A great teacher takes material and makes it exciting, interesting and inspiring.

“This material is great because it is really challenging!”
“This gets even more exciting when you come to understand it better.”
“We are going to have some fun as we do this.”
“This is one of the things you are going to be really proud to know.”
“This is really tricky, but I haven’t seen much you couldn’t do if you put your mind to it.”

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**STAR**

No matter how great the lesson, if students aren’t alert, sitting up and actively listening, teaching them is like pouring water into a leaky bucket. This technique will help teach the behaviours and skills that help students concentrate, focus and learn.

Sit up
Track the speaker
Ask and answer questions
Respect those around you

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**DO IT AGAIN**

When students fail to successfully complete a basic task that you’ve shown them how to do – lining up, coming in quietly, packing up, transitioning from one lesson to another, transitioning to go to a specialist class, moving from the floor to the learning areas, half-hearted responses, a class that is not tracking the speaker – doing it again and doing it right, or better, or perfectly is often the best consequence.

It shortens the feedback loop.

It sets a standard of excellence, not just compliance – ‘That was good - but I want great.’ or ‘In this class we do everything as well as we can, including lining up.’

There is no administrative follow up – the consequence is done until the goal is reached.

There is group accountability – it holds the group accountable in a reasonable, non-punitive way for the behaviour of all of its individuals. It builds incentives for individuals to behave positively since it makes them accountable to their peers as well as their teacher.

It ends with success – the last thing you remember of an event often shapes your perception of it more broadly. Do it again ends not with a failure but with a success.

There is a logical consequence – the idea is that this connection helps students to understand what they did wrong and what’s expected of them in terms of doing it better or differently. A consequence of lining up again and lining up better is more logically related to a failure to line up well than is a consequence of staying in at recess or picking up papers.

It is reusable – do it again can be reused. You don’t have to invent new consequences. You can be positive in administering the iteration – ‘I still think that we can do this even better. Let’s give it one more shot!’

Add a stopwatch to some routines and the challenge of Do It Again and better only gets more powerful.
Student Engagement and Wellbeing Policy

1. School Profile Statement

Whittlesea Primary School is located in a picturesque township just south of the Great Dividing Range, 39 km north of Melbourne, and only eight minutes drive beyond the northern suburbs. The local community is growing steadily and changing as large residential subdivisions are developed on the southwest and northern approaches to the town.

Whittlesea Primary School was established on the current site in 1878. The unique historic school office building is complemented by well-established modern facilities. Our facilities provide ample space in which exciting teaching and learning can take place. During 2008/09 major building and grounds work included: a new Foundation (Prep) playground; three new shade shelters; extensive landscaping around the oval including installation of retaining walls, seating and sandpit, drainage works, levelling and re-sowing; 5/6 play equipment; planting of 60 fruit trees; and a new garage/store shed. Extensive grounds include: a large oval that overlooks the Whittlesea Township, playground equipment, passive areas, and basketball, netball, volleyball and bat-tennis courts.

In 2009 our school was successful in securing funding from the ‘Building the Education Revolution’ national government fund to build brand new facilities which will be completed in April 2011. The complex will include 6 state of the art classrooms with indoor open space learning areas and outdoor learning spaces. With the National Pride Grant our school was also able to construct a shelter over one of the full-sized basketball courts and to install a sound system to enable outside school events.

At Whittlesea Primary School, there is extensive community support and an excellent spirit of cooperation. We have good parent assistance throughout the school for classroom helpers, book club, student banking, parents and friends, library and excursions.

The school enrolment is around 350 children with approximately 23% of students travelling from outlying rural areas by bus to attend each day. Our school has a relatively low (though slowly increasing) percentage of families in receipt of EMA (Education Maintenance Allowance), and no NESB (Non English Speaking Background) families.

Our priority at Whittlesea Primary School is to meet the individual learning needs, and more, of all our students and to enhance their learning opportunities and achievement. We have implemented a social skills program, ‘Bounce Back’ that underpins resiliency, that is, the capacity to ‘bounce back’ after encountering problems, difficulties and down times.

Parents, students and staff are strongly encouraged to work together in partnership recognising our shared values of community, confidence, honesty, excellence and respect to support this improvement. As a community of learners it is our mission to strive, grow and achieve together.

Information Technology is continually upgraded to incorporate the latest developments and there is access to mobile computing via wireless internet. A well-equipped art room, including a pottery kiln, is fully utilised to develop children’s visual arts talents. We acknowledge and value the importance of fitness and sport, with swimming, gymnastics, dance and athletics as part of a comprehensive physical education and sport program.

2. Whole-school prevention statement

Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for behaviour and uniform. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with key agencies and student support services.

3. Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect. All students who meet the eligibility criteria have the right to enrol at our school.

3.2 Equal Opportunity
We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

3.3 The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

3.4 Students with Disabilities

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

3.5 Bullying and Harassment

Definitions

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment includes things such as offensive staring, leering or name calling; unwanted and provocative comments, questions or jokes about physical appearance, race, sexual preference, private life or family; displays of sexually graphic material; unwanted physical contact; and grabbing, hitting, kicking, pinching and shoving. (Refer to school policy for further guidance).

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying includes things such as publicly excluding a person from a group; taking or breaking a person's property (and knocking belongings out of their hands or off their table); teasing; aggressive staring; grabbing, hitting, kicking, pinching and shoving.

**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. Cyberbullying includes things such as teasing, spreading rumours online, sending unwanted messages and defamation.

We are committed to providing a safe and friendly environment for students, staff and parents and we encourage courtesy, care and respect for others at school, at home, in the community at large and online.

We expect students who observe another person being harassed or bullied to tell that person to report the issue to a teacher or another suitable member of staff. We expect students who see a friend harassing or bullying another person to let them know their behaviour is unacceptable. Bystanders who do nothing to stop harassment or bullying may be contributing to the problem by providing an audience for the bully.

We expect students who are being harassed or bullied to tell the person to stop what they are saying or doing and to report the matter to a student leader, teacher or another suitable member of staff. Student concerns about harassment, bullying and cyberbullying will be taken seriously and all reports and complaints will be treated confidentially.

3.6 Rights and Responsibilities of the School Community

Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. Our school Code of Conduct outlines our staged response in managing student behaviour and encouraging positive behaviours. We consider the teaching and modelling of social skills to be a key component in effective interpersonal development and behaviour management. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.
<table>
<thead>
<tr>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• be valued as an individual and be treated in a dignified and respectful way</td>
<td>• make responsible and smart choices in line with the school values including courtesy, care and respect for the rights and dignity of peers and teachers</td>
</tr>
<tr>
<td>• learn in a safe, secure, happy and inclusive environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyber-bullying</td>
<td>• follow the Code of Conduct</td>
</tr>
<tr>
<td>• voice any concerns with an appropriate member of staff to resolve school related problems</td>
<td>• follow all reasonable instructions from staff</td>
</tr>
<tr>
<td>• travel safely to and from school, including excursions and sporting activities</td>
<td>• immediately voice any concerns to a teacher/s so that these can be acted upon</td>
</tr>
<tr>
<td>• learn in a safe, clean and secure school</td>
<td>• behave appropriately when travelling to and from school including excursions and sporting activities</td>
</tr>
<tr>
<td>• be provided with a range of learning experiences in well managed environments to meet and challenge individual needs</td>
<td>• show respect for school property and the property of others</td>
</tr>
<tr>
<td>• participate fully in our school’s educational program</td>
<td>• ensure the school environment is kept, neat, tidy and secure</td>
</tr>
<tr>
<td>• access appropriate learning materials</td>
<td>• develop into independent learners who set and achieve learning goals</td>
</tr>
<tr>
<td>• have all work expectations made clear</td>
<td>• do their best striving for excellence and to seek assistance as required</td>
</tr>
<tr>
<td>• receive timely, respectful and constructive feedback from teachers and peers</td>
<td>• manage resources effectively</td>
</tr>
<tr>
<td>• access all learning opportunities including extra - curricula activities</td>
<td>• show respect for teachers, fellow students and all members of the school community</td>
</tr>
<tr>
<td>• access appropriate technology tools</td>
<td>• take responsibility for their own behaviour and learning</td>
</tr>
<tr>
<td>• use appropriate internet sites</td>
<td>• seek clarification if expectations are not clear</td>
</tr>
<tr>
<td>• access up to date resources in good working order</td>
<td>• seek feedback from teachers and peers</td>
</tr>
<tr>
<td>• be safe from any cyberbullying behaviours</td>
<td>• be punctual and attend school regularly</td>
</tr>
<tr>
<td>• use technology in an appropriate manner</td>
<td>• participate in learning programs and complete any missed work</td>
</tr>
<tr>
<td>• alert teachers of any inappropriate material sourced on the internet</td>
<td>• participate actively and positively in all class and school events</td>
</tr>
<tr>
<td>• be respectful of all technology devices in the school and care for all resources in a responsible manner</td>
<td>• not engage in any form of cyberbullying behaviours</td>
</tr>
<tr>
<td>• not engage in any form of cyberbullying behaviours</td>
<td>• alert a member of staff to any bullying or cyber bullying</td>
</tr>
</tbody>
</table>
## PARENT RIGHTS

Parents, Guardians and Carers have a right to:

- expect that their child will be educated in a safe, clean and secure environment where courtesy, dignity, care and respect are promoted

## PARENT RESPONSIBILITIES

Parents, Guardians and Carers have a responsibility to:

- ensure their child’s prompt arrival, and regular attendance, at school
- notify the school of your child’s absence as soon as reasonably possible
- support the school in order to maintain a safe, secure, respectful and stimulating learning environment
- display and model positive behaviours and values
- follow all school policies and procedures
- ensure that the student is groomed and dressed according to the school’s expectations (uniform policy)

## STAFF RIGHTS

Staff have a right to:

- voice any concerns with an appropriate member of staff with the expectation that concerns will be addressed in a timely and appropriate manner
- expect the school to monitor and supervise children at all times when using ICT
- expect that their children are being taught in an individualised manner by quality teaching professionals who understand current research and education initiatives
- be informed about school community events, activities and partnerships

## STAFF RESPONSIBILITIES

Staff have a responsibility to:

- treat all staff members in a respectful manner
- immediately communicate any concerns with teachers
- promote the safe use of Information, Communication and Technology at home and report any concerns of cyberbullying immediately to the school
- support their child’s learning at home
- meet with the teachers to discuss their children’s progress
- support and encourage school community involvement and participation between the school and various organisations
- where possible, assist the school in the community and on site activities, i.e. working bees, parent information sessions and School Council

## STAFF RIGHTS

Staff have a right to:

- be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students both in classrooms and specialists

## STAFF RESPONSIBILITIES

Staff have a responsibility to:

- consistently and fairly implement the Code of Conduct Process
- implement effective teaching strategies and use assessment data to drive teaching and learning
- acknowledge student efforts and results in both curriculum and behaviour
- offer differentiated curriculum opportunities
- organise connections for students with appropriate student services
- follow all school policies and procedures
- expect students to regularly attend school
- check in with a parent if their child is absent for two consecutive days
- ensure the leadership team is kept informed of regular/prolonged student absences
- encourage and celebrate consistent attendance rates

- be able to teach in a clean, safe, orderly and respectful learning environment
- be able to teach without disruption
- have resources available for creating a stimulating learning environment
- ensure that their classrooms are clean and orderly
- leave rooms clean and tidy
- follow the Student Management process
- create and maintain safe and stimulating learning environments
- clearly articulate the purpose of the lesson and the expectations

- professional learning to understand the diverse needs of students
- ensure that diversity is managed in a positive and inclusive manner
- accept and celebrate the diversity of others

- be treated with respect and dignity by members of the school community
- treat others with respect and dignity
- display, model and teach the school values and positive social behaviours

- access regular and effective professional learning to build their teaching and learning and pedagogical capacities
- receive constructive feedback from colleagues and students
- keep abreast of best practice through evidence-based research
- provide constructive feedback to colleagues and students
- follow the VIT Teacher Code of Conduct, meet Professional Standards, and uphold an active, professional and positive presence

- voice concerns with an appropriate member of staff, student or parent/guardian
- maintain confidentiality and protect the dignity of others
- initiate and maintain regular and constructive communication with students and parents/guardians about learning, engagement and wellbeing

- expect that all students adhere to the “Acceptable Use of Technology” guidelines, policy or school code of conduct
- model appropriate computer or technology usage
- discuss the dangers of cyberbullying and implement consequences
- teach a wide range of computer and technology skills

### 4. Shared Expectations

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. We value community, confidence, honesty, excellence and respect.

This is demonstrated in our behaviours and interactions with each other such as:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
• Meeting appearance, dress and uniform standards
• Moving safely through the school environment
• Participating fully in learning activities
• Attentively following instructions
• Listening to each other
• Telling the truth
• Treating each other with respect, courtesy and fairness
• Valuing the particular individual strengths and differences of others
• Inclusive teaching and learning practices
• Demonstrating and monitoring our own learning progress
• Attempting learning tasks to the best of our ability
• Making appropriate choices, even without supervision

5. School Actions and Consequences

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

• Establishing a safe, secure and inclusive learning environment;
• Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations, as outlined above;
• Teaching social skills such as listening to others, asking for help, taking turns and sharing resources;
• Implementing the ‘Bounce Back’ social skills program;
• Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, certificates and stickers, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations and achievement awards and so on;
• Discouraging inappropriate behaviours;
• Empowering students to be involved in school decision-making and leadership activities;
• Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs;
• Identifying students at risk of disengagement from learning, in a timely manner;
• Monitoring, measuring and communicating progress with students and parents, in a timely manner;
• Monitoring, recording and following up student absence in a timely and rigorous manner;
• Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance;
• Using out-of-class support strategies and Student Support Groups for students with at risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, Principal, Assistant Principal, counsellors, psychologists, youth worker, chaplain;
• Connecting to external student support services, as appropriate;
• Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, completing a reflection form, catching up on missed work;
• Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school;
• Developing behaviour monitoring plans for students at need.

**Disciplinary Procedures**

Where a student is beginning to build up a history of unsatisfactory behaviour, parents/guardians would be notified with a view to negotiating an agreed approach to solving the problem before it becomes a more serious matter. A behaviour tracking and monitoring plan will be developed by the classroom teacher.

In addition to informal consultative approaches with a problem-solving focus, principals in conjunction with staff and parents/guardians may use a variety of measures when a student’s behaviour does not comply with the school’s code of conduct. These measures should vary to take into account the age and disabilities and impairments of the students, and the nature and seriousness of breaches of the code of conduct.

When a student violates rules under the school’s code of conduct, teachers should invoke consequences that are consistent with the rules. Rules must be clearly explained so that students understand why the consequence has been delivered. Care should be taken to ensure that the student’s studies are not adversely affected by such disciplinary measures.

**Withdrawal of privileges**

Schools are permitted to withdraw privileges from students as a logical consequence of breaches of school rules.

**Withdrawal from class**

When a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily exited from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Students should only be withdrawn from class if appropriate supervision can be provided. Procedures for withdrawal from class must be identified in the classroom management plan. Where appropriate, parents/guardians should be informed of such withdrawals.

**Detention**

Teachers may require a student to finish school work that has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. The school code of conduct should determine, in the light of local circumstances, what a reasonable time and place entails.

Informal meetings or support groups may be convened by schools at the request of teachers or parents/guardians.

**Suspension and expulsion**

We will only exclude a student from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.
In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- **Withdrawal of privileges**
- **Withdrawal from class** if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.
- **Detention:** a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 30 minutes. Students will be fully supervised during detentions. Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers.

**Suspensions – guiding principles**

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. A post-suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

**Expulsions – guiding principles**

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.
Student Welfare

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, and to develop strategies to reduce vulnerabilities and increase coping skills.

Aims:

The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.

Children develop positive social behaviours and problem solving skills.

Staff are confident, skilled and proactive in the management of student welfare issues.

Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Implementation:

Student Welfare is a shared responsibility between school, home and the community. The Assistant Principal will be responsible for the coordination of student welfare across the school.

The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

The school will endeavour to implement and maintain programs such as:

- Buddies
- Student Awards
- Drug Education
- Transition programs
- Programs across the school to develop resilience, social skills, conflict resolution and problem solving

The school will provide the following support structures:

- Monitoring of, and responding to, protracted student absences
- Trauma/Critical Incident
- Protocol for Mandatory Reporting
- Student Support Group’s for children in need
- Bullying Survey of students and school environment.

The school will also access outside services to provide support for students and staff which include:

- Mentors – providing support for ‘at risk’ children;
• Local parent support groups;
• Relevant DET support staff;
• Psychologist for psychological and academic assessment;
• Social Workers to provide services such as counselling, social skills and anger management programs;
• School nurse program.

The school will endeavour to cater for children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

Responsibility:
The Principal and/or the Assistant Principal has the responsibility to ensure that a shared responsibility between school and home exists in relation to student welfare.

Staff Responsibilities
All staff have responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.

Staff are expected to have a clear understanding of the communication processes and protocols within the school to ensure the effectiveness of student welfare support.

Staff are required to be proactive in the identification and management or referral of student welfare issues.

Welfare Staff Responsibilities
The Principal and the Assistant Principal have the responsibility to support and address the personal development needs of all students at the school. This includes:

• Assisting and supporting teachers with individual children experiencing social, emotional and/or behaviour problems.
• Providing collegiate support for staff in student behaviour management and social skills program planning.
• Establishing and fostering close liaisons with the families of our students and attempting to break down any barriers that exist between home and school.
• Providing counselling to those students, who have been identified as “at risk” socially and emotionally and in greatest need of assistance.
• Monitoring the implementation of the Student Engagement and Wellbeing Policy.
• Providing a school-based contact for parents in the area of student welfare and behaviour management.
• Liaising with Assistant Principal to coordinate the referral of students to SSSO staff within DET regional protocols and/or to outside agencies.

Service Provision
The school has access to the following services:

- Department of Human Services case managers and support workers
- DET Guidance Officer and Social Worker
- Speech Pathology
- Visiting Teacher Service (Physical and Hearing Impaired)
- Social Worker
- Local Police
- Youth agencies
- DET – NMR Student Engagement and Welfare support staff

**Evaluation:**

This policy will be reviewed as part of the school's three-year review cycle.