Parent Information Booklet
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ON BEHALF OF THE SCHOOL COMMUNITY, WE WOULD LIKE TO WELCOME YOU TO KINGLAKE PRIMARY SCHOOL. MAY WE TAKE THIS OPPORTUNITY TO PROVIDE SOME INFORMATION ABOUT THE SCHOOL, ITS FACILITIES AND THE PROGRAMS THAT NURTURE THE CHILDREN IN OUR SCHOOL ON THE LIFE-LONG JOURNEY OF LEARNING.

WE BELIEVE THAT KINGLAKE PRIMARY SCHOOL IS A VERY FINE SCHOOL. WE HAVE CARING STAFF WHO DELIVER A RELEVANT EDUCATIONAL PROGRAM, IN LIGHT AND SPACIOUS CLASSROOMS. ALL STAFF MEMBERS, BOTH TEACHING AND NON-TEACHING, TAKE A SINCERE INTEREST IN EACH CHILD. THEY PROVIDE A WARM, FRIENDLY ENVIRONMENT IN WHICH CHILDREN CAN FEEL SAFE AND SECURE.

WE TAKE PARENT CONCERNS SERIOUSLY AND ASK YOU TO TAKE AN ACTIVE ROLE IN YOUR CHILD’S EDUCATION. IF YOU HAVE ANY QUESTIONS OR IF THERE IS CONFIDENTIAL INFORMATION YOU BELIEVE WE SHOULD KNOW, PLEASE CONTACT THE SCHOOL.

GUIDING PRINCIPLES OF KINGLAKE PRIMARY SCHOOL

VISION
Kinglake Primary School seeks to build a caring community of life-long learners that -
- values
- supports and
- nurtures
the development of each individual.

Through comprehensive and engaging programs, Kinglake Primary School aims to develop, in all members of the school community, the skills and confidence to participate in and contribute to the world in which we live.

VALUES
Our core values at Kinglake Primary School are: Resilience, Cooperation, Persistence, Achievement, Respect, Friendship, Responsibility and Achievement.
At Kinglake Primary School, students, parents and staff work together to form a cohesive community. The curriculum is student-focused, meaningful and challenging and ensures positive outcomes for all students. The school program is -
- Inclusive - All students participating and achieving success
- Integrated - Learning-rich activities leading to depth of understanding and knowledge
- Cooperative - Activities developing and building cooperative and friendly behaviour
- Professional Team Work - Planning, implementing and evaluating together, sharing the decisions
THE SCHOOL DESIGN

Kinglake Primary School was established in 1879 on the old site at the corner of McMahons Rd. The new school was architecturally designed to blend with the forest environment and suit the unique requirements of the Kinglake area. It was completed in 1984.

Kinglake Primary School provides a balance between the beauty of rural living and the excitement of modern technology. The daily learning environment affords pupils an opportunity to appreciate quality and functional design, sympathetically blended with the natural bushland.

This school offers pupils an exciting curriculum within an environment created specifically to enhance the learning process, with an emphasis on continuous improvement generated in partnership with the students, parents and teaching staff.

CLASSROOMS

Features of each classroom include -
- Central heating
- Carpeted floors and walls
- Acoustic ceilings
- Withdrawal areas for small group activities
- Large display areas
- Large windows to allow for light, fresh air and views of the surrounding bush
- A totally planned educational setting

SCHOOL FACILITIES

- Quiet location in an environmentally planned setting
- Innovative school building, designed by Robert Marshall for Kinglake’s weather!
- No steps - wheelchair access everywhere
- Wide verandahs for under cover play
- Large multi-purpose room for performance and indoor sport activities
- A well-stocked library

GROUNDS

- The school building has been sensitively landscaped with considerable thought as to play areas
- Yackatoon bush reserve, in acknowledgement of our relationship with the Wurundjeri people
- School vegetable and fruit garden
- New plexipave multi-purpose courts for tennis, basketball, netball and volley ball
- Fitness track and playground
- Koala browse in partnership with Healesville Sanctuary (work in progress)
- Well grassed school oval
- Native and exotic gardens
KEY ATTRIBUTES OF
KINGLAKE PRIMARY SCHOOL

- Safe and creative school environment
- Calm and creative learning areas
- Children and adults interacting with excitement, confidence and warmth
- High level of skill and interest in music, sport and performance
- Proud displays of student work around the school
- Zero tolerance of bullying
- Staff willing to share expertise and exchange ideas
- Parent groups willing to support and assist
- Multi aged and integrated curriculum studies
- Encouragement for wider community use of facilities
- Community involvement in improving the external environment

EXTENSION ACTIVITIES
Over the years various lunchtime and after school activities have been offered. Currently we offer -

- Active After School Care Sports Program
- Kids’ Club (Before & After School Care)
- RACV Energy Breakthrough Billycart Team
- Visiting Performances (drama, music, etc.)
- Jump Rope for Heart
- Dancing
- Specialist Programs
- Environmental Ed. & Gardening

ATTITUDE
Learning is greatly improved when the school offers a secure and exciting environment. Kinglake Primary places an emphasis on -

- Actively involving children in their learning
- Providing challenging learning tasks
- Encouraging students to develop a wide variety of interests
- Fostering a trusting relationship between staff and students
- Assisting students to develop a positive self-image
- Focussing on the positive and rewarding good behaviour
- Developing self confidence
- Fostering responsibility
- Encouraging self discipline
- Developing students’ organisation skills, maintaining own belongings
- Exciting and stimulating classrooms
- Celebrating children’s achievements by displays throughout the school
- Developing partnerships with the community

We also value a positive relationship with parents as this assists pupils in their understanding that education and learning is a life skill, not just attending school for a number of years!
FEATURES OF
KINGLAKE PRIMARY SCHOOL

MULTI-AGED CLASSROOMS
Most classes at Kinglake Primary School have multi-age groupings. Children progress at their individual rate and this arrangement fosters self-discipline, respect and provides the opportunity to learn social skills necessary to work and play harmoniously. Multi-age classes-

- provide opportunities for interaction between different age levels
- encourage a spirit of mutual assistance and acceptance between students as they work together and independently
- provide a secure and supportive environment where students are more likely to take risks and experiment in their learning
- create a learning environment in which students obtain a wider view of life
- cater for the diversity of students’ social and intellectual development
- enable students to learn by modelling others. The older students act as role models, the younger students foster the development of independent work habits and skills of the older students
- provide opportunities for students to develop leadership qualities and co-operation skills

PERCEPTUAL MOTOR PROGRAM (PMP)
During the first years of schooling, students will participate in PMP with the aim to sequentially build upon previously learned movements and prepare the students for the acquisition of more advanced skills. The development of essential motor skills and physical fitness and knowledge in the early years benefits the physical and intellectual capabilities of students.
INFORMATION TECHNOLOGY
All children from Prep to Grade 6 have access to information from the latest in computer technology. Each classroom is equipped with at least 8 computers for student use and are integrated into the regular curriculum. Accelerated Reading and Spelling Centre are two individually based programs that students access regularly during literacy learning sessions. New computers are added regularly. A mobile laptop laboratory comprising 28 P.C. laptops provides concentrated I.C.T. sessions for up to 5 hours per week for every student.

Internet
Students have supervised access to the internet via classroom computers and the laptop lab.

OUTSIDE SCHOOL HOURS CARE (Kids’ Club)
Care is available each morning from 7.00 a.m. to 8.45 a.m. and in the afternoon from 3.30 p.m. to 6.00 p.m. This program is designed for students who need care outside normal school hours and for those who are just looking for something special to do after school.

Kid’s Club staff work very hard to provide a range of interesting and fun activities for all age groups. Each term a new program of activities is planned.

An Active After School Sports program is also provided for children to participate in a variety of healthy pastimes including Tae Kwon Do, Tennis, Cricket, Badminton, Active Games and more.

Kid’s Club provides care by qualified staff and is registered with the National Childcare Accreditation Council (NCAC)
Centrelink fee relief is available to most families.

STUDENT SUPPORT
The school has access to a wide range of specialist services such as Psychologists, Special Educators and Speech Pathologists.
Primary schooling is a most important time in a student's life as this is when attitudes towards learning are shaped. It covers transition from both kindergarten to school and primary to secondary school. It is our task to nurture young learners and stimulate creativity, as well as develop skills in areas considered necessary by the wider community.

The **2005 Victorian Essential Learning Standards** (VELS) were introduced into government schools, based on three, inter-related strands -

- **Physical, Personal and Social Learning** - Health & Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship
- **Discipline-based Learning** - The Arts, English, Languages Other Than English (LOTE), Humanities (Economics, Geography, History), Mathematics, Science
- **Interdisciplinary Learning** - Communication, Design, Creativity and Technology, Information and Communications Technology, Thinking

These build on the Victorian Essential Learning Standards already implemented in Victorian schools and set new and challenging standards for schools and their students.

**ENGLISH**

When teachers use the term English, they are usually referring to reading, speaking, listening and writing. None of the four elements of English stands alone. How well a child can learn to read and write depends, to a very large extent, on how well he or she has learnt to talk and listen.

**VICTORIAN EARLY YEARS LITERACY PROGRAM**

The Early Years Program, implemented in our school for several years, brings together all elements of good literacy practice and recognises the significance of the early years in laying a solid foundation of literacy skills. All student programs have a large daily focus on literacy, structured to provide students with a variety of opportunities to explore reading, writing, speaking and listening. The students work individually, in small groups and as a whole grade, while activities vary from teacher-directed to student-initiated.

**READING**

There are a number of basic experiences that form the basis of all class reading programs. These are -

- Listening to a variety of stories, poems, plays and non-fiction material
- Shared book reading
- Producing own reading materials
- Selecting materials appropriate to interest, purposes and abilities
- Frequent reading practice with a wide range of appropriate materials
- Responding to reading in many ways
- Practising reading strategies such as: using the pictures as clues, reading on, self-correcting when it doesn't make sense, re-reading and sounding out
READING (cont)
These experiences help create the basic conditions for language learning in the classroom. Emphasis given to each experience may differ with the developmental level of the student. Reading practice and reading to children at home should be seen as a positive, successful experience, so that students can practise reading skills and develop enjoyment of reading.

SPEAKING AND LISTENING
Students are encouraged to speak and listen in ways that assist communication with others in an appropriate manner. Opportunities are provided for this to occur in structured, formal and informal classroom activities that lead to an increase in confidence and ability.

WRITING
There are a number of experiences that are considered basic for children learning to write. In order to encourage the development of children's writing skills, our programs include -
- Writing frequently using many forms (letters, arguments, instructions, signs etc.)
- Planning and reviewing own writing
- Reading frequently
- Seeing models of the writing process (adults or students using techniques such as editing, proof-reading, publishing etc.)
- Sharing writing

Children are encouraged to make use of computers during this writing process.

SPELLING
The purpose of spelling is to serve the needs of writing. It is developmental and students must be encouraged to use conventional spellings. To achieve this we utilise several different methods matched to the pupil abilities, interests, skills and learning styles.

HANDWRITING
Students are encouraged to develop skills in handwriting. The style of handwriting will be in line with the current Department of Education & Early Childhood Development policy. Students will also be exposed to keyboard skills through the use of computers. Various other styles of writing will be encouraged, especially for assignment work.

VICTORIAN MODERN CURSIVE

```
abcdefghijklmn
opqrstuvwxyz
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CAPITAL LETTERS

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ABCDEF Ghijklmn
opqrstuvwxyz
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INFORMATION AND COMMUNICATIONS TECHNOLOGY
These programs involve students in generating and investigating ideas and acting on them while using and developing processes and products. As the school contains both the computer equipment and the expertise, all pupils receive considerable hands-on experience in the ICT area. Computers are valuable tools across a range of activities and pupils are exposed to a variety of uses to develop their individual interests.

HUMANITIES (Geography, History, Economics, previously known as SOSE - Studies of Society and the Environment)
This area of the curriculum investigates the social structures of our society. It includes relevant historical events, geographical knowledge and social relationships within a community. It deals with data gathering techniques, recording methods, interpretation of events and report presentation. Students will generally cover this area in integrated units.

HEALTH & PHYSICAL EDUCATION
Basic principles of physical activity and movement, food and nutrition, health, safety, human development and human relations will be presented to students. It is anticipated that students will realise the purpose of maintaining a generally clean and healthy lifestyle standard. We will encourage students to appreciate the rights of other people, particularly with respect to their own behaviour patterns both in and out of school. Physical fitness will be encouraged through positive experiences in play, games, sports, gymnastics, dance, swimming and outdoor activities.

THE ARTS
The Arts program encompasses the many art forms practised in society such as dance, drama, media, music and visual arts. Students are encouraged to explore and develop ideas using skills, techniques and processes presented to them. Parents with skills in this area are most welcome to participate and share their expertise.
Over the years, the school has developed a successful music and performance program. Throughout the year all children participate in a variety of instrumental, singing and movement performances.
LANGUAGES OTHER THAN ENGLISH (LOTE)
Learning a second language at a young age engages the right side of the brain which, subsequently, helps with all other learning. Indonesian has been successfully introduced into the school, and is taught by a teacher trained in LOTE. Students are encouraged to use the language in written and spoken communication and are also studying the society and culture of Indonesia.

SCIENCE
This aspect of the curriculum covers a wide variety of topics as it is one of the most interesting areas for young, inquiring minds. A considerable amount of work in this area is integrated with language, maths and topic studies. Certain scientific principles are utilised such as identification, recording and research. Students with particular interests will be encouraged to further their knowledge.

MATHEMATICS
The maths strand has five domains - Space, Number, Measurement, Chance & Data, Structure and Working Mathematically.

These sections of the maths program provide activities such as -

- **SPACE**
  - Shapes in the environment
  - Following directions/giving directions
  - Using grids and maps
  - Symmetry
  - Jigsaws and puzzles
  - Angles in everyday life

- **NUMBER**
  - Number stories
  - Automatic response of number facts
  - Fractions, proportions and ratios
  - Addition, subtraction, multiplication & division
  - Counting, pattern and order

- **MEASUREMENT, CHANCE & DATA**
  - Length, height, area, volume
  - Money
  - Temperature, time, clocks, timetables
  - Weights and mass
  - Probability, error, inference

- **WORKING MATHEMATICALLY**
  - Ask & answer real life questions, problem-solving
  - Discover ways to check validity of answers
  - Talk about what they have discovered
  - Make reasonable estimates about objects
  - Use many ways to record calculations

- **STRUCTURE**
  - Logic and function
  - Algebra

In order that children find a purpose and challenge for their mathematical knowledge, we emphasise the use of problem solving and independent thinking. This way children begin to think in logical and analytical ways.

VICTORIAN EARLY YEARS NUMERACY PROGRAM
This program has been implemented along similar lines to the literacy program. Children are assessed at the commencement of the year via the Early Years Numeracy Interview, with important data collated in order to structure meaningful, individually oriented learning programs.
INTERVENTION AND SUPPORT PROGRAMS
Support is available for students who have a degree of difficulty with learning. In addition to the formally-assessed program for students with a disability, Kinglake Primary School offers a “tailor-made” program for individual students, known as an Individual Learning Plan. This is done in consultation with parents, the classroom teacher and the principal, with advice from relevant professionals as required.

Students are also encouraged, through the curriculum, to explore their potential. Teachers designing integrated programs offer rich, open-ended tasks, challenging students to a higher level of intellectual achievement and a deeper level of involvement. During the year, opportunities arise for individual students to participate in events such as the District Enrichment Camp, Maths Challenge, Chess Tournament of the Minds and the University of NSW International Assessments and Competitions for Schools (ICAS) that support their need to be extended beyond the classroom.

PARENTS' ROLE
Parents do have a significant role to play in developing their children’s attitudes and skills. Significant developments can occur when teachers and parents work in partnership to improve student learning outcomes. It must be stressed that all work taken home must be enjoyable and fun. Remember all children achieve levels of understanding at different stages and to press children before they are ready, will only turn them off and make our task more difficult.
**REPORTS**

Improved learning can occur when students and parents have as much information as possible about the student’s learning at school. We believe that the information reported should focus on the student’s developing talents and assist in identifying what is needed to increase learning. The focus should be on what a student is achieving, the skills they have developed, rather than on comparing and ranking students. The *2005 Victorian Essential Learning Standards* (VELS) describe a range of things that a student should know, understand and be able to do. Currently, reports take place on a regular basis, both formally and informally.

**Term 1** - Information sessions for parents covering room organisation, teaching methods and skills to be developed or individual Parent / Teacher interviews.

**Mid Year** - Half year written reports. Parent / Teacher interviews

**Term 4** - End of year written reports.

Formal interviews are organised by the school. Children are encouraged to be involved in these, to explain how they are thinking and learning and to share their achievements. Interviews can also be arranged just for parents.

* Additional Parent / Teacher interviews may be arranged as required.

Learning focus statements are provided for each domain (subject) at six levels. The standards specify the knowledge and skills students should be aiming to achieve at the end of a two year period (except for Prep students). The table below outlines the general expectation of when students will achieve the various standards.

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In the reporting process, the school indicates to parents at which standards level in each domain (subject) the student is working and the depth of their achievement as observed and assessed in a range of contexts.
**GENERAL INFORMATION**

**ABSENCES**
Students who are ill are better off at home. A note to the class teacher is required when your child returns to school after an absence or contact the school if the absence is to be of an extended nature.

**ACCIDENTS OR ILLNESS**
Any minor injuries will be treated at school. If your child has an accident or becomes ill at school, you or your emergency contact will be phoned to arrange for your child to be collected. Every endeavour will be made to contact parents before any medical attention is sought.

**ART/CRAFT**
As art/craft activities are often messy, students may wish to wear an art smock (an old shirt is suitable).

**ASSEMBLY**
Every Friday afternoon an assembly is held in the multi-purpose room to celebrate achievements, make various presentations and for general information / housekeeping. The school was kindly granted permission to name these assemblies Gudjinna, (G’Day / Thank you) to honour of the traditional land owners, the Wurundjeri people. Parents are encouraged to attend this special time.

**ASTHMA**
Parents of children with asthma are asked to complete an Asthma Management Plan in consultation with their Medical Practitioner. This plan will be used by school staff to assist your child during asthma emergencies. The school has asthma emergency kits located in classrooms and spacers are also available for use by students.

**ATTENDANCE**
Regular, punctual attendance is essential if your child is to maintain continuity of learning and it certainly aids social adjustment. **School begins at 9.00 a.m.** Please ensure your child is on time and ready to begin the school day.

Late arrivals are disruptive to the rest of the class and valuable lesson time may be missed. Parents are expected to sign in children who arrive at school late. Late passes are available in the general office.

Should you wish or need to bring your child to school before 8.45 a.m. please use the Kids’ Club Before School Care program (see Outside School Hours Care). Students are **not** supervised before 8.45 a.m. and should not be at school.

**BICYCLES**
Students are permitted to ride bicycles to school. A safety helmet should be worn. A covered bike shed is provided for storage of bikes. Students are not permitted to use their bikes during school hours.
BIKE/ FOOTPATH
A shared bike riding and walking path extends from the school to the Kinglake shops and to Old Glenburn Road.

BOOK BAG
A school book bag is required by all students for borrowing library books and take home readers and is available for purchase from the general office.

BOOK CLUB
Book Club is run on a regular basis throughout the year. Students receive pamphlets showing which books are available for their age / reading group. Orders and money are returned to the office in a sealed, named envelope. Books are distributed to students when the order arrives at school. If the books are intended for a gift, please mark the order form and they will be kept for parents to collect.

BUSHFIRES (see DISPLAN)

CAMPS
Students gradually become involved in our camping program, starting with a daytime excursion and evening BBQ for the Prep and Grade 1 students, to a sleepover for Grade 2 students, followed by camps and study tours of various lengths for the older students.

CANTEEN / LUNCH ORDERS
This service operates on Fridays only and provides a range of hot and cold foods at reasonable prices. A price list is published early in the year. Lunch orders are collected in the classroom and are taken to the local Diner to be filled. They are returned to school at lunchtime. Please ensure that your child’s name, grade, items required and their cost and the amount enclosed are written clearly on the bag or envelope. Money should be sealed securely in the bag or envelope. Extra price lists are always available from the school notice board.

CAR PARK
To minimise danger to the children in the playground please use the car park OUTSIDE the school grounds. Parents are requested to use this car park to deposit and collect students. Car parks located INSIDE the school grounds are strictly for staff and commercial delivery use only.

CONTACTING THE SCHOOL
Parents can contact class teachers directly or by telephone before or after school. Teachers are unable to speak to parents during class times.

Appointments to see the Principal can be made through the general office on 57861284.

Messages for students may be left at the school office. Please limit these to URGENT messages only. After school arrangements should be made with children BEFORE they come to school.

CONVEYANCE ALLOWANCE
A Conveyance Allowance may be available to parents for the transport of their children who reside more than 4.8 km from the closest or next closest school. Scale map proof of distance may be required for this allowance. Please enquire at the office if you think you may be eligible.
CURRICULUM DAYS - STUDENT FREE DAYS
The Department of Education allows schools to conduct several professional development and planning meetings during the year. In consultation with the School Council dates are determined and announced in the newsletter. Students are not required to attend school on these days.

DENTAL SERVICES
The School Dental Service visits the school approximately every two years to provide examinations for low cost dental treatment and dental education to the students. Permission forms are sent home prior to this visit. The School Dental Service can be contacted at the Plenty Valley Dental Service on 94098766 or at the Seymour clinic on 57936125.

DISPLAN (Bushfire Emergency Procedures)
It is expected that in the event of a bushfire, the relative safety of the school building will enable students to remain in their class environment and that the school may indeed become a reception point or refuge for parents and other community members. The complete Displan is available for perusal in the foyer.

EDUCATION MAINTENANCE ALLOWANCE
The Education Maintenance Allowance is a payment made to parents who are holders of a Health Care Card on the first day of terms 1 and 3. The allowance is provided to help families with the cost of education. Application forms are sent home at the appropriate times. Please ask at the office if you have any enquiries about this payment.

EMERGENCY FILE INFORMATION
It is very important that the details in the official file are kept up to date at all times so that parents or the emergency contact person can be contacted if needed. Please advise office staff of any change of address, phone number, place of employment, medical history, emergency contacts etc. as soon as possible.

ENROLMENTS
All new students are required to submit completed enrolment and permission forms. These are available from the school office and in the Information Kit. When enrolling a Prep student, proof of birth date and an immunisation certificate (available from your local Shire office) or Immunisation History Statement must be provided when enrolment forms are submitted to the school. The Australian Childhood Immunisation Registry can be contacted on 1800 653 809.

EXCURSIONS
Excursions are an important element of education and give students an opportunity to extend their knowledge, understanding and experience. Excursions are organised by class teachers to enhance classroom learning and all students are expected to participate.

Individual permission forms are provided for each excursion. Parents are required to sign and return these forms to school by the due dates (See Notices). Parents who are experiencing financial hardship are asked to contact the Principal or Business Manager. We can help by postponing the payment, making alternative payment arrangements or by working with families on an individual plan.
FIRE DRILLS
To ensure that children are familiar with the school’s disaster plan regular fire drills will be conducted.

FOOTWEAR
Outdoor shoes are not worn in the classrooms during the winter months. Please make sure that all shoes /boots are clearly labelled or marked. Indoor shoes or slippers are recommended, especially during the colder months. Slip-ons, thongs and platform / high-heeled shoes are inappropriate school footwear. Sneakers are required for P.E. / sport classes.

GLASS
For safety reasons, glass containers of any kind are not permitted at school.

GRADUATION
Throughout the year, students in grade 6 raise funds for a graduation excursion. Grade 6 students and their teacher plan a day of activities, lunch and a movie as a last group outing. A graduation and end of year concert is held in December each year to formally say goodbye to our grade 6 students and to give all families the opportunity of enjoying the musical talents of our students. All school families are invited to attend this evening.

HEAD LICE
Head lice can infect anyone and often spread through the community. Regular, free head checks are no longer provided to schools by the Health Department or local Shire Council, so parents must assume the responsibility of constantly checking and treating, if necessary, their child’s hair. School staff have been trained in the detection and eradication of head lice and will conduct whole school inspections during the year. Parents will be contacted immediately lice are detected on their child and a general advice notice will be distributed to all students. For information about appropriate treatment, please contact the Shire Office, your doctor, Community Health Centre or the school.

The Victorian Government Health Department provides a Head Lice information website at http://www.health.vic.gov.au/headlice if more information is needed.

HOMEWORK
Grades Prep, grades 1/2/3 have regular homework - reading ‘Take Home’ books each night. Children also need to work on a number of skills, reading and spelling of words.

Grades 4, 5 and 6 have regular homework too. Homework may include - reading, spelling tasks and maths tasks, such as learning tables. Grades may be assigned special extension tasks for homework during the year. Our Homework Policy is available for parents.
INFECTIOUS DISEASES
Infectious diseases spread quickly at school. Accordingly, the Health Department Exclusion Table should be followed if your child contracts any of the following diseases:

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>EXCLUSION OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICKEN POX</td>
<td>Until fully recovered or for at least 5 days after the eruption first appears.</td>
</tr>
<tr>
<td>CONJUNCTIVITIS</td>
<td>Until discharge from eyes has ceased.</td>
</tr>
<tr>
<td>DIARRHOEA – Includes (Amoebiasis, Shigella, Campylobacter, Salmonella, Common Diarrhoea)</td>
<td>Until diarrhoea has ceased or until a medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>DIPHTHERIA</td>
<td>Until receipt of a medical certificate of recovery from infection. Conditions apply.</td>
</tr>
<tr>
<td>HAEMOPHILUS TYPE B (HIB)</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
</tr>
<tr>
<td>HAND, FOOT &amp; MOUTH DISEASE</td>
<td>Until all blisters have dried.</td>
</tr>
<tr>
<td>HEPATITIS A</td>
<td>Until receipt of a medical certificate of recovery from jaundice or illness.</td>
</tr>
<tr>
<td>HERPES (Cold Sores)</td>
<td>Young children unable to comply with good hygiene practices should be excluded. Weeping lesions to be covered where possible.</td>
</tr>
<tr>
<td>HIV /AIDS</td>
<td>Not necessary unless secondary infection present.</td>
</tr>
<tr>
<td>IMPETIGO (School Sores)</td>
<td>Until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
</tr>
<tr>
<td>INFLUENZA &amp; INFLUENZA LIKE ILLNESSES</td>
<td>Until well.</td>
</tr>
<tr>
<td>MEASLES</td>
<td>For at least 4 days after the onset of the rash.</td>
</tr>
<tr>
<td>Meningitis (Bacteria)</td>
<td>Until well.</td>
</tr>
<tr>
<td>MENINGOCOCCAL INFECTION</td>
<td>Until adequate carrier eradication therapy has been completed.</td>
</tr>
<tr>
<td>MUMPS</td>
<td>For 9 days or until the swelling goes down - Whichever is sooner.</td>
</tr>
<tr>
<td>POLIOMYELITIS</td>
<td>At least 14 days from the onset and upon receipt of a medical certificate of recovery from infection.</td>
</tr>
<tr>
<td>PEDICULOSIS (Head Lice) SCABIES &amp; RINGWORM</td>
<td>Until the day after appropriate treatment has been commenced.</td>
</tr>
<tr>
<td>RUBELLA</td>
<td>Until fully recovered or at least four days after the onset of the rash.</td>
</tr>
<tr>
<td>SEVERE ACUTE RESPIRATORY SYNDROME (SARS)</td>
<td>Until medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>STREPTOCOCCAL INFECTIONS (Inc. Scarlet Fever)</td>
<td>Until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
</tr>
<tr>
<td>TRACHOMA</td>
<td>Until the day after appropriate treatment has been commenced.</td>
</tr>
<tr>
<td>TYPHOID FEVER (including Paratyphoid)</td>
<td>Until approval for return has been given by the Secretary</td>
</tr>
<tr>
<td>WHOOPING COUGH</td>
<td>Until two weeks after the onset of illness and until a medical certificate of recovery is produced.</td>
</tr>
</tbody>
</table>

THE SCHOOL SHOULD BE NOTIFIED IMMEDIATELY OF ANY SUSPECTED CASES OF AN INFECTIOUS DISEASE.
INFORMATION EVENINGS
Information evenings are held during the year, especially for new parents. Teachers and guest speakers take the opportunity to explain class programs and expectations and welcome general questions from parents.

INTERVIEWS (see REPORTS AND INTERVIEWS)

LEAVING DURING SCHOOL HOURS
In the interest of safety, students will not be allowed to leave school, except at dismissal time. All students leaving school before dismissal time must be signed out by a parent or guardian. The sign-out book is located in the general office.

LIBRARY
The school has established a well-equipped library, with an automated borrowing system. Please encourage your child to use the library and to return books by the due date. A school book bag is required. If a book is lost please either ring the school or send along a note.

LOST PROPERTY
Naming all clothing and equipment will aid the return of property. Please check classroom, locker, coats and bags room and finally the Lost Property tub in the foyer area for misplaced items. Please discourage students from bringing valuable items to school.

LUNCH
Students eat their lunch in the classroom from 1.00 p.m. - 1.15 p.m. It assists younger students to have a clearly named lunch box with an attached lid.

MEDICINE
Whilst staff are able to assist students with medication needs while at school, parents are advised that, under Department of Education guidelines, all such requests must be made in writing. The medication must be placed in a bag or container with the student’s name, grade, name of medication, dosage and time required and placed in the care of the class teacher or office staff. Medication will not be administered if these guidelines are not followed. Children with asthma should have medication with them at school. Please notify the classroom teacher if your child suffers from any illness that may require medication. e.g. Asthma, Epilepsy, Diabetes. The best way to help your child is to tell the class teacher or office staff before the need arises.

MONEY COLLECTIONS
Money being sent to school should be in a well-sealed envelope, clearly marked with the purpose, the child’s name, grade and amount enclosed and sent to the general office or class teacher.

NEWSLETTER
A newsletter is produced each week to keep parents abreast of school events and activities. These are given to the eldest student in the family every Wednesday afternoon.
NOTICES
Most notices are included in the newsletter but sometimes separate notices for excursions or special events are sent home. Please read all notices carefully and if a reply is necessary, return it to school by the due date. Permission forms returned after the due date can seriously hinder organisation of excursions or special events.

OFFICE HOURS
The school office is OPEN for general business between -

8.30 a.m. - 9.30 a.m. and 3.00 p.m. - 3.45 p.m. daily

Due to administrative procedures and other commitments office staff may not be available at other times (except in cases of emergency).

OUTSIDE SCHOOL HOURS CARE (Kid’s Club)
This program operates each school day during the following times -

► Mornings from 7.00 a.m. to 8.45 a.m. Breakfast is provided for a small additional cost
► Afternoons from 3.30 p.m. to 6.00 p.m. An after school snack is provided at no extra cost

Separate enrolment forms must be completed for this program. Bookings can be made through Kid’s Club or at the K.P.S. office. Arrangements can be made for emergency care, if you have been delayed after school, by phoning KPS. Centrelink fee relief is available to most families.

PARENT (and Grandparent!) INVOLVEMENT
Children love seeing their parents involved in school! During the year there will be times when you may be invited to assist in some aspects of the school’s programs. Areas of involvement include helping with PMP, listening to children read, craft sessions, assisting with class activities, covering library books, accompanying children on excursions, transportation, camps, supporting working bees, planning committees and fund raising activities. Naturally, the work done is a great help to the school and students but perhaps the real benefit is that, in working with teachers and students you, will develop a better understanding of the school, its programs and how it functions.

PARENTS AND FRIENDS ASSOCIATION - P.F.A.
This group meets regularly to provide a forum for discussion, a means for parents to get to know each other and to plan fund raising activities. This group generates significant funds for the school. New members, especially those with fresh ideas and enthusiasm, are always welcome.

PHYSICAL EDUCATION / SPORT
All students attend physical education sessions aimed at developing co-ordination skills, improving fitness and familiarising children with a variety of minor and major games. Students need to wear appropriate shoes and clothes on these days. Students in Grades 4-6 are involved in inter-school team sports with visits to and from local schools, participation in district athletics and cross-country competitions.
PHOTOGRAPHS
During the year school photographs will be taken of the students and the class groups. Parents will be offered the opportunity to purchase individual and class photographs.

POLICY AND PROGRAMS
The School Council and staff formulate policy and develop programs after ongoing consultation. The Victorian Essential Standards, produced by the Department of Education, is the basis for curriculum considerations.

QUERY / QUESTIONS
If you have any queries or concerns, please don’t hesitate to contact the office. We will endeavour to give all possible assistance.

RECYCLING & RUBBISH
The school has a recycling program. Food scraps are placed in the worm farm / compost bin daily and waste paper is placed in specially marked bins. We urge parents to consider using small containers for lunches rather than individually wrapped portions, bags, chocolates, snacks etc. The rubbish found around the school is mostly food wrappings. Please support us in our aim to “Reduce, Reuse, Recycle” as much as possible.

REPORTS AND INTERVIEWS
An individual report is issued twice yearly. Parents will be advised of dates for Parent / Teacher interviews through the newsletter or a special notice. If problems, concerns or changes arise, teachers or parents may arrange further interviews throughout the year.

RIGHTS AND RESPONSIBILITIES BOOKLET
This book outlines the rights and responsibilities of students, staff and parents at Kinglake Primary School. Every student will be provided with two copies of our Rights and Responsibilities booklet. One copy is a reference to be kept at home and we ask that the other copy be signed each year and returned to school in acknowledgement of a commitment to these values.

ROLLER BLADES, SKATES and SKATEBOARDS
These are permitted in designated areas provided correct safety gear of helmet, knee and elbow pads are worn.

SAFETY HOUSE
The school is within a Safety House area. Each year students are reminded of the Safety House scheme and symbol in an attempt to keep students safe on the way to and from school. Parents can assist with their children’s safety by ·
- Explaining the Safety House Scheme
- Training your child to know full name, address and telephone number
- Encouraging correct road crossing procedure
- Taking care to see that children do not bring to school articles that could cause accidents
- Emphasising the need to proceed directly home from school
- Discussing “Stranger Danger” and not to accept rides from strangers
- Explaining that they cannot go home without permission (If your child does arrive home unexpectedly, please notify the school immediately so that the search can be called off!)
SCHOOL BAGS
A suitable sized school bag is a very necessary item for all students. It must be large enough to carry lunch, books and personal items.

Please check school bags each day. Some of the items you can expect are -
- Stale food!
- Examples of work
- Library book
- Take home class reading book
- Newsletter
- Notices

SCHOOL COUNCIL
The School Council is the governing body of the school, comprised of parents, staff and appropriate co-opted community members. The parent councillors are your representatives so please talk with them and share your concerns (and your compliments!). Meetings are held at the school twice each term with a celebratory dinner at the end of the year. Meetings are open to all parents unless confidential issues are discussed. Various reports are made to Council, who are responsible for making decisions about many aspects of school life. School Council elections are usually held during the first term of the school year, with half of the councillors retiring each year after a two-year term. There is an opportunity in the new school year for new parents to become councillors, if required.

SCHOOL HOURS
The normal school times are as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-11.00</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>11.00-11.30</td>
<td>Recess</td>
</tr>
<tr>
<td>11.30-1.00</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>1.00-1.15</td>
<td>Lunch eating time in class</td>
</tr>
<tr>
<td>1.15-2.00</td>
<td>Lunch Recess</td>
</tr>
<tr>
<td>2.00-3.30</td>
<td>Learning Activities</td>
</tr>
</tbody>
</table>

Please encourage punctuality. Lateness is unsettling and disruptive to the rest of the class. Given our Early Years Literacy Program starts at 9.00 a.m. and finishes at 11.00 a.m. parent co-operation is sought to ensure that all students arrive at school **ON TIME** and are ready to begin working when the bell rings.

Students are encouraged to eat a substantial play-lunch so that they do not become hungry before lunch.

SCHOOL HOUSE SPORTS
All students are placed in one of three House teams:
- **Jehosaphat** (Yellow)
- **Wombelano** (Blue)
- **Mason** (Green).

Each year a fun day of sports activities is held involving all students in running, jumping and ball games. The emphasis is on participation, enjoyment and developing a team spirit. Parents are encouraged to come and cheer our young athletes along.
SCHOOL NURSE  The Department of Education and Early Childhood Development facilitates the delivery of the Primary School Nursing Program. Primary School Nurses conduct a health assessment of all students in participating schools in their first year of School, provide follow up contact with parents, respond to referrals from school staff regarding identified health issues for students at any year level and provide referrals to relevant health practitioners. More information can be found at - www.health.vic.gov.au/schoolnursing/primschool/index.htm

SCHOOL PLAY
A biennial whole school musical play is performed in October. Usually, one matinee and two evening performances are staged, with all students in costume and make-up.

SCHOOL RULES
At Kinglake Primary School we emphasise caring, sharing, helping and working together and encourage children to consider the welfare of others. School rules at Kinglake P.S. are mainly common sense and based on general consideration of the rights of other people. Obvious examples of prohibitive behaviour are - leaving the school ground, throwing sticks and stones, unduly rough behaviour. Some rules about playing in the yard are -

- Our school has a boundary of bush area. Students are permitted to play on the edge of this area, but not anywhere that is out of sight of teachers.
- Sticks can be extremely dangerous and children are not permitted to play with them, apart from building in “cubby” areas.

A detailed Rights and Responsibilities book will be provided to each student.

SPARE CLOTHES
As our school tends to be muddy and wet during heavy rain, it is advisable that all students have a spare set of clothing available in case of accidental spills. Please ensure that these clothes are in a named plastic bag.

SUNSMART
Students must wear a broad brimmed sunhat during the appropriate periods of the school year. These hats are available for purchase at the school office. Please ensure that students are dressed appropriately, with clothing that covers their shoulders, as this part of the body is easily burnt when exposed to the sun. Sunscreen (30+) should also be used. Fortunately our school grounds provide many shady areas suitable for play during warm weather.

SWIMMING
A 10-day swimming program, run over a three to five week period during the school year, is now offered to all students and is conducted by qualified instructors at the solar-heated Whittlesea Swimming Pool.
TRANSITION

Grade 6: Information regarding secondary school options and placements is distributed as soon as it becomes available. Students usually attend an orientation day at their new school late in Term 4.

Kinder: Incoming Prep students are invited to attend the school on several occasions to become familiar with the school. Prep parents are invited to an orientation and information afternoon and evening.

VALUABLES
Please do not allow students to bring expensive games, toys and jewellery to school. Mobile phones are to be turned off and handed to the teacher. They may be collected at the end of the school day.

WET DAYS
If rain prevents students from playing outside they will stay in their classrooms under supervision. Students will be provided with suitable spare time activities.

WORKING BEES
During the year the School Council organises working bees to mow the lawns, carry out general maintenance and help keep the school neat and tidy. All families are notified of upcoming working bees. All we ask is 3 hours of each family’s time per year. A roster is drafted with every family timetabled for one Sunday morning.

YARD DUTY
There is always a teacher on duty in the yard when students are outside. This includes 15 minutes before and after school.
PURPOSE
Kinglake Primary School aims to provide an environment in which each individual can discover and work to his or her full potential. The whole school community can co-operate to ensure that the school is a pleasant place to learn and work, based on the principles of common sense, courtesy and mutual respect. The code of conduct aims to take a positive and consistent approach to discipline and it is expected that students will develop self discipline and take responsibility for their own actions.

OBJECTIVES
Our Student Code of Conduct supports the school community as it -
♣ Provides the opportunity for all to do their best
♣ Gives students a wide range of learning experiences
♣ Acknowledges, respects and values differences
♣ Improves self-image
♣ Provides students with the opportunity to express themselves
♣ Encourages people to make decisions based on evidence rather than prejudice
♣ Encourages staff, students and parents to co-operate in the running of the school
♣ Fosters respect and tolerance for all
♣ Provides a safe and supportive environment
♣ Values and respects all school members and treats them without discrimination
♣ Fosters a respect for their own property, the property of others and for school property

RIGHTS
Students' Rights
   Students have the right to -
   ♦ Learn in a supportive, encouraging and safe environment
   ♦ Experience a school curriculum which fosters academic and personal development
   ♦ Express themselves and be individuals
   ♦ Be treated with fairness and respect with regard for their health and safety by other students and staff

Parent Rights
   Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Staff Rights
   Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
RESPONSIBILITIES

Students' Responsibilities
Students have a responsibility to -
- Allow others to work without being disrupted
- Complete classroom assignments
- Help make school a good place to be
- Take care of property
- Come to school
- Obey school rules
- Take school messages home
- Practise good personal cleanliness

Parent Responsibilities
Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.

Staff Responsibilities
Principal and staff have an obligation to fairly, reasonably and consistently implement the code of conduct and to encourage and reward acceptable behaviour.

Rights & Responsibilities Booklet
On enrolment, families are issued with two copies of our Kinglake Primary School’s Rights & Responsibilities booklet. It is expected that one copy will be signed and forwarded to the class teacher while the other copy remains at home for reference.

REQUIRED BEHAVIOURS

Students are required to comply with the following rules -
- Behave courteously
  - Remain within the school boundaries
  - Respect each other's personal safety and property
  - Maintain a safe, pleasant environment by treating playground and school buildings with respect

Behaviour towards others, physical and verbal -
- Avoid aggressive behaviour
- Follow instructions
- Participate in class activities
- Complete all work
- Take care of their own, other students' and the school's equipment and resources
- Avoid disturbing or disrupting the learning of other students
DISCIPLINE PROCEDURES

The objective of the discipline procedure is to -

- Encourage students to become aware of responsibility for their own behaviour
- Make students aware that there are consequences for inappropriate behaviour
- Maintain and assist children with behaviour and/or attitude problems

The purpose of the discipline procedure is to -

- Address inappropriate behaviour through a structured behaviour management approach
- Provide the flexibility to take account of individual differences and circumstances

When a student breaks rules under the school's code of conduct -

- Staff should ensure that consequences are consistent with the behaviour
- Rules must be clearly explained so that a student understands the reason for being disciplined
- The student should understand the connection between the behaviour and the consequence

STAGE ONE
This stage represents most incidents which occur during a normal school day.

WITHDRAWAL OF PRIVILEGES / EXTRA DUTIES
Privileges may be withdrawn or extra duties given as a logical consequence of breaches of school rules.
*For example* - Careless with borrowed equipment ............Unable to borrow for specified time
Littering.......................................................Yard duty
Out of bounds..................................................Confined to specific area of playground

WITHDRAWAL FROM CLASS
Students may be isolated from regular classroom activities for short periods if -

- The student’s behaviour significantly interferes with the rights of the other students to learn
- The capacity of the teacher to teach the class is impeded

In such cases appropriate supervision and activity must be provided for the student.

DETENTION
Teachers may require a student to finish incomplete school work or undertake new work or duties at a reasonable time and place for -

- No more than half the time allocated for any recess
  (i.e. 15 minutes morning recess or 25 minutes lunch recess )

In the event of an after school detention required, a notification form will be sent home with an expectation that the parent signs the form on the understanding that they collect their child from school at the completion of the detention.
STAGE TWO

If behavioural problems are still occurring, the following strategies will be utilised. It should be noted that under normal circumstances parental involvement will be sought at late stage two. The measures outlined in stages one and early stage two will already have been implemented.

- Child may work in isolation in classroom or withdrawal area for a period of time
- Supervision by teacher on yard duty
- A period of counselling by class teacher / coordinator, principal
- Formal documentation of episodes and complaints established
- School may seek assistance of outside agencies
- Schools will implement a behaviour program (objectives, time frame, evaluation strategies)

STAGE THREE

DISCIPLINE MEETINGS
Informal meetings or support groups will be called by the school or at the request of parents. Meetings will be held at a time suitable for both the school and the parents and should have a cooperative, problem solving focus.

Provision can be made for the inclusion of expert and interested people at the request of staff or parents.

Issues should be defined, goals set, strategies developed and tasks and responsibilities decided. A confidential written report detailing participants and agreed outcomes should be verified by participants.

Strategies may include -

- Establishing a record of performance for each session of the school day
- Parent attendance at a weekly meeting to receive and discuss report
- Exclusion of the child from school activities (e.g. excursions, camps)
- Ongoing consultation with outside agencies

STAGE FOUR

SUSPENSION
This is a serious disciplinary measure which is normally used only when other measures have not produced a satisfactory response or in exceptional circumstances. Suspension is the responsibility of the school Principal.

Suspension should be for the shortest time necessary, with a maximum of ten consecutive school days.

Suspension must follow a meeting with the student's parents / guardians. Parents involved in this process will receive a copy of Student Discipline Procedures 1994, which outlines procedures and grounds for suspension.
VOLUNTARY TRANSFER

Following a suspension conference, parents of a student may decide to seek a transfer to another school. Comprehensive advice about this option will be provided on request.

EXPULSION

The Principal has the authority to permanently exclude a student from the school. Expulsion will only be used after other forms of behaviour management have been exhausted, except in extreme circumstances.

Parents involved in this process will receive a copy of Student Discipline Procedures 1994, which outlines grounds, procedures, continuation of schooling, reviews and appeals.

GENERAL IMPLEMENTATION

A copy of KPS Student Code Of Conduct will be distributed to all families and staff at the time of enrolment of new students.

A list of rules / behaviours and possible consequences has been developed in which simple statements will indicate likely consequences.

Professional Development programs will ensure that the school community is well informed on matters relating to welfare and discipline.

Strict confidentiality relating to details of suspension / expulsion will be maintained.

All discipline will be administered within the guidelines of the Student Code of Conduct issued by the Directorate of School Education (1995).
SUNSMART POLICY

RATIONALE:
Our SunSmart policy has been developed to ensure that all children attending this school are protected from skin damage caused by the harmful ultra-violet rays of the sun. It will be implemented throughout the year, but with particular emphasis in Terms 1 and 4.

OBJECTIVES:
The general SunSmart strategies include -
• Children are to wear broad-rimmed hats that protect the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions).
• Children are to wear appropriate clothing with tops that protect their shoulders, back and midriff, and skirts and shorts that protect the upper leg.
• Children will be encouraged to bring and use SPF 30+ broad spectrum, water-resistant sunscreen.
• Children will be encouraged to use available areas of shade for outdoor activities.
• Encourage staff to act as role models by practising SunSmart behaviour.
• Children who wear hats and appropriate clothing will be encouraged with a weekly award system.

Students without hats or wearing inappropriate clothing will be directed to play in a designated shade area e.g. near the staff room.

IMPLEMENTATION:
Curriculum
• Incorporate programs on skin cancer prevention into the curriculum.
• Regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meetings and whole school and classroom activities.

Environment
• Schedule outdoor activities before 11.00 a.m. and after 3.00 p.m. during Terms 1 and 4 where possible.
• Organise outdoor activities to be held in areas of shade wherever possible.
• Work towards increasing the number of shelters and trees so as to provide adequate shade in the school grounds.
• Encourage students to wear rash vests or t-shirts and to apply sunscreen lotion in the event of outdoor swimming programs.
• Staff, parents and students share the responsibility for the implementation of this policy.

EVALUATION:
• Policy effectiveness will be evaluated by observation, anecdotal evidence and the number of classrooms receiving the encouragement awards for having and wearing hats.

School Council will review the effectiveness of this policy every 2 years and make recommendations re -
• Behaviour of students, staff and parents
• Increases in shade areas
• Up date and promote curriculum material for SunSmart activities