Belong, Learn, Thrive

HANDBOOK FOR FAMILIES

PASCOE VALE SOUTH PRIMARY SCHOOL

Caring Learning Enjoyment Respect

2017

The school calendar, notes and newsfeed items are available at www.tiqbiz.com
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Introduction

Welcome to the 2017 school year.

Our school community believes that children develop self-esteem, confidence, understanding and independence through working and playing in a positive, supportive and challenging learning environment that is linked to the global world.

Building and developing children's personal and social wellbeing is undertaken through a range of programs and activities. Supporting children to develop independence, leadership skills, accepting responsibility for choices made and developing resilience when difficulties are faced are key components.

The development of children's skills and understanding in English and Mathematics are the primary focus and are incorporated in all curriculum domains. The setting of high expectations and realistic, achievable goals for children ensures they are engaged and challenged to achieve their individual potential.

The staff at Pascoe Vale South PS are professional, caring and dedicated. They are committed to improving the learning opportunities and outcomes for all students through collaboration and ongoing professional learning. Open communication between staff, parents and families is highly valued and is instrumental in ensuring that all children enjoy coming to school, are engaged in learning and are achieving their best.

The Pascoe Vale South PS community is very proud of the educational program and environment offered to its students. This handbook contains information about school routines, policies and programs so that together we can support and implement these to ensure all children have the best possible educational opportunities.

Parents, carers and other adult family members are welcome to visit our school and are invited to contribute and participate in a range of school programs. We look forward to working with your family, as members of our school community, to continue to develop your child's learning.

Sue Spurr
Principal
The 2017 – 2020 Strategic Plan will be developed in first semester.
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2017 School Improvement Pathway

Priority areas:

**Building practice excellence** which is:
Teachers, principals and schools working together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.

**Building communities** which is:
Supporting parents, carers and family to collectively encourage students’ learning through strengthening connections between home and school.

**Professional Learning**
We are engaged with the research based Powerful Learning and Teaching project and this is the framework for our professional learning.

The objectives of the project are to:
1. Improve student outcomes and develop student learning skills
2. Improve the quality of teaching by strengthening and expanding the repertoire of teachers to deploy the ten theories of action
3. Reduce variability in teaching through the implementation of school improvement teams, professional learning teams, peer observation and effective use of data and research.

Our school is in a cluster within this project with John Fawker SC, Coburg PS, Coburg North PS and Pascoe Vale PS.

The whole school theory of action prioritised for 2017 is:

**Prioritise High Expectations and Authentic Relationships**
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Contact details
Telephone 03 9386 4301
Fax 03 9386 1596
Email pascoe.vale.south.ps@edumail.vic.gov.au
Postal address 411 – 429 Reynard Street, Pascoe Vale South VIC 3044
Website www.pvsps.vic.gov.au
tiqbiz app www.tiqbiz.com

Reception/Office Hours
8.45am – 3.45pm

2017 Term Calendar
Teachers commence 30 January

TERM 1  1 February (Wed) to 31 March (Fri)
Children in Years 1 to 6 start Wednesday February 1st. Children in Prep start Thursday February 2nd.

TERM 2  18 April (Tues) to 30 June (Fri)
TERM 3  17 July (Mon) to 22 September (Fri)
TERM 4  9 October (Mon) to 22 December (Fri)

Public Holidays
Labour Day – Monday March 13
Good Friday – Friday April 14
Easter Monday – Monday April 17
Anzac Day – Tuesday 25 April
Queen’s Birthday – Monday 12 June
Melbourne Cup Day – Tuesday 7 November

Curriculum/Pupil Free Days
The Department of Education and Training (DET) allows schools a number of curriculum/pupil free days each year with School Council approving these. Parents are notified in advance when these days will occur.

Term 1 – Tuesday 31 January – Professional learning focus: Instructional Practice

School Hours & Access to School Grounds

School hours for students - 8.50am to 3.30pm
At school, on time, every day, for all students

Access to the school grounds – 7.00am to 6.00pm

It is important for parents to be aware that supervision of students by school staff occurs between 8.50am and 3.40pm only. Outside of these times families are responsible for their children’s behaviour and safety. You welcome to stay in the school grounds with your children before 8.50am and after 3.40pm. Please
note that there are single entry and exit points before 8.45am and after 3.45pm (see information in Before and After School Care)

**Unaccompanied students 8.45am to 9.15am**
- All pedestrian gates are unlocked at 8.45am and locked again at 9.15am. Families requiring childcare/supervision before this time are able to arrange for their children to attend the Before School Care Program run by Camp Australia.
- Pedestrian gates are located on Parkstone Avenue, The Boulevard and Reynard Street. The front door of the school is not to be used between 8.45am and 9.15am.

**Before School and After School Care – 7.00am to 8.50am & 3.30pm to 6.00pm**
The Before and After School Care program operates primarily from the hall.

- **Before School Care** – from 7.00am to 8.50am when children go to their learning areas.
  - The front door of the school is the access point to take children across to the hall to be signed in.
- **After School Care** – from 3.30pm to 6.00pm
  - Children go directly to the hall at 3.30. Families enter the school via the pedestrian gate, alongside the car park driveway in Reynard St, to collect their children.

Our quality Before and After School Care Program is available for families who require child care. Teaching and office staff are not able to provide childcare. If you are unexpectedly delayed please contact the office and staff will assist with arrangements. Supervision will be transferred to childcare at 3.45pm. Please note there are costs associated.

For safety reasons, unless attending scheduled programs such as Before/After School Care, children are not to be in the school grounds unless accompanied by their parents/carers.

**Car Parks**
For safety reasons the car parks are strictly for staff access only. Families are to park outside the school and walk in.

**Starting time for students – 8.50am**
- The first bell sounds at 8.50am and all students go to their learning neighbourhood and remain there.
- Between 8.50 and 8.57am teachers and students interact to ensure children are organised, engaged and ready to commence the first session at 9.00am.
- Parents are welcome to engage with their children during that time
- We ask that you support your children’s independence by asking them what they need to do and letting them complete the tasks themselves.
- Please note that while teachers will be able to say hello, they will not be able to engage in conversations/discussions with individual parents at this time.
**Monday to Friday**

- Students go to their learning neighbourhood, unpack their bags and set up for the day. All students remain in their learning areas until the first session commences at 9.00am.

**The first Monday of each term**

- Students go to their learning neighbourhood, unpack their bags and set up for the day. They then move out to the assembly area, with their teachers, when the bell goes at 8.57am.

**Access to the school – 9.15am to 3.15pm**

The pedestrian gates are locked between these times. Access is through the front door of the school in Reynard Street.

**Access to the school – 3.15pm to 3.45pm**

Access is via the pedestrian gates only which are located on Parkstone Avenue, The Boulevard and Reynard Street. They are unlocked at 3.15pm and locked at 3.45pm.

**Finish time for students – 3.30pm**

The final bell sounds at 3.30pm. Students are dismissed from their learning neighbourhoods. Students and families exit the school through the pedestrian gates. With the exception of the pedestrian gate, alongside the car park driveway in Reynard Street, gates are locked at 3.45pm.

*On the last day of Terms 1, 2 and 3 the dismissal time is 2.30pm. On the last day of Term 4 the dismissal time is 1.30pm.*

**Prep Attendance Term 1**

During Term 1 the Prep children have modified attendance hours. Details of these are in the Prep Information Book.
# Staff

**Principal**  
Sue Spurr  
**Assistant Principal**  
Anne Bashford  
**Leading Teacher**  
Rachel Griffiths  
**Business Manager**  
Roberta Baseggio  
**Student Administration**  
Robyn Brown  
**Business Manager**  
Inga Spyrou  
Linda James  

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<tr>
<th>Learning Neighbourhoods &amp; specialists</th>
<th>Prep/1</th>
<th>Year 2/3</th>
<th>Year 4/5</th>
<th>Year 6</th>
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<tbody>
<tr>
<td></td>
<td>Veronica Smith P/1A</td>
<td>Kathryn Potts P/1B</td>
<td>Lucy Clyde P/1C</td>
<td>Zoe Davis (Thurs)</td>
</tr>
<tr>
<td></td>
<td>Richard Breen 2/3A</td>
<td>Bruce Kelsall 2/3B</td>
<td>Tara Gray 2/3C</td>
<td>Souad Kabalan 2/3D</td>
</tr>
<tr>
<td></td>
<td>Rosie Fiumara 4/5A</td>
<td>Maria McLaverty 4/5B</td>
<td>Anthony Gray 4/5C</td>
<td>Michele McKay 4/5D</td>
</tr>
<tr>
<td></td>
<td>Ameera Hassanein 6A</td>
<td>David Lewis 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>Maria Alagna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Art</strong></td>
<td>Michele McCulloch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science (STEM)</strong></td>
<td>Rachel Griffiths</td>
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</table>
Our Learning Community – Statement of Values

Pascoe Vale South Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child’s needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school’s communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
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AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:
- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:
- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child’s school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school’s complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:
- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:
- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
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- Utilise the school’s communications policy to communicate with the school.

THE DEPARTMENT OF EDUCATION WILL:
- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:
- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.
Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
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- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Staff, parents, school council and visitors are obliged to act in accordance with:

- Anti-discrimination legislation (Federal and state)
- Privacy Act Victoria (2001)
- Racial and Religious Tolerance Act (2001)
- School Policy and Advisory Guide
- School policies

EVERYONE HAS THE RIGHT TO LEARN

- **PERSONAL RESPONSIBILITY – I DO THE RIGHT THING**
- **COMMUNAL RESPONSIBILITY – I ENCOURAGE OTHERS TO DO THE RIGHT THING**

To learn we need to be on task and put in effort and complete as much work as possible

Therefore:
- Everyone must bring (and encourage others to bring) the necessary equipment and tools
- Everyone listens (and encourages others to listen) when people are speaking
- Everyone is (and encourages others to be) on time
- Everyone completes their work (and encourages others to complete their work)

To learn we need to collaborate and behave in ways that make us feel comfortable and safe at school

Therefore:
- Everyone passes (and encourages others to pass) all objects hand to hand
- Everyone speaks (and encourages others to speak) to each other politely and respectfully
- Everyone keeps (and encourages others to keep) their hands to themselves
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Communication

Our school staff are professionals who are committed to your child’s education, care and wellbeing.

We work in partnership with families. That means keeping you informed about what we do and why we do it. Similarly we ask you to let us know when we are doing things well and alert us to any concerns you may have.

Remember that teachers are continually making decisions about what is best for a large number of children with diverse needs, abilities and personalities.

Communication at Pascoe Vale South PS occurs through:

- Information sessions
- Meetings
- Community events
- Newsletter & notes
- tiqbiz – www.tiqbiz.com (audience – school families) calendar, newsfeed items & updates
- Website – www.pvsps.vic.edu.au (audience – broader community)

Open sessions
These offer opportunities to visit your child’s learning neighbourhood and for them to share their learning with you.

Appointments/conversations with teachers
Teaching and preparation time are vital for teachers and children’s learning. Teachers have commitments to preparation and planning; yard duty; staff, area and professional development meetings.

We welcome the opportunity to speak with you about your child/ren and ask that you make an appointment at a mutually suitable time to speak with teachers, the assistant principal or the principal.

In 2017 teachers are required to attend meetings and professional learning sessions on Mondays, Tuesdays and Wednesdays from 3.45 – 4.45pm.

Meet the Teacher and Student Report meetings
These are scheduled in Terms 1 and 3.

Student Achievement Reports
Written reports are provided at the end of Semester 1 and 2 that indicate your child’s achievement standard for learning areas along the Victorian Curriculum continuum.
Raising Concerns and Complaints
From time to time concerns can arise and can often be the result of a misunderstanding. These are best addressed in a timely fashion with the appropriate person. If you are unsure of something, don't assume, please ask.

Our school’s approach to handling concerns and complaints is based on:
• providing a safe and supportive learning environment
• building relationships between students, parents and staff
• providing a safe working environment for staff

When parents/carers have concerns related to:
• general issues of student behaviour that are contrary to the school’s code of conduct
• incidents of bullying or harassment in the classroom or the school yard
• learning programs, assessment and reporting of student learning
• communication
• school fees and payments
• general administrative issues

Other than your own children, it is not appropriate for parents/carers to speak directly to any child about their behaviour. Concerns are to be raised with the appropriate member of staff as listed below.

Please contact:
• the student’s subject teacher or base room teacher about learning issues and incidents that happened in their class or group
• the assistant principal if students from several classes are involved
• the principal about issues relating to school policy, school management, staff members or very complex student issues.

More information can be found at:

Student Learning
Teachers work in teams to evaluate and assess student progress and plan the universal design for the curriculum programs, based on the Victorian Curriculum framework. Within the guidelines set by the Department of Education and Training, reasonable adjustments are made to the universal design for students with special needs.

Across the week there are a minimum 10 hours with an explicit focus on strategies and skills in English and 5 hours with an explicit focus on strategies and skills in Mathematics.

Our inquiry units of work align to the Australian and Victorian Curriculum.
The units are based on 8 global concepts and ideas are built on and expanded as students move through the school, ensuring content is not repeated.

All students have a one hour learning session each week in these three areas - Visual Art, Science (STEM) and Italian – along with Physical Education each week (2 hours in Prep)

**Learning neighbourhoods**

Teams are organised each year to maximise engagement and learning opportunities for students. In 2017 there are two professional learning teams who collaboratively plan and evaluate teaching and learning. Prep to Year 3 (made up of 2 learning neighbourhoods – Prep/1 Year 2/3) and Years 4 to 6 (made up of 2 learning neighbourhoods - Year 4/5 & Year 6). Groupings of children within learning neighbourhoods reflect differentiation and learning needs. The programs and learning delivered are informed by data (not age or year level), and differentiated to reflect children’s learning stages on the curriculum continuum. (The continuum levels commence with F and then progress 1 to 10).

Children have a designated home group teacher within their learning neighbourhood. This teacher is the primary person for communication about matters relating to your child. Home groups are primarily for administrative and organisational purposes. Children may work with their home group teacher and other teachers within the team for English, Mathematics and other sessions. The children attend Science (STEM), Art and Italian sessions in their home groups and undertake PE sessions within their learning neighbourhood team.

Across the year children participate in extracurricular educational experiences linked to the school curriculum. These may be at the school or outside the school and can include local walking excursions (within a 2km radius of school), incursions, excursions and camps.

Extracurricular programs are offered in Term 4 with all students encouraged to participate in the relevant program. These may include swimming, gymnastics and dance.
Cost should never be the reason for not allowing your child to attend. Confidential financial arrangements are available in consultation with the principal and business manager.

**Instrumental Music**
Children have the opportunity to learn a variety of instruments through the Creative Music program that operates from the school (after school on Tuesday and during school hours on Thursday). A cost is involved for these lessons that are taken by qualified teachers. Creative Music can be contacted on 9818 2333 or you can visit the website [www.creativemusic.com.au](http://www.creativemusic.com.au)
Student Wellbeing & Engagement

The school Student Engagement & Inclusion Policy outlines our approach and strategies related to expectations, behaviour, actions and consequences.

Awards
Pupil of the Week awards are presented to students. They are based on our school values and recognise social, personal, academic and sporting achievements.

Bikes and other wheeled transport
Bike riding is great for fitness and reducing our carbon footprint. Families should ensure that if they make the decision for their children to ride to school that their bikes are roadworthy and children are familiar with road and safety rules. Children must wear helmets and are to walk their bikes within the school grounds. Bikes can be stored in a locked area during the day but the school cannot accept any responsibility for loss or damage to bikes or accessories. There is a signed agreement required prior to children being able to bring bikes to school.

Brain Food
To support their learning children require energy and water throughout the day to sustain them. Children are encouraged to drink water and are able to have plastic water bottles (with water) in their learning areas throughout the day. Unprocessed fruit and vegetables ‘Brain Food’ is able to be eaten by the children at a designated time (generally between 9.00am and 11.00am).

Family Circumstances
If something happens in your family that upsets normal home life, such as an illness or prolonged absence of a parent, it is advisable to inform the principal and home group teacher of the circumstances, as this could impact on your child at school. The school is then in a position to support and assist your child in adjusting to the situation. Personal information of this type is treated confidentially.

Food sharing
With a number of students and staff with allergies and intolerances, food is to be sent only for your own child/ren. This is the best way to minimise health risks. The food that presents the greatest health risk to a number of students and staff are nuts. Families are asked to minimise the use of nuts or nut products when sending food to school.

*For birthday or other celebrations non-food items only are permitted.* For health and safety reasons and to meet our school’s policies in relation to healthy eating the following items cannot be handed out to students: lollies, lollipops, ice-creams, icy poles, party poppers, etc. Please ensure that these guidelines are followed to minimise disappointment and risks.
Head lice
School Council has a policy to minimise the impact of head lice in the school. Measures include recommendations that shoulder length or longer hair be kept tied up, that whole school checks may be undertaken and regular information about treating and managing head lice be provided. Your support of this policy is appreciated.

Further information about managing head lice can be found at: http://health.vic.gov.au/headlice/

Illness/Injury
Children’s health and wellbeing is paramount at school and this is the first consideration of staff when dealing with illness or injury. It is unfair to all concerned to send a sick child to school.

If a child becomes ill at school, parents or emergency contacts will be contacted to collect the child. The school does not have facilities or staff to look after children who are unwell. The first aid room at school, located in the administration area, is for treating minor ailments and as a waiting area for children who are to be collected.

Occasionally children are injured at school. Minor injuries (such as grazes) are treated on the spot, in the classroom or in the yard by the teacher on duty. In the event of more serious injuries (head injuries, suspected sprains/fractures) or there is concern for the child’s wellbeing, the child will be attended by staff, emergency services and parents will be contacted.

It is recommended that families take out an ambulance subscription as in serious cases of illness or injury an ambulance will be called (at parents’ expense).

Medication
If children need to take medication during the course of the day, a Medication Authority Form must be completed and handed in to the Office. Medication will be administered by staff in the office and will be entered into a logbook. This is to ensure the correct dosage and minimise incorrect use by children. Please ensure all medication/containers are clearly labelled with the child’s name and that expiry dates are checked regularly.

The exception to this can be asthma puffers where a child’s condition requires them to have it on hand for immediate access. All asthma puffers should be supplied with a spacer.

Spacers are single user only. If a school spacer is required to be used families will be advised and will be invoiced for the replacement cost of the spacer.

Infectious diseases
If your child contracts an infectious disease you should consult your doctor. Additionally, you should notify the school and seek advice on exclusion requirements for the child and other family members.
## CONTAGIOUS DISORDERS: EXCLUSION FROM SCHOOLS

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<th>Disorder</th>
<th>Exclusion Criteria</th>
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<tr>
<td>Chicken Pox</td>
<td>Until fully recovered. N.B. Some remaining scabs are not an indication of continued exclusion.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate is received, following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later</td>
</tr>
<tr>
<td>Viral Hepatitis</td>
<td>Until a medical certificate of recovery is produced or on subsidence of symptoms but not before seven days after the onset of jaundice.</td>
</tr>
<tr>
<td>Measles</td>
<td>For at least seven days from the appearance of the rash or until a medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>German Measles (Rubella)</td>
<td>Until fully recovered and at least four days from the onset of the rash.</td>
</tr>
<tr>
<td>School Sores (Impetigo)</td>
<td>Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced, supported when requested by a medical certificate.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Excluded until appropriate treatment has commenced, supported when requested by a medical certificate.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Excluded for four weeks or until a medical certificate is produced.</td>
</tr>
<tr>
<td>Slapped Cheek</td>
<td>Not excluded unless ordered by a Medical Officer of Health</td>
</tr>
<tr>
<td>Head Lice (Pediculosis)</td>
<td>May return the day after treatment has commenced</td>
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### Leadership Opportunities (student voice)

Students at Pascoe Vale South have opportunities to develop leadership skills:

- **Buddy Program** - Year Five children paired with a Prep student to support their transition into the primary setting.
- **Junior School Council** – students in Years One to Six. Students are involved in fundraising, community support and decision making on behalf of the student community.
- **School captains and vice captains** are selected each year to represent the school on official occasions.
- **Monitors** – gates, yard bins, flag and sports equipment.

### Personal and Social Learning

This focuses on building positive habits of mind related to the foundations of Getting Along, Confidence, Persistence and Organisation and building Resilience. The purpose is to improve learning and relationships within our school community. This occurs through a whole school approach to behaviour management and development of positive relationships.

### Recognition of student effort & achievement

Throughout the year students participate in a range of activities both in and outside the school that may see them recognised for their efforts.
These achievements will be acknowledged, along with school-based Pupil of the Week, at assemblies and published online.

**Safety**
The following items are not permitted at school:
- Gum
- Glass containers or items
- Weapons (toy or otherwise)

**Personal Safety**
Parents are reminded to reinforce and practise personal and road safety skills with children. Children are discouraged from playing near the school boundaries and are not permitted to enter the car parks at any time.

**Yard supervision/outside play**
Children are not to be in the school grounds prior to 8.45am, unless attending the Before/After School Care Program, special authorised school events or supervised by an adult family member.

Children are to remain in the school grounds once they have arrived at school.

After school, the yard is supervised until 3.40pm. When children are dismissed from their areas, they are encouraged to go straight home. If children are to be detained for any reason, parents will be notified in advance.

Children are permitted to play in most areas of the school grounds. The following exceptions apply:
- School car parks
- Front garden along Reynard Street
- There are three sets of play equipment designated suitable for specific age groups. Play equipment near Parkstone Avenue is for children in Years 3 – 6 and the equipment beside the 2010 building and at the northern end of the oval near Reynard Street is for children in Years P – 2.

There may be times when play areas are designated for particular year levels or for certain types of play to allow access for all children.

At recess and lunchtime two teachers are on yard duty. While on duty, staff encourage cooperative play, assist children with any problems and attend to first aid needs.

**Wet days**
Children will be supervised inside during wet days and when lightning is present.

**Hot days**
Children are supervised outside and directed to play in shaded areas and have plenty of water to drink. The timetable may be amended on the day to have the lunch break earlier in the day and recess in the afternoon. This does not affect the start and finish times of school.
Sun Smart Policy
Our school has a Sun Smart Policy in place to minimise the impact of sun damage. From September 1 to April 30 and whenever UV levels reach 3 or more all students must wear the school sunhat (broad brimmed) when outside. Those children who do not have a school hat are required to sit in the shade on the seats under the shade structure or in the sails area. The rule is “No school hat, no play”. It is recommended that families apply sunscreen to their children before they come to school.
Opportunities for Parent Involvement

School Council
Being a member of our School Council can be a very rewarding experience. School Council meets twice a term at 7.00pm in the staffroom. Visitors are always welcome. The School Council has a governance role and is responsible to the school community within the broad guidelines established by the State Government for:

- The development of education policies
- Developing the School Charter and monitoring and evaluating the goals and priorities
- Approving and monitoring the school budget
- The maintenance and improvements of grounds and buildings
- Encouraging parent/community involvement in school activities

The constituted membership of School Council in 2015 consists of:

- Six elected parents members
- Two elected DET members
- The principal (Executive Officer)

School Council elections will be held in Term 1. An Annual General Meeting (AGM) is held in the first half of the year.

There are a number of working parties that assist in carrying out the functions of the School Council and may include Finance, Fundraising and Environment. Membership of working parties is open to all members of the community and we welcome your participation.

Working bees
Funds allocated through the Student Resource Package (DET) allow for emergency repairs and maintenance, but your support is required in order to maintain and improve our grounds. Working bees are held periodically and families are asked to give some time to assist in making our school environment the best it can be for the children.

Parent Helpers
Training is provided for parents who would like to assist in the learning teams during literacy and numeracy sessions.

Parent support for other programs is sought during the year in areas such as resource maintenance, camps and excursions. We appreciate the support and assistance you are able to offer.

Working with Children Check (WWCC)
Parent assistance in our school is valued and includes participation in programs such as excursions/camps and swimming; helping in learning teams. All people who undertake work or volunteer within our school (including parents/carers) require a current WWCC.

Further information about the WWC Check and how to obtain one is available online at http://www.workingwithchildren.vic.gov.au/
General Information – A to Z

Assemblies
A whole school assembly is held on Monday mornings at 9.00am. The National Anthem is played, an acknowledgement of country (on special occasions), the school declaration recited and student awards and reports given. Twice a term the assembly will be held on a Friday afternoon instead of Monday mornings.

Attendance
At school, on time, every day. Regular and punctual attendance is a key factor in your child’s personal, social and academic progress. Children are expected to arrive at school at 8.50am, ready to commence the first session at 9.00am.

There is a bell at 8.50am when children enter their learning areas. A bell will sound at 8.57am, followed by music, in readiness for the first session. At 9.00am the bell sounds to commence the first session of the day.

Attendance rolls are marked twice daily by 9.05am and 1.30pm.

Absences
If your child is absent from school please notify the school by phone or tiqibiz by 9.30am on the day of their absence. Unexplained absences may be followed up with a staff member contacting the family.

Late arrival
Students who arrive after the start of school at 9.00am are required to collect a late pass from the Office before proceeding to class.

Early Leavers
If your child needs to leave the school during school hours for an appointment or due to illness, parents are required to collect a pass from the office and sign the child out before they are collected from the classroom or playground. No child is permitted to leave the school during school hours without written permission and accompanied by an authorised adult. If your child is to be collected by someone other than the parent or emergency contact person, then written approval from the parent is required.

Collection of children at the end of the day
To minimise congestion in the corridors children are to be collected outside the school buildings. Please exit via the pedestrian gates. School pedestrian gates are locked at 3.45pm.

If you are unable to collect your child at the usual time please contact the school before 3.30pm and they will be placed in the Out Of School Hours Care Program (there is a charge for this service) until you arrive. Staff are not able to supervise students after 3.30pm.
Contact Details
Please ensure that your family’s details are kept up to date (address, telephone and emergency contacts). If your family details change throughout the year please notify the office in writing, so that the database is kept accurate.

Enrolments
Enrolment enquiries for all year levels can be made by contacting the school on 9386 4301.

Prep enrolments 2018
Enrolments are taken from Term Two for the following school year. Children aged 5 years on or before April 30 are eligible to commence school. To enrol your child an appointment should be made with the principal. Proof of date of birth and an immunisation certificate are necessary for enrolments to be confirmed.

School enrolment tours for Prep 2018 will be conducted weekly during Term Two commencing Friday April 21 until Friday May 19. A 7.00pm evening tour will be held on a date to be advised.

Lost Property
Please ensure that all items of clothing are clearly labelled. The lost property box is located adjacent to the school foyer.

At the end of each term, items are displayed and any remaining unclaimed items are recycled as second hand uniform or donated to charity.

Lunch Orders
Are available on Mondays and Wednesdays. These can be ordered online at https://www.classroomcuisine.com.au/how.php

Out of School Hours Care Program
This program operates in the hall from 7.00am – 8.45am and 3.30pm - 6.00pm Monday to Friday. The program, operated by Camp Australia, provides high quality care and a range of activities for children in Years Prep to 6.

On days of extreme heat or cold arrangements are made to relocate program activities to buildings with heating/cooling (eg art room).

Further information, details of fees, application forms, bookings and payments for the program are available from Camp Australia on 1300 105 343. More information is available at http://www.campaustralia.com.au

Parking
For safety and OHS reasons, the car parks in the school grounds are strictly for staff and deliveries only and are not to be used for picking up or dropping off children.
Limited annual permits may be issued for significant medical reasons. Please contact the principal.

Parking for families is available in the streets surrounding the school. We appreciate your cooperation in parking legally and not obstructing driveways, crossings and pedestrian access.

**Roofs**
Occasionally balls or other items end up on one of the school roofs. For occupational health and safety reasons no student, parent or staff member is permitted on roofs to retrieve items.

**Uniform**
Our school has a compulsory school uniform/dress code for all students in Years Prep – 6, including school hats from September 1 to April 30. The school hat is a maroon broad brimmed hat.

*Please ensure that your child is wearing school uniform each day. If your child is not wearing their uniform please supply a note to the home group teacher.*

**Our school uniform comprises:**
- Maroon polar fleece jacket
- Maroon windcheater
- Light blue polo shirt (short or long sleeved)
- Navy tracksuit pants
- Navy shorts
- Summer dress (can be worn with navy tights or white/navy socks)
- Winter tunic/skirt (to be worn with navy tights or white/navy socks. A light blue skivvy can be worn underneath)
- School hat – broad brimmed (maroon). Must be worn September 1 to April 30 (Sun Smart policy)
- Shoes must have closed in toes and have non slip soles (runners or school shoes preferred)
- Year 6 students only (navy bomber jacket or windcheater)
- Permitted jewellery - Sleepers or stud earrings and a watch only
- No cosmetics

**Uniform order forms are available from the Office**
Orders, with payment, should be sent through your child’s home group teacher. The order will usually be processed within 5 working days (depending on stock availability) and may be collected or sent home with your child.

Appropriate footwear is to be worn for the range of activities at school. Shoes are to have closed in toes, be non slip and suitable for outdoor conditions. Thongs and open toed sandals are not permitted.
Valuables/personal items
Children are discouraged from bringing personal items or items of significant value to school. The school and DET will not accept responsibility for any personal items lost or damaged at school.

Digital devices including mobile phones must be turned off and stored away in bags during school hours. They are not to be used at recess or lunch breaks. Teachers will advise students when these may be used.

Visitors
For the safety of all within the school, visitors (including parent helpers and other volunteers) must report and sign in at the office. Name and time in and out are recorded as part of the sign in process. The visitor’s pass is to be carried during the stay at school. Classroom helpers and volunteers are required to have their current Working with Children Check available.