Drouin West Primary School
'Nurture, Enrich, Inspire, Achieve'

Parent Information Booklet 2017

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Dear Parents,

To the new families a warm welcome to your child's school. We hope that your involvement at Drouin West will be happy and rewarding. To our existing families we look forward to working in partnership with you again in 2017.

The purpose of this booklet is to inform all our families of the day to day operations of this school as well as give families general information about the school which may be of interest. By reading through the booklet it will also serve as a reminder to all in our community the expected standards of behaviour as well as the positive culture we have established and continue to build upon each year. Policies that are likely to be of most use for parents are also included in the booklet. Other school policies are available through the office or can be viewed on the school’s webpage.

Ours is a school that the parents, children and staff are justifiably proud. Once again, on behalf of the Drouin West school community, welcome.

Regards,

Kerry Ware
Principal

Students are encouraged to participate in incursions. Lucas Proudfoot demonstrated the Didgeridoo as part of our cultural awareness.
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OUR SCHOOL’S PURPOSE

Our school community explored many options to encapsulate the purpose for our school and agreed on:

‘Nurture, Enrich, Inspire, Achieve’

For staff, **Nurture** means: taking time to listen to students, getting to know their interests and strengths while building a rapport and strengthening relationships. Providing a warm, caring, friendly and consistent approach to learning and behaviour. Creating a supportive classroom environment where students are able to learn and make mistakes, provide feedback to each other. Showing students that staff really care, by following up on issues, modelling and teaching the skills and behaviours students need to solve problems in a respectful way.

To **enrich** the lives of students at school, teachers aim to: provide a differentiated program to support and to challenge each student, to encourage student voice, ownership and responsibility of learning, and provide useful feedback so students achieve their personal best.

To **inspire** students to achieve their best, teachers need to be passionate. Make learning engaging by linking to real life experiences, providing hands on experiences, games, and personal challenges. Using technology, guest speakers, incursions and excursions to motivate students and help them explore new opportunities they would otherwise not have.

To **achieve**, students need to know what they will be learning each lesson and have teachers explain what they need to do to improve. Setting goals which meet individual student needs and expecting students to do their best. Acknowledging the effort, persistence and determination of their students and celebrating achievements.
SCHOOL PROFILE

DROUIN WEST PRIMARY SCHOOL - PROFILE -2017

ENROLMENT  207 Students

The class groups are drawn up according to numbers of students at each year level. In 2017 we have 9 class groups with the additional specialist staff covering Performing Arts, Science, Physical Education and Literacy Intervention programs.

STAFFING  During 2017 our staffing will be as follows:

Mrs Kerry Ware  Principal
Ms Ann Webster  Business Manager
Mrs Catherine Clerks  Grade PrepA
Ms Joy Barson  Grade Prep/1A
Miss Christine Winter  Grade 1/2A
Mrs Courtney Heath  Grade 2A
Miss Leah Reid  Grade 3/4A
Mrs Janet Marki  Grade 3/4B
Miss Aleisha Bills  Grade 4/5A
Ms Loree Ambrose  Grade 5A
Mrs Kasey Tymkin  Grade 5/6A

Mrs Megan Asling  .4 The Arts
Ms Danielle Rendall  .4 Science
Mrs Marion Proctor  .4 Physical Education
Mrs Heather Finger  .5 Literacy Intervention
Ms Wakako Ishikawa  .2 Japanese

Ms Pauline Boorer  Integration Aide & OSHC
Mrs Helen Brown  Integration Aide
Mrs Keira McMaster  Integration Aide
Mrs Kirsten Ward  Integration Aide
Mr Jake Proctor  Integration Aide
Miss Melanie Bajada  Integration Aide
Ms Tarnisha Williams  Integration Aide & OSHC
Mrs Janne McFadyen  Integration Aide/Teacher
Mrs Peta Watson  Out of School Hours Care co-ordinator
Miss Fujun Peng  Out of School Hours Care
Mrs Wendy Ronalds  Chaplain

CLASS NAMES
Letters added to class names have no educational significance. They are used merely for convenience in distinguishing classes.
ATTENDANCE: TIMES, DATES, LATE ARRIVAL & EARLY LEAVERS

SCHOOL TIMES

- Starting Time: 9.00 a.m.
- Morning Recess: 11.00 - 11.30 am
- Lunch: 1.30 - 2.15 pm
- Children eat lunch under supervision: 1.30 - 1.40 pm
- Dismissal: 3.15 pm

Dismissal time on the last day of term 1, 2 and 3 is 2.30 pm. In term 4 students are dismissed at 1:30pm.

Please note: Weekly Meetings are held involving staff each Tuesday and Wednesday after school commencing at 3.30 pm.

TERM DATES 2017

Term 1
- Curriculum Days: Monday 30th, Tuesday 31st January & Wednesday 1st February
- Students: Thursday 2nd February - first day for all students
- Labour Day: Monday 13th March
- End of Term 1: Friday 31st March

Term 2
- Tuesday 18th April - Friday 30th June incl.
- Anzac Day: Tuesday 25th April
- Queen’s Birthday: Monday 12th June

Term 3
- Monday 17th July - Friday 22nd September

Term 4
- Monday 9th October – Friday 22nd Dec. incl.
- Melbourne Cup: Tuesday 7th November

SETTLING IN PERIOD FOR PREP CHILDREN

During February, Prep children will not attend school on Wednesdays. This allows the children to cope with the demands of school, which are so different to the shorter preschool sessions. Individual assessments of the Prep children will take place on these Wednesdays. The Prep teachers will organise appointment times with parents.
**ABSENCES**
Regular attendance is vital for any child to progress at an acceptable rate. Please try to keep absences to a minimum.

Children returning after any period of absence should bring a written note stating the reason for the absence as we are legally obliged to request and keep a written explanation of each child’s absences for the year, even when a verbal reason is given. Copies of the absence note form are available from the office and are also printed in the newsletter regularly. If it is known beforehand that a child will be absent for an extended period, parents are requested to discuss this with the class teacher or the Principal.

**ARRIVAL TIME**
It is a parent’s responsibility to ensure their children arrive at school on time each day. We encourage families to arrive between 8:45am and 9am. **Arriving late** can be disruptive to the class and interrupts valuable teaching/learning time. A child arriving late to class, can feel embarrassed, confused about the arrangements for the day, miss lunch or icy pole orders and notices to go home or have no opportunity to catch up or share important news with the teacher or their peers. When parents arrange for students to be at school prior to the bell, students have a chance to get themselves organised, catch up with friends, connect with the teacher, have a play outside and be ready for learning at 9.00am. Students and parents arriving after the 9.00am must come into the office. Parents will be required to complete a late arrival slip and take the top copy with their child to the classroom. Each classroom has a container where the white copy of the late pass can be left. This enables us to monitor late attendance and provides the opportunity to encourage these students to be punctual in the future.

**Early Departure** – If you wish to collect your child from school before dismissal time, please come to the General Office to sign the slip indicating student is leaving early and take the white copy to the classroom teacher. This is our way of knowing exactly who is on the premises and ensure that only authorised adults have an opportunity to collect students.

**BEFORE AND AFTER SCHOOL CARE**
The school has a Before and After School Care Program which operates from 7.00-8.45am and 3.15-5.45pm. Peta Watson is the co-ordinator. Bookings and cancellations need to be made in advance with at least one day’s notice being appreciated. Many afternoon sessions are busy however we can usually accommodate students who are registered at short notice.

Students enjoy the crafts and activities that are on offer through the Before and After School Care Program.
CURRICULUM DAYS

Four days a year are set aside for all public schools to use for staff professional development, curriculum planning, assessment and report writing. On these days students are not required at school. The first three days of the year January 30th, 31st and February 1st are pupil free.
There will be a further day set as pupil free day. The curriculum day will be used for staff professional development.
Parents will be reminded through the school Newsletter and the calendar on the school website when a pupil free day is coming up.

SCHOOL GROUND SUPERVISION

All recesses and lunch times are supervised by teachers on duty, as well as before and after school. Although teachers are often at school early, they are engaged in tasks which, by personal choice, are being done in their own time.

Supervision is not provided until 8:45 am, and children are not expected to be dropped off before this time. Do not leave your child at school if a class teacher is not in attendance. Children who arrive before 8.45 a.m. and stay after 3.45 p.m. must stay in designated areas unless parents are supervising them.
Parents are encouraged to use Before School Care for students arriving prior to 8.45 am.
Consequently, parents are notified that no responsibility is accepted for children of a morning until 8:45 am.

In the afternoon, supervision shall be provided until 3:30 p.m.
Students not collected by 3:30 pm will remain at the office until 3.45 pm. after which time they will be taken to After School Care and parents will be required to pay a fee for the session. Please be courteous and phone the office if you are going to be late, this enables staff to reassure children that everything is alright and mum/dad or carers are just running a bit late.
COMMUNICATION: STAYING IN TOUCH
PHONE CALLS AND VISITS TO THE SCHOOL

To minimise disruption of school activities, please try to keep to the following times when contacting the teachers at school:

* 8.30 to 9.00 am
* 11.00 to 11.30 am
* 1.40 to 2.15 pm
* After 3.15 pm

Of course, if the matter is urgent, we will make exceptions. Alternatively an appointment can often be made outside these times.

Messages for your children can be passed on via the office. However direct contact with your child is not possible. Please note that due to confidentiality and privacy laws, office entry is only accessible with the permission of the Principal or Bursar.

NEWSLETTER

The whole school Newsletter is published to keep parents informed on current events and happenings, and at times contains items which require your response. Please make a habit of looking for the “Newsletter” on Wednesdays. It is our practice to send home the Newsletter with the eldest child of each family. The newsletter can also be found on the school website at: www.drouinwest.vic.edu.au (displays school information, sites for students and photos) and is posted on our TEAM APP.

Brief advertisements can be placed in the newsletter by families for a small cost of $2 per business card size. Businesses will need to contact the office for advertising rates.

INTERVIEWS AND REPORTS

Interviews with your child’s teacher will be held during February and again at the end of term 3. Parents or Guardians are also welcome to organise a meeting at an appropriate time with the classroom teacher or the Principal to discuss a child’s progress or highlight any concerns. Two written reports are provided throughout the school year in June and December.
COMMUNITY INVOLVEMENT: HOW YOU CAN HELP
CLASSROOM/SCHOOL HELPERS

Parents are encouraged to take part in the decision making process through membership of the School Council and its various sub-committees. At Drouin West we appreciate and value the time and effort that many people put into assisting the school in various ways. We have an active group of parents who are regularly involved in various school programs which support student learning. Parents are encouraged to be actively involved in supporting a wide range of programs throughout the many aspects of school life. To find out how you can become involved talk with your child’s class teacher.

To enable us to be aware of all persons on the premises, in case of an emergency, it is essential that all parents and visitors sign the visitors register in the office if they are intending to stay in the school grounds. All classroom/school helpers/visitors will be issued with a badge. Please wear the badge in a prominent place to ensure that it is visible to all staff and students. On completion of your time within the school, return to the office, sign out and return your badge.

SCHOOL COUNCIL

School Council meets in the evenings on the third Tuesday of the month. There are generally two meetings per term. The present composition is seven parents and four employees of the Department of Education and Training which includes the Principal. There is also an option of co-opting one community member. Six sub-committees help in the organisation and planning of the council.

These are:
A. Financial Management
B. Buildings and Grounds
C. Policy & Curriculum Development
D. Fundraising
E. Out of Hours School Care Management
F. Chaplaincy

All committees are comprised of staff and parents. We welcome any input or help by parents who would like to share their ideas on these committees. Parents who are not on School Council are welcome to come along to sub-committee meetings. Many "tasks" have been undertaken by these sub-committees outside school hours and contribute to the smooth running of the school.
SCHOOL COUNCIL ELECTIONS

Elections are held for those positions falling vacant. The system is designed to aid stability by having only half of the Council positions falling vacant in any one year.

SCHOOL COUNCIL REPORTING TO PARENTS AND COMMUNITY

Annual School Reports, including all statutory audits, on the school’s progress and achievements will be presented at the Annual Reporting Meeting which is held annually. The community is informed of this meeting through the school newsletter. The Annual Report is available to parents on the My School website at http://www.myschool.edu.au/
Alternatively parents are welcome to take a copy from the office.
The Strategic Plan outlines our goals and priorities for the next four years.

FUNDRAISING COMMITTEE

Mission Statement: Working with students in collaboration with their families, teachers and the school community to positively enhance students’ school experiences by providing support and assistance.
The Fundraising Committee meet on an as needed basis, dates and times are advertised in the newsletter. A number of parents continue to support the school and assist with the Mother's and Father's Day stalls, various special cooking sessions and other fundraising activities. Please check the classroom and school newsletters regularly and let us know if you want to become more involved.

This year we will be having our biannual Fair in March and will need lots of helpers on the day.

Thank you! Thank you! To all our wonderful families for all the time they give without hesitation to provide fun and excitement for all students. Many extra funds are generated to help with the cost of special projects and to supplement the cost of incursions such as the Life Education van.
SPECIAL EVENTS: CAMPS, EXCURSIONS & ACTIVITIES

SCHOOL ASSEMBLY

The whole school assembles are held in the multi-purpose room each Friday afternoon to share “whole-school” news, celebrate student achievements and to sing “Advance Australia Fair”. Parents are more than welcome to come along to these assemblies to support and encourage all of our students. We ask that parents keep their toddlers with them during assemblies enabling school students to concentrate during assemblies and not distract those around them.

CAMPS, EXCURSIONS & SCHOOL BASED ACTIVITIES

For students in year levels 4, 5 and 6 camps will be held each year if numbers are sufficient to make the camps viable. These camps are organised in such a way that they complement the school's Social Education and Physical Education/Personal Development programs. Camps are usually of two nights/three days duration for year 4 and a 5 day camp for years 5/6. Camps will be run on a rotating basis so each child can experience a different camp environment.

Camps and Excursions are a cost over and above the normal school program but are considered a vital ingredient in your child's total development and education.

You will be notified of all Camps and Excursions well in advance and arrangements will be made to allow for payment by instalments if you wish.

PERMISSION NOTES

Any Permission Notes which require your signature and need to be returned to school are printed on PURPLE PAPER. This includes excursion and camp notes and classroom permission forms etc. If your child brings a note home which is printed on PURPLE PAPER, please make sure that you fill it out with the necessary information and return it to school with your child as soon as possible. This avoids your child missing out on something because they have not returned their Permission Form. The school is unable to take a child out of the school on an excursion, nor allow them to participate in incursions if written permission is not given by a parent.
END OF YEAR FUNCTIONS
We have a three year rotation of events consisting of:
Year 1: Carols by Glowstick
Year 2: Bush Dance
Year 3: A Performance/Concert

In 2017 our end of year function is expected to be a Bush Dance.

Each year we also have a Grade 6 Graduation celebration where students receive certificates. Parents, teachers and invited guests also attend. Scholarships given by a number of organisations are awarded to some students in year six on this evening.

Mrs Ware and the ALESM&W representatives awarded a scholarship to Grace.

SCHOOL SPORTS
All children in years 4 to 6 are encouraged to participate in sport events which are held throughout the year. Sports have included: Athletics, Swimming, Cross Country, Cricket, as well as the Winter sports: Softball, Netball, Football and Hockey.

Students are selected to represent the school at local, zone, regional and state levels.

An annual Picnic Sports Day is held at School in the last week of the school year and involves all students.
OUR SCHOOL UNIFORM

School Council has developed a compulsory school uniform which is attractive and practical. This helps develop a sense of unity and pride in our School and must be worn by all students.

When parents send a child to school out of uniform, they are asked to send along a note explaining why it is not possible to be in uniform. So that the child does not feel ‘different’, we then endeavour to outfit them from our second-hand uniform supplies. We ask that the clothes be laundered and returned back to school.

**Boys** – Navy shorts/long pants/track pants and maroon polo shirt (long or short sleeve) with the school logo.
- Maroon and gold school windcheater or bomber jacket with the school logo.

**Girls** – Navy shorts/track pants/leggings or skirt with maroon polo shirt (long or short sleeve) with the school logo or check dress.
- Maroon and gold school windcheater or bomber jacket with the school logo.

**Grade 6 Option** – Special maroon & gold jacket, with all Grade 6 student names printed on the back, are ordered early in the year for those who would like to purchase them.

**Footwear** – Children should wear sensible shoes to protect their feet. No thongs, high heels or shoes that do not protect toes or support feet. Most children wear runners, which are suitable for all purposes, including Physical Education lessons and sport.

**Hats** – We have a SunSmart Policy which requires all people at our School to guard against exposure to the sun. It is compulsory for students to wear a maroon broad brimmed hat in Terms 1 & 4. Hats can be purchased from the school office for $8 each.

**Labelling** – Please clearly name, in a conspicuous spot, all articles of clothing.

Uniforms are available for purchase from Beleza, Williams Square, Warragul.

No facial piercings are permitted. Plain sleepers or studs for ear piercings are permitted.

**Art Smocks**
**ALL** students need something at school suitable to wear when painting and doing other art projects.

**SECOND-HAND UNIFORMS**
Second-hand uniforms are available for $2 from the office. The funds are donated to an orphanage in Burma. Families are welcome to donate any unwanted uniform items to the school. Please ask at the office.
PERSONAL INFORMATION

CONTACT NUMBERS
It is **essential** that all contact numbers - Home, work and even the emergency numbers (usually those of a couple of relatives or good friends who live not too far away and who will look after your child if we cannot reach you), **must** be kept up to date.

*So please remember if any of the contact numbers you give the school change, let us know*

STUDENT MEDICATIONS
Occasionally children are required to take medication while attending school. All medication needs to be given to the office in the original packaging with the child’s name and dosage. Parents are required to complete a medication form indicating the dosage and at what time medication is to be administered.

PERSONAL GOODS BROUGHT TO SCHOOL AT OWNER'S RISK
Please note that private property brought to school by students is not insured nor is the Department of Education and Training responsible for any loss or damage. We don’t encourage collectable items including football cards, at school, unless this is arranged for a special activity with the class teacher.
GENERAL INFORMATION

BANK DAYS
All students have the opportunity to join the Commonwealth Bank through school. Bank days are Mondays.

LOST PROPERTY
Lost property uniform items including jackets and hats, are placed in a laundry basket outside Joy Barson’s Prep/1A classroom (which is the first room on the left up the ramp in the relocatable building in 2017). Items labelled with a name are returned to the owner. Toys, treasures and valuable items are handed in and secured in the office. Items not collected by the end of each term will be taken to the local Opportunity Store.

PREP PLAYGROUP PROGRAM
We offer all students who are going to start school and are enrolled at Drouin West, to attend our Prep Playgroup Program in term 4. This is an opportunity for new students and their families to get to know the school environment, meet staff and ask questions. Invitations and information is sent to parents at the end of term 3.

LUNCHES
Nut allergies - We have several students in our School who suffer severe allergic reactions to peanuts as well as other types of nuts. These reactions are life-threatening and even the slightest contact, e.g. touching gladwrap which contained a peanut butter sandwich can cause this reaction to flare. As such, children will not be permitted to share food from their lunchboxes.

For safety reasons, glass bottles are not permitted at school.

Healthy Eating – Whilst parents have the greatest impact on what children eat, we, as a school, are trying hard to encourage healthy eating. Our lunch order menu includes healthy options, and we encourage all parents to make an effort to send healthy snacks and lunches along to school. We especially discourage sending processed snacks such as biscuits or chips which are loaded with energy, but low on nutrition – not good brain food. A piece of fruit, cheese sticks, carrot or celery sticks, etc. are much better options. We also have nude food days throughout the year to encourage minimal packaging.
**LUNCH ORDERS**
Lunch orders are made available to students on Mondays only through Jackson’s on Albert. Orders are placed in the yellow class bag for collection at 9:30am. Lunches are then delivered at eating time 1:30pm ready for students to enjoy.
There are special occasions throughout the year when volunteer parents provide students with the opportunity to purchase a special morning tea or lunch through the school as a fundraising event.

**ICY POLES AND FROZEN FRUIT STICKS**
During term 1 and term 4 students are able to purchase an icy pole or fruit stick for 50 cents. Each classroom has a container that is used for collecting orders. Students need to write their name on the order list and pay 50 cents or parents can order tokens via QKR which can be used at any time. Orders are collated, processed and distributed by our student leaders.

**SCHOOL INJURIES AND INSURANCE**
Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or private health insurance fund, you may also be able to claim transport or other expenses from the fund. The Department of Education and Training does not hold accident insurance for school students. Private companies may provide policies with specific benefits for students who are injured in accidents for a reasonably low cost.
Students investigate the tadpoles that are growing in the Frog Bog. The Frog Bog was created through the hard work of many volunteers.

GROUNDs
The school is housed on a 2.47 hectare rural site and provides the children with ample room for play. Drouin West is fortunate to have such excellent and extensive grounds. It is anticipated that we will continue to develop our garden areas throughout 2017 and look forward to families becoming involved.
CAR PARK ROUTINE

As with all schools, the end of the day dismissal time is busy and student safety is a priority. At Drouin West it is particularly busy at 3.15 pm with all families using private transport. It is very important for safety and efficiency in delivering and picking up the children that all parents follow the established routine. Please make sure cars are parked in the appropriate areas and do not block the exit of other cars. Please park facing towards the school. Please note that the road around the school is one way with the entrance from Main Neerim Road on the north east boundary.

Staff are on duty at the car line collection point or supervising students at the front of the school. Parents not using the car line are required to collect students from the front of the school and take them to their vehicle. Please be mindful that toddlers and babies are not permitted to be locked in cars while you are collecting your child/ren. Students will not be permitted to walk out to the front car park unless they are supervised.

Please Note:

Students who are being collected in the car line wait here for collection at the end of the day.

Students wait here for collection at the end of the day.

Flow of traffic entering the front car park

Please park facing towards the school
FINANCE

PAYMENT BY PARENTS

SCHOOL REQUISITES & CURRICULUM PAYMENT 2017

Parent payment for 2017 will be $120.00 per child (this cost has been maintained at the same amount as in 2014, 2015 & 2016). The payment is required to pay for student requisites (this is not a voluntary charge). Families are encouraged to use electronic methods of payment in 2017, options being QKR by MasterCard (this is our preferred method of payment), Direct Deposit and Eftpos at the office. School Council has also approved a voluntary charge of $20 per child towards continuing to make improvements in our school environment.

The Department of Education and Training states that:

Parents are required to provide or pay the school to provide the following materials/services.

- School uniform (where applicable)
- Student textbooks including hire or access to class sets of textbooks and print/resource material in lieu of textbooks
- Student requisites/stationery
- Material for programs/electives, where:
  - the student consumes or takes possession of the finished articles
  - the payment sought is the difference between the basic materials/services and higher cost alternatives
- Student computer printing above basic requirements
- Programs provided by outside specialists (eg. visiting artists/speakers)
- Official diary/handbook/work planner
- Camps/excursions which are integral to the curriculum and that all students are expected to attend
- School identification cards

To avoid the additional cost of the GST being passed on to parents the school will purchase pupil requisites and issue them as needed by the Teachers. In this way the requisites are seen to remain the property of the school and the savings are passed on to parents.

Where families are experiencing difficulties in meeting the levy you are welcome to speak with the Principal by phone or arrange for an appointment. Confidentiality will be respected in all cases.
EXTRA CURRICULUM / OPTIONAL EXTRAS

The school organises extra curriculum activities for students during the year. These can include sporting events, whole class excursions, visiting performances, or camps as examples. Parents do need to sign permission forms and pay extra to enable their child/children to participate. Families can also order photographs through the school photographer at an additional cost.

Some activities that may be held include:

- An Arts activity $15 approx.
- A Science activity $15 approx.
- One excursion $10 - $30
- Three or more sports coaching clinics (middle and upper grades) $8 x 3 or more
- Inter school sports – Upper grades - $8 x 3 or 4
- School Camp (Grade 4, 5 and 6 students) - $195 to $320 approx.
- School photographs - $25
- Father’s Day & Mother’s Day stalls - $7 per child for each
- Graduation Night - $90 per family approximately (this would be 2 parents/guardians and the graduating student).
- Footy Day lunch $5
- Whole School Disco $5

The numbers and costs indicated are approximate and designed to help you budget for anticipated expenses throughout the year. Parents are welcome to pay a bulk amount at the start of term 1 to be used for excursions and activities during the year.

Unless specified please put all monies into a clearly named envelope and hand to your child’s classroom teacher, not at the office.

MUSIC LESSONS

Students have the opportunity to learn how to play guitar, drums and keyboard at school through private tuition. There is a cost for private instrumental music lessons. Students from years 3 to 6 can also join the school choir or recorder groups. A recorder can be purchased through the school for $10 (these are available on QKR).
PARENT COMPLAINTS PROCESS

PARENT COMPLAINTS
The Department of Education and Training is committed to good communication and treating everyone with dignity and respect. The Department has developed this information to improve communication for us all when addressing concerns or making a complaint that is related to the school or your child’s education.

Do you have any questions about the school or something you would like to discuss? Remember, teaching and learning works best when there is a strong partnership between you and your child’s school.

Parent Complaints
How do I raise an issue or make a complaint?
Parents and caregivers are strongly encouraged to contact their child’s school in the first instance on all matters involving their child’s education.

Step 1
Identify your topic or issue. Making notes is a good idea as it ensures that you cover all points. Think about the resolution you would like to see as an outcome.

Step 2
Contact the school and speak to the Principal. They will discuss an appropriate way forward with you. This may include organising a meeting for a mutually convenient time.

Step 3
Meet with the school’s principal or teacher. If a classroom teacher is to be present it is more convenient for a meeting to occur outside of classroom hours.

Step 4
Contact your local Department of Education and Training Regional Office. If the matter is unresolved at the school level, you may wish to discuss if further with the community liaison officer at your regional office. Contact numbers for regional offices can be accessed at http://www.education.vic.gov.au/about/structure/regions.htm or phone 1800 809 834.

Step 5
If the matter is unresolved at the regional level you can address your complaint in writing to the Deputy Secretary, Office for Government School Education, c/o Manager, Community and Stakeholder Relations Branch, 33 St Andrews Place, East Melbourne VIC 3000.
You may be supported at any meeting by a friend, colleague or a representative from a support organisation. Parents and caregivers have a number of rights including the right to obtain copies of Departmental or school policies and procedures.

For further information for parents and caregivers visit:

http://www.education.vic.gov.au/about/contact/parentcomplaint.htm

- Parents Victoria (03) 9380 2158
  Outside Melbourne: 1800 032 023
- Association of School Councils in Victoria (ASCIV) (03) 9808 2499
- Victorian Council of School Organisations (VICCSO) (03) 9429 5900
- Victorian Multicultural Commission (03) 9208 3184
- Victorian Aboriginal Education Association Inc. (VAEAI) 9416 3833

Support Organisations General Information
POLICIES

School Policies for both curriculum and non-curriculum areas have been produced and a copy of the policies is available from the office. The following policies are a few that may be of assistance in knowing how to handle differing situations that may arise.

COMPLAINTS PROTOCOL

This policy was last ratified by School Council on 15th December 2015

PURPOSE:
Provide a system to manage complaints arising within the school environment.

AIMS:
• To ensure all staff (teaching and non-teaching) are made aware of the complaints protocol through the staff handbook.
• To inform parents that there is a procedure to manage complaints.
• To follow a complaints protocol.

IMPLEMENTATION:
• The Complaints procedures will be included in the staff and parent handbook.
• Parents will be made aware of the existence of a Complaints Protocol which must be followed in the event of any complaints made to the school.
• Complaints can be managed either informally or formally.
• For the resolution of a complaint, the following protocol will be adopted:
  o Raise the complaint in an appropriate manner through the Principal or representative.
  o An appointment will be made with the Principal or their complaint representative, during which the complaint will be discussed.
  o If a complainant is abusive, extra assistance will be sought.
  o The complaint may be requested in writing.
  o The meeting will be documented by a third person.
  o If the issue is resolved no further action will be taken and documentation will be retained.
  o If the matter is still unresolved it will be referred to the appropriate staff at Region.
  o After consideration the issue will be referred back to the school for a resolution.

EVALUATION:
• Complaints are resolved by following the Complaints Protocol.
• The Region will contact the Principal or representative with a recommendation.
• This recommendation will be acted upon to resolve the complaint.
• This policy is to be reviewed as part of our school’s three-year review cycle or earlier as required.
BULLYING
This policy was last ratified by School Council on 18th October 2016.

PURPOSE:
Provide a positive culture where bullying is not accepted, and in so doing, all will have the right to be respected by others, the right to learn or to teach, and the right to feel safe and secure in the school environment.

DEFINITION:
A person is bullied when they are subjected to intentional negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Being bullied or harassed means that someone is subjected to behaviour which is hurtful, threatening or frightening by an individual or group.

Physical bullying: including fighting, pushing, shoving, pinching, aggressive play fights and invasion of personal space.

Verbal bullying: including name calling, offensive language, putting people down both to their face and behind their backs, intimidating noises and teasing people because of their race, gender, religious creed and appearance.

Visual bullying: including offensive notes or material, graffiti, gestures and damaging other people’s possessions.

Extortion bullying: including stand-over tactics, picking on others, threats to ‘get’ people.

Exclusion bullying: ranges from being ‘frozen out’ where the victim is treated as if they don’t exist, to rumour mongering, and hurtfully making social invitations in front of, but not to the bullied student.

Telephone bullying: including students repeatedly telephoning the victim’s home or mobile phones with the intention to harass or cause discomfort.

Sexual bullying: including touching or brushing against one in a sexual manner, telling sexually orientated jokes, drawings of or writing about someone’s body, using rude names or commenting about someone’s morals, unwanted invitations of a sexual nature and demanding information about someone’s private life.

Cyber bullying: is the term used to refer to bullying & harassment by use of electronic devices through means of e-mail, instant messaging, text messaging, blogs, mobile phones and websites, and/or any other social media.

AIMS:
• To reinforce within the school community what bullying is, and the fact that it is unacceptable.
• To encourage everyone to report incidents.
• To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims, perpetrators, bystanders and upstanders.
• To seek parental and peer-group support enabling positive outcomes for all involved.
IMPLEMENTATION:

- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- The school will adopt a four-phase approach to bullying.

Phase 1 Primary Prevention:

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide opportunities that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon annually.
- Each classroom teacher to be made aware of the school policy on bullying.
- Principal will be informed of all bullying incidents.
- School to be involved in Creating A Safe Supportive Environment (CASSE).
- CASSE approach implemented to a student leader group and to be filtered back through the classrooms.

Phase 2 Early Intervention:

- Promote children reporting bullying incidents involving themselves or others.
- Classroom teachers regularly remind students to report incidents, and reinforce that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- CASSE upstanders assist in bullying situations.

Phase 3 Intervention:

- Those identified through the Bullying Survey will be counselled.
- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct.
- To use the CASSE "Bullying Power Dynamics Diamond" when resolving bullying incidents.

Phase 4 Post Violation:

- Consequences may involve:-
  - exclusion from class.
  - exclusion from yard.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
  - as per procedure in School Wide Positive Behaviour Support.
  - in school and out of school suspension.
- Ongoing monitoring of identified students exhibiting bullying behaviour.
- Reinforcing positive behaviour.

EVALUATION:

- This policy will be reviewed in response to student, parent and community feedback through regular surveys and School Wide Information System (SWIS) data.
- Parent and Student Survey data shows we are at or above State averages.
- This policy will be reviewed annually.
PARENT PAYMENT POLICY AND IMPLEMENTATION

This policy was last ratified by School Council on 15th November 2016

Purpose
To ensure that parent payment practices are consistent, transparent and ensure that all children have access to the standard curriculum.

Rationale
The Victorian community shares a vision to build an education system that champions excellence and ensures that every child and young person has access to the opportunities to succeed in life, regardless of their background or circumstances. Schools are best placed to make local decisions which ensure that all students can access a broad range of learning opportunities that support their expectations and promote their aspirations as they move through the education system. Parent contribution, in all forms, assists schools to provide an enriched learning and teaching program for every student and is highly valued by school communities.

Learning and teaching programs vary across schools based on local needs and circumstances and reflect each school’s priorities, decisions and resources. This, in turn, informs the parent payment charges approved by school councils that may vary from one school to the next.

What can schools charge for?
The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents1 under three categories only—Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Essential Student Learning Items are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

Optional Items are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

Voluntary Financial Contributions
Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

The attached diagram “Understanding Parent Payment Categories” provides examples of items and materials under each category.

In implementing this policy, schools must adhere to the following principles:

Principles

- **Educational value:** Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices

- **Access, equity and inclusion:** All students have access to the standard curriculum program and participation of all students to the full school program is facilitated

- **Affordability:** Cost to parents is kept to a minimum and is affordable for most families at the school

- **Engagement and Support:** Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship

- **Respect and Confidentiality:** Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgment and the identity and personal information of all parents and students are kept confidential in respect to parent payments

- **Transparency and Accountability:** School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

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1 'Parent' in the policy has the same meaning as in the *Education and Training Reform Act 2006*, which is: ‘parent’, in relation to a child, includes a guardian and every person who has parental responsibility for the child including parental responsibility under the *Family Law Act 1975* of the Commonwealth and any person with whom a child normally or regularly resides.
Cost and support to parents

When school councils consider the proposed requests for parent payments the cost is kept to a minimum and is affordable to most parents at the school.

School principals must ensure that:

- items students consume or take possession of are accurately costed
- payment requests are broadly itemized within the appropriate category
- parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school
- information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access
- parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks’ notice prior to the end of the previous school year). This enables parents to save and budget accordingly.
- parents are provided with reasonable notice of any other payment requests that arise during the school year—ensuring parents have a clear understanding of the full financial contribution being sought
- the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
- parents experiencing hardship are not pursued for outstanding school fees from one year to the next
- use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
- there will be only one reminder notice to parents for voluntary financial contributions per year
- Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

Support for families

Families may experience financial difficulties and may be unable to meet the full or part payments requested. Principals and school councils exercise sensitivity to the differing financial circumstances of students and their families when considering parent payment fees. There are a range of support options available to support and assist parents. These can be accessed through “Cost support for families.”

Consideration to hardship arrangements in respect to payment requests is provided to families experiencing long term hardship or short term crisis on a confidential, case by case basis. All schools have written hardship arrangements that include a proactive approach to providing support for parents experiencing financial difficulty.

All parents are provided the name and contact details of a nominated parent payment contact person at the school who they can discuss payment arrangements with.

Engaging with parents

In respect to each school’s development of its parent payments, school councils will engage in effective communication with the school community and have strategies in place to ensure they are aware of and understand the needs and views of parents.

Review of policy implementation

Schools will monitor the effectiveness and impact of the implementation of this policy at least annually as part of its ongoing improvement and report back to the school community.

The full Parent Payment Policy is available from the Department’s School Policy and Advisory Guide. Answers to the most commonly asked questions about school costs for parents see:

Frequently Asked Questions – For Parents
Understanding Parent Payment Categories

Schools

What does the legislation say?

The Education and Training Reform Act (2006) provides for free instruction in the standard curriculum program to all students in government schools. The Act also empowers school councils to charge fees to parents for goods and services provided by the school to a child.

In the Act, a ‘Parent’ includes a guardian and every person who has parental responsibility for a child including parental responsibility under the Commonwealth Family Law Act 1975 and any person with whom a child normally or regularly resides.

What do schools pay for as part of ‘free instruction’?

Free instruction is the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities.

The standard curriculum for Years F-10 means implementation of the Victorian Curriculum F-10.

The standard curriculum for senior secondary schools means a program that enables a student to be awarded a VCE or VCAL qualification.

What principles govern parent payment practice?

Educational Value | Access, Equity & Inclusion | Affordability
Engagement & Support | Respect & Confidentiality | Transparency & Accountability

Parents

What may parents be asked to pay for?

Schools can request payment for

**Essential Student Learning Items**

These are items, activities or services that the school deems essential to student learning of the standard curriculum.

Where practical and appropriate, parents may choose to purchase items through the school or provide their own.

These may also be either:

**Items the student takes temporary or permanent possession of**

- e.g. textbooks, activity books, exercise books
- stationery, book bags
- student ID cards, locks
- cooking ingredients
- students will consume
- materials for final products that students take home (technology projects, build-your-own kits, dioramas)
- Picture Exchange Communication Systems

**Activities associated with instruction that all students are expected to attend**

- i.e. travel, entry fees or accommodation
- e.g. excursions, incursions, school sports, work placements

Parents can be asked to pay for items, activities and services in the three Parent Payment Categories:

- Essential Student Learning Items
- Optional Items
- Voluntary Financial Contributions

Schools determine how items, activities and services are classified within these categories based on the learning and teaching program of their school.

Voluntary Financial Contributions

- e.g. Building or Library fund (Tax deductible)
- Voluntary contributions for a specific purpose, such as equipment, materials, services.
- General voluntary contributions

Voluntary contributions are classified within these categories based on the learning and teaching program of their school.

Schools can request payment for

**Optional Items**

These are items, activities or services that are optional and are offered in addition to the standard curriculum.

Students may access these on a user-pays basis.

These may be either:

**Items the student purchases or hires**

- e.g. school magazines, class photos
- functions, formal, graduation dinners
- materials for extra curricular programs
- student accident insurance

**Activities the student purchases**

- e.g. fees for extra curricular programs or activities, such as instrumental music tuition
- fees for guest speakers
- camps, excursions, incursions, sports
- entry fees for school run performances

**Items and/or materials that are more expensive than required to meet the standard curriculum**

- e.g. use of silver in metal work instead of copper
- supplementary exam revision guides

Support for families experiencing hardship is available at every school and each school has a parent payment contact person. See your school’s policy for more information.

For more information on Parent Payments and Personal Devices, visit the DET website at: www.education.vic.gov.au

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PARENT PAYMENT CHARGES

- Drouin West Primary School Council will annually review parent payments requested to ensure they are in line with Department of Education & Training guidelines.
- Charges will be clearly itemized, costed and categorized as Essential Student Learning, Optional Items or Voluntary Financial Contributions.
- Parent contribution requests will be made in line with the principles of Educational value; Access, Equity and Inclusion; Affordability; Engagement and Support; Respect and Confidentiality; Transparency and Accountability.
- Parent contributions will be requested to assist the school in providing an enhanced teaching and learning program for every student in line with the school priorities.

Payment arrangements and methods

- Parents will be provided with early notification of annual payment requests (a minimum of 6 weeks prior to the commencement of the school year). Reasonable notice will be given for any other payment requests during the year (i.e. excursions).
- Families will not be required to make payments prior to the commencement of the new school year.
- Parents will be permitted to make payments in instalments, and be provided with several methods of making payment including, QKR by MasterCard, cash, cheque or Eftpos. Parents are able to enter into confidential payment arrangements by contacting the business manager (Ann Webster) on 0356 251 971 or email webster.johanna.j@edumail.vic.gov.au

FAMILY SUPPORT OPTIONS

There are a number of support options available for parents including but not limited to;

- Second hand uniform if available for purchase from the office at $2 per item.
- Camps, Sports & Excursion Funding (CSEF) available to eligible parents who hold a valid Healthcare card. Please ask for a form at the school office.
- State Schools Relief support available for uniforms/footwear/calculators/textbooks. Please speak with the school Principal.

Consideration of hardship

The school understands that families may experience financial difficulties or hardship at times and may be unable to meet full or part payments requested. Families are invited to contact the Business Manager to make payment arrangements or alternatively can contact the Principal for a confidential discussion and information regarding support options.

Communication with families

The Parent Payment Policy and Implementation will be published on the school website.
General enquiries regarding parent charges may be made to the office on 0356 251 971. Concerns should be directed in the first instance to Ann Webster the Business Manager.

Monitoring and review of the implementation of the policy

The School Council (via the Finance Committee and the Policy Committee) will conduct an annual review of the implementation of the Parent Payment Policy including addressing any concerns raised by the school community. Any changes to the Policy Implementation will be reported back to the community via the school’s Newsletter.
SMOKING

*This policy was last ratified by School Council on 21st October 2014*

**PURPOSE:** Provide a smoke free environment.

Our school recognises the danger smoking and passive smoking causes to health as well as the need for the school and its staff to provide positive role models to students. Consequently, for the protection of staff and students, smoking is not permitted within any area of the school property or at any school related activity or function by students, parents, staff or visitors.

**AIMS:**
- To ensure no smoking on the school premises and during school off site events.
- To ensure that a fair and reasonable process for responding to incidents of smoking is developed, understood and consistently followed.

**IMPLEMENTATION:**
- Smoking is not permitted within any area of the school property or vehicles owned by DEECD, nor at any school related activity or function by students, staff or visitors. Failure by employees to comply with the Act is an offence. (The Tobacco (Amendment) Act 2005 prohibits smoking in enclosed workplaces and at under aged music/dance events.)
- Smoking is not permitted in any vehicle when being used to transport students on excursions.
- No smoking signs will be erected at prominent places within the school.
- Our No Smoking policy will be communicated to the community via the school newsletter, parent and staff handbooks.
- A combination of counselling and disciplinary measures will accompany any incidents of student smoking. They include: reminder of No Smoking policy and counselling / parent contact / time out / suspension.
- At school events the community will be reminded that there is no smoking.

**EVALUATION:**
- Monitor the smoke free environment.
- This policy will be reviewed as part of the school’s three-year review cycle, or earlier as required.
SUNSMART
This policy was last ratified by School Council on 13th December 2016

PURPOSE: A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first 10 years of life is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low Vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

AIMS:
- To educate and develop an awareness of sun protection for the broader school community.
- To take appropriate measures for protecting teachers and children from harmful UV rays.
- To acknowledge that Vitamin D is essential for healthy bones and muscles, and for general health.

IMPLEMENTATION:
- Regularly reinforce Sunsmart behaviour in a positive way through newsletters, parent meetings, and student and teacher activities.
- Compulsory wearing of hats for staff, students and volunteers whenever they are outside during Terms 1 and 4.
- Hats must be Broadbrim or Legionnaire style only.
- Encourage parents to apply SPF 30+ broad spectrum, water resistant sunscreen to their children before school. Students will be encouraged to apply sunscreen provided by their parents, prior to going outside.
- Children who do not wear hats during Term 1 and 4 will be required to sit on seats under shady trees in the Healing Garden.
- Encourage children to use available areas of shade for outdoor activities.
- When timetabling outdoor activities, teachers will take into account dangers associated with exposure to ultra-violet rays.

EVALUATION:
- All students, volunteers and staff will wear appropriate hats and demonstrate SunSmart behaviour.
- This policy will be reviewed as part of the school’s three-year review cycle, or earlier as required.
UNIFORMS
This policy was last ratified by School Council on 21st October 2014

PURPOSE:
Create a sense of collective and individual pride in students and their identification with the school and promote a sense of individual student safety and group security.

AIM:
To ensure all children wear the approved school uniform.

IMPLEMENTATION:
The school uniform consists of:
- Drouin West Primary School windcheater and bomber jacket with logo.
- Drouin West Primary School maroon polo top with logo or a navy blue skivvy.
- Girls - a maroon, blue & white check dress, navy tunic, navy skirt, navy shorts, navy track pants or navy leggings.
- Boys - navy long pants, shorts or track-suit pants.
- Wearing a maroon broad brim/legionnaires hat in Terms 1 and 4 is compulsory. These will be sold through the office.
- A sports uniform for major events will be worn comprising of navy shorts/maroon polo top with logo, white or navy socks and appropriate sports shoes. Specialised sports tops will be worn when required e.g. basketball tops, which will be supplied by the school.
- Suitable footwear to be worn at all times. Enclosed toe, lace up, buckle, Velcro’s or slip-on shoes.
- All uniform items displaying the school logo can be purchased through Beleza, Williams Square, Warragul.
- Second hand uniforms will be available through the office at $2 per item. The proceeds of which go to social service.
- In cases requiring special consideration, exemptions may be granted after consultation with the Principal.
- Students who do not wear uniforms for excursions will be excluded on the grounds of safety and remain at school.
- Students may use an alternative bag to the Drouin West School bag.
- Students are not permitted to wear make-up.
- No facial piercings are permitted.
- Plain sleepers or studs for ear piercings are permitted
- A note should be sent by parents/guardians if their child is out of uniform.

EVALUATION:
- All children will wear school uniform.
- Notes sent regarding children out of uniform.
- This policy will be reviewed as part of the school’s three-year review cycle, or earlier as required.
HOME LEARNING
This policy was last ratified by School Council on 18th October 2016.

PURPOSE:
Foster good life-long learning and study habits and provide opportunities for students to be responsible for their own learning.

AIMS:
- To provide an opportunity for parents to participate in their child’s education
- To provide students with varied, challenging and meaningful tasks related to class learning that is appropriate and encourages responsibility for self-learning.

IMPLEMENTATION:
- It is recommended that parents will encourage their child/ren to set aside a regular, daily session to read and complete home learning tasks.

In Prep to Year 2
- Home learning will consist of daily reading to, with and by parents/care givers or older siblings. This will not exceed 30 minutes each day.
- A uniform reading log for Prep to 2 will be used.
- In partnership with parents, teachers can make arrangements to send incomplete classroom tasks home for completion.
- Big Write stimulus writing topics are sent home for students/parents to discuss writing ideas including VCOP (vocabulary, connectives, punctuation and openers).

In Years 3 and 4
- Home learning will consist of daily reading to, with and by parents/care givers or older siblings. This will not exceed 30 minutes a day.
- A uniform reading log for Years 3 and 4 will be used.
- In partnership with parents, teachers can make arrangements to send incomplete classroom tasks home for completion.
- Big Write stimulus writing topics are sent home for students/parents to discuss writing ideas including VCOP (vocabulary, connectives, punctuation and openers).

In Years 5 and 6
- Home learning will include independent reading and a set weekly task. This will generally not exceed 45 minutes a day.
- Teachers will assess homework and provide timely and practical feedback and support.
- Class work that is not finished due to extra-curricular activities will be completed as homework.
- Students who do not utilise class learning time appropriately are expected to complete unfinished tasks at home.
- Any incomplete work tasks that are sent home as homework will be accompanied by a standardised form that will need to be signed by parents/guardian and returned the following day.
- A student diary will be used in Grade 5/6.
- Big Write stimulus writing topics are sent home for students/parents to discuss writing ideas including VCOP (vocabulary, connectives, punctuation and openers).

EVALUATION:
- In formal observations of parental involvement and children taking responsibility for their home learning.
- Feedback from students and parents including Parent Opinion Survey results and Attitude to School Survey.
- The policy is included in the School Parent Information Handbook.
- This policy is to be reviewed as part of our school’s three-year review cycle or earlier as required.
**HEAD LICE**

*This policy was last ratified by School Council on 15th December 2015*

**PURPOSE:**
Assist parents with the management of head lice and to reduce the severity of outbreaks and their reoccurrence.

**AIMS:**
- To stop the spread of head lice in the school.
- To provide accurate information and advice for parents and teachers through the newsletter and information sessions.

**IMPLEMENTATION:**
- At the time of enrolment, permission from all families will be sought requesting permission for approved trained parents to check their children’s hair.
- The permission note will indicate that if a parent refuses to give authority for school personnel to screen their child’s hair for head lice, that they will take responsibility to screen their own child. The school will notify all parents who have not given permission when a screening occurs.
- Screenings will take place at the beginning of each school term and as necessary during each term. Strict confidentiality will be maintained at all times.
- The principal will be informed of any infestations. The principal or office staff will contact parents or guardians.
- Parents and guardians will be required to collect their child/children, if they are found to have lice. Children will be supervised in the office until they are collected.
- Students will need to be treated before they can return to school. (ref. Regulation 13, 14 and 15 of Health Infectious Diseases Regulations, 2001).
- Students will need to report to the office after treatment to be checked before returning to their classroom.
- Parents will be provided with up to date information about the successful treatment options available and they will also be informed about myths in relation to head lice.
- A copy of the Head Lice policy will be included in the parent handbook.
- Parents will be notified through the school newsletter if there has been a head lice outbreak and be asked to check their child’s/children’s hair.
- School Council approve paid employment for parents who complete head checks.

**EVALUATION:**
- Permission notes are returned, giving approval to check individual children.
- Regular checks will be conducted at the beginning of each term.
- Children are treated promptly upon infestation.
- Information is provided through the newsletter.
- This policy is to be reviewed as part of our school’s three-year review cycle or earlier as required.
CONSENT FORM TO CONDUCT HEAD LICE INSPECTIONS

Permission to cover the duration of the student’s school at:
Drouin West Primary School

For the many families and teachers of primary school aged children, head lice infestation continues to create concerns. While it is known that head lice do not carry any infectious disease, here at Drouin West, the Principal, teaching staff and School Council have developed a parent-managed, head lice program to help all families manage head lice. A group of trained parents at the school have offered to assist with head lice checks which are generally done at the beginning of each term (and it is fully supported by the Principal, teaching staff and the School Council.)

Program goals include:

1. Reduce the spread of head lice.
2. Reduce the frustration and misinformation associated with head lice.
3. Decrease the concerns regarding head lice within the school community.
4. Protect families from misusing potentially harmful insecticide treatments.
5. Promoting regular home based screening using a conditioner and comb method.

We invite you to include your child in our screening program.

If you would like to include your child in our screening program, the permission slip below needs to be completed and returned to the school. The program works best when the vast majority of children at the school are involved in a screening program.

If you would prefer to screen your child yourself, information on the best technique is available from the school office.

Trained parents will dry check all hair. There are no toxic chemicals used in this method and no treatment is undertaken at the school.

Regular updates will appear in the newsletter.

If there are any questions, please feel free to contact the school.

Thank you
Kerry Ware
(Principal)

Please circle your response

I give /do not give permission for my child to participate in the Drouin West Primary Head Lice Program, for the duration of their schooling at this school.

Parent/guardian/carer full name:  .......................................................... 
Parent/guardian/carer full name:  ..........................................................
Name of child attending school: .............................................................

Signature of parent/guardian/carer: ........................................ Date: ........
Signature of parent/guardian/carer: ........................................ Date: ........

Please inform the school if guardianship/custody changes for your child, as this form will need to be re-signed to reflect these changes. Please also inform the school in writing if you no longer wish to provide consent for the school to undertake head lice inspections for your child.
STUDENT ELECTRONIC DEVICES POLICY
This policy was last ratified by School Council on 18th October 2016

PURPOSE:
To inform students that personal electronic devices and recording equipment (eg Nintendo DS1) are not accepted on school grounds during school hours, school activities including camps, excursions, sleepovers, incursions and Out of School Hours Care.

AIMS:
- Students are not to use or carry personal electronic devices during the school hours or school activities, excursions, incursions, camps and sleepovers unless permission is given by the school.
- To raise awareness of parents responsibility in supporting the no personal electronic devices and recording equipment policy of the school.
- For educational purposes students will be asked to use the schools’ digital cameras & recording equipment.
- To ensure students/parents are aware of their responsibility when bringing personal storage devices to school.

DEFINITIONS:
- Electronic Devices include:
  o Mobile Phones
  o Digital cameras
  o iPod & iTouch & MP3 players
  o DS, DS Lite & DS1
  o iPad
  o Computers
  o PSP (Playstation Portable)

IMPLEMENTATION:
- Students will be taught explicitly the appropriate use of electronic storage devices at school.
- Students found with personal electronic devices and recording equipment during school hours and during school activities will have the electronic device and recording equipment confiscated and stored in the office to be collected by the parent at the end of the day, unless permission has been given for devices to come to school. Eg. Class reward.
- Parents will be notified of any confiscated items.
- Downloading from the schools digital cameras and recording equipment will take place with permission of a member of Drouin West Primary School staff. Images will then be deleted from the schools digital camera or recording equipment.
- Notify the school community through the parent handbook and information sessions.
- USB’s brought in from home must only have school related work on them.
- Teachers are permitted to access student’s USB’s to check the content as deemed necessary.

EVALUATION:
- Number of electronic devices and recording equipment confiscated through the school year.
- Feedback from teachers on the content found on student USB’s.
- This policy be reviewed annually.
ACCEPTABLE INTERNET USE
This policy was last ratified by School Council on 18th October 2016.

PURPOSE:
Ensure appropriate Internet use with adequate supervision and parental agreement to meet students' educational needs at school.

AIMS:
- To use Internet services appropriately.
- To provide a Student Code of Practice for use of the Internet.

IMPLEMENTATION:
- Student's Internet access will only be available when supervised by a staff member or an authorised adult.
- The Internet is to be used only for educational purposes.
- Students and teachers to be made aware of legal requirements regarding copyright and appropriate behaviour on networks.
- Professional development will be made available to staff.
- Students from Prep to Grade 6 are to be trained in the responsible use of the Internet using programs like Cyberquoll and Cyber Safety
- Filtering software will be continued and updated in accordance with Department of Education and Training policy.
- Staff will monitor files held on the network.
- Inappropriate sites will be reported to Department of Education and Training.
- Student Code of Practice regarding Internet usage sent home at the beginning of the school year to be read and form signed by parents from Grade Prep to Grade 2 and by students and their parents from Grade 3 to Grade 6 before access to the Internet is allowed each year.
- Code of Practice to be included in the school handbook.
- Teachers are to keep accurate records of those students who have returned Code of Practice forms. A copy will be retained in the teacher’s classroom folder.
- Misuse of the Internet will be referred to the Principal and parents and removal of Internet access will follow.
- All students will be given an internet username and password.
- Students are not permitted to use software to unblock sites.
- Regular review of filtering software and virus protection

EVALUATION:
- Continual monitoring of student usage by teachers and computer technician.
- Code of Conduct to be continually monitored.
- This policy is to be reviewed annually.
STUDENT WELFARE

STUDENT WELFARE/MANAGEMENT PLAN

PHILOSOPHY
Our school community recognises that a proactive behaviour management structure will support students in developing their emotional intelligence, resilience and social competences. These aspects of a child’s development are linked to long term occupational and life success.

We aim to provide a positive learning environment where all students can learn and feel safe. We encourage students to take responsibility for the choices they make. We understand that the impact one student may have upon the social dynamics of a classroom environment and believe with support and clear and consistent feedback children can learn to make appropriate choices. We encourage children to build empathy, develop thoughtfulness and accountability for the way a person chooses to behave. We address the causes of the harm, the impact of the harm on those affected and investigate ways to make amends and to put things right.

POSITIVE BEHAVIOUR SUPPORT - OUR 4 B’s

Students and staff listed all the behaviours they would like to see in the various areas of our school making it the best school for all involved. These behaviours were sorted into groups of behaviours with input from students, teachers and the Positive Behavioural Support Team. These behaviours were then grouped and given a title. We came up with our 4 “B’s which will be easier for everyone to recall:

Be a Learner, Be Safe, Be Respectful and Be Kind.

These expectations of behaviour will be taught explicitly at the beginning of the year using the detailed matrix explaining what each means. These are displayed in the appropriate areas of the school. Each matrix was developed during 2009 by students, staff and the Positive Behavioural Support Team and are reviewed annually to ensure they are up to date. The following are for the classroom and playground areas.
Our 4 B's

Be kind

Be respectful

Be safe

Be a learner
## Our 4Bs at Drouin West PS

### Be a Learner

<table>
<thead>
<tr>
<th>This includes:</th>
<th>This means:</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting challenges</td>
<td>• Have a go</td>
<td>• Keep your hands, feet and objects to yourself</td>
<td>• Wait your turn to speak</td>
<td>• Share classroom resources</td>
</tr>
<tr>
<td>Independence</td>
<td>• When required, have a go on your own</td>
<td>• Walk in the classroom</td>
<td>• Be honest and tell the truth</td>
<td>• Use your manners</td>
</tr>
<tr>
<td>Resilience</td>
<td>• It’s ok to make a mistake – Don’t give up!</td>
<td>• Use equipment safely</td>
<td>• Use appropriate tone, voice and body language</td>
<td>• Cooperate with others</td>
</tr>
<tr>
<td></td>
<td>• It’s ok to get stuck, it’s not ok to stay stuck</td>
<td>• Eat the food in your lunchbox only</td>
<td>• Look after your own, the school’s and other people’s property</td>
<td>• Be considerate and help others</td>
</tr>
<tr>
<td></td>
<td>• Accept feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Organised</td>
<td>• Make sure you have everything you need to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be responsible and tidy with your belongings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be timely with learning tasks and returning to class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High expectations</td>
<td>• Aim for your personal best</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be proud of your learning and behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set achievable learning goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>• Active listening, thinking and responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td>• Attempt tasks in different ways ... if one way doesn’t work, try another</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>• Seek more information (by questioning, researching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarify your understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using tools and strategies</td>
<td>• Use tools and strategies that work for you (displays, L.I and S.C., dictionaries, hands on materials, peers, adults, ICT, plans, mind maps, diagrams etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferring skills</td>
<td>• Use what you know to help with learning (Schema)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make connections from one area to another</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being Reflective</td>
<td>• Think about your learning as you go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Think about how to improve for next time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember to follow the 4Bs at all times!
POSITIVE STRATEGIES

- Student Awards are given out in classrooms, during specialist classes and the playground for good and improving behaviour.
- Students have the opportunity to redeem these awards at the Honey Pot Shop on Fridays before assembly.
- Staff give non-verbal reinforcement (smiles, nods, thumbs up)
- Staff give positive specific praise and encouragement.
- Public acknowledgement (awards, certificates) are awarded at weekly assemblies.
- Privileges and special opportunities are organised as staff decide which is appropriate.

In addition to extrinsic acknowledgement, students also experience personal gains including:

- Quality relationships with peers and staff
- Academic success
- Satisfaction and feelings of self-worth
- The positive feeling of doing the “right thing” and being a contributing member of a group.

PREVENTION AND INTERVENTION STRATEGIES

Intervention is any strategy designed to support students who are experiencing difficulty in meeting the schools’ expectations or reaching their potential. This can range from a corrective statement from a teacher, an individual learning plan developed for students with special needs, involvement with Department of Education & Training psychologists, social workers or speech therapists, accessing the school chaplain or providing support through various agencies.

We adopt restorative justice practices in all classrooms and in the playground environment. Through class meetings, CASSE student team, peer group conferences and 1:1 conversations the culture of our school has students who are encouraged to work together to resolve conflict in a respectful and assertive manner.

The restorative justice process is participatory and focuses on the incident and the impact of the harmful behaviour. All those responsible and accountable, including individuals affected by the wrongful conduct are bought together. Through conferencing individually and collectively, those involved address the causes of the harm, the impact of the harm and investigate ways to make amends and restore relationships.
Programs our school uses in the classroom include: Values in Education, The Games Factory, Bounce Back, Friendly Kids, Friendly Classrooms and Friends for Life. Strategies have also been adopted across the school to help children learn to be socially skilled and knowledgeable. These programs compliment and broaden our approach to meet the individual needs of children.

**STUDENT WELFARE AND DISCIPLINE PLAN**

If deemed appropriate a communication book may be established to promote daily contact between parents and the school.

Students may also be placed on a behavioural contract and given specific guidelines with the opportunity to work towards specific rewards. This is established by the classroom teacher in consultation with the Principal and the parents.

Should a child receive a school detention he/she will be required to fill in a form stating what occurred and what needs to be done to avoid repeating the behaviour that led to the detention. This form is to be signed by the child and a parent. The child will be required to remain in the office under supervision during part of their lunchtime for a conference. The student will be required to participate in an individual conference where the child can explain what happened, what they were thinking, what they have thought about since it happened, decide whether they did the right or wrong thing, think about who has been affected, how this can be fixed up and what support they need.

Only in extreme cases will a child be given “in school suspension” or “school suspension” following the Department of Education and Training processes.

Please refer to the flow chart on the following page.
Drouin West Student Welfare and Discipline Plan

Building relationships founded on trust and valuing all others, underpins our student welfare and discipline. Each year, staff teach explicitly the classroom and playground expectations. Most children value being part of their class team and adhere to classroom expectations. Teachers focus on reinforcing positive behaviour and giving feedback to students to support them in their decision making. The following steps are the consequences of poor behaviour choices.

**CLASSROOM Welfare/Discipline Flow Chart**

- **Step 1.** Initial warning.
- **Step 1.** For throwing things, unacceptable language, violent or defiant behaviour a student goes directly to the Principal Office.
- **Step 2.** Time out within the classroom.
- **Step 3.** Student removed to another classroom.
- **Step 4.** If disruptive behaviour continues, student removed to Principal's Office. Principal contacts parents.

**PLAYGROUND Welfare/Discipline Flowchart**

- **Step 1.** Initial warning and name and behaviour recorded in red book
- **Step 1.** DETENTION For throwing things, unacceptable language, violent or defiant behaviour a student goes directly to Principal’s Office.
- **Step 2.** •Walk with yard duty teacher or •Time out on the green seat outside the staffroom.
- **Step 3.** Detention Student fill in a form and take home for a parental signature
- **Step 4.** •Restricted playground area or •Alternative playtimes or •Parents to collect child from school.
RIGHTS AND RESPONSIBILITIES OF ALL CHILDREN

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be an individual and to be treated fairly.</td>
<td>To treat others fairly and not discriminate.</td>
</tr>
<tr>
<td>2. To be respected and treated with kindness.</td>
<td>To treat others with respect and kindness.</td>
</tr>
<tr>
<td>3. To express ideas and feelings in a socially acceptable manner.</td>
<td>To allow others to express their opinions. To show tolerance, respect and thoughts for others.</td>
</tr>
<tr>
<td>4. To benefit fully from school.</td>
<td>To come to school regularly and arrive on time, to complete work and assignments and to allow others to work without interruption.</td>
</tr>
<tr>
<td>5. To feel safe at school.</td>
<td>To know and comply with expected behaviours designed to keep the school a safe place.</td>
</tr>
<tr>
<td>6. To have a caring and healthy school environment.</td>
<td>To take care of ourselves and our own and others property.</td>
</tr>
<tr>
<td>7. To tell our side of the story if we are accused of rule breaking.</td>
<td>To be honest and truthful about our own behaviour.</td>
</tr>
</tbody>
</table>

RIGHTS AND RESPONSIBILITIES OF PARENTS AND GUARDIANS:

- right to communicate about a child with staff during suitable school hours
- responsibility to bring any enquiries, complaints, problems to the attention of staff through the Principal
- right to expect a reasonable level of education for their children
- right and responsibility to support and reinforce both social and academic aspects of school life
- right to be involved in school programs and responsibility (both social and academic) whenever possible to support the children
- right to expect confidentiality
- responsibility to uphold classroom confidentiality
- right to be treated with respect when on the school premises
- to treat others with respect when on the school premises.
CHILD DENTAL SERVICES – AGED 0-17 YEARS

Public dental services for pre-school and school aged children from 0-17 years are provided through Latrobe Community Health Service’s Dental clinics across Gippsland. Previously these services were provided under the Dental Health Services Victoria – School Dental Scheme.

Who can use this service?
- All pre-school and primary school children
- All secondary students up to the age of 18 who are dependents of concession card holders, or hold their own concession card.
- Adolescents aged 14 to 17 who may have left formal schooling can use the service if they or their parents hold a current health care or pensioner concession card.

Type of care provided
Latrobe Community Health Service’s Dental clinics offer care to all children every one to two years. After your child’s first course of care is completed you will be sent out a letter of offer for further treatment in two years. Children who are assessed as high risk will be seen every 12 months.

All general dental treatment is provided including:
- Dental check-ups and advice
- Dental sealants to prevent decay
- Teeth cleaning
- Fillings

Who provides the treatment?
- General treatment is provided by dental therapists, including x-rays and extractions.
- More complex care is performed by dentists.
- Specialist dental care can be arranged.

Where will the care be provided?
Care is provided at our Community Dental Clinics located throughout Gippsland – at Moe, Warragul, Morwell and Churchill.

How much does it cost?
- The service is free for your child if you hold a current health care or pensioner card or if your child is enrolled in a Special Development School.
- Non-concession cardholders pay a fee of $28 per child (maximum $112 per family) per course of care, which includes a dental examination and all general treatment. Secondary students without a valid concession card will be unable to access the service.
- Payment is made either by credit card, cheque or money order made payable to Latrobe Community Health Service (cash is only accepted at the Moe clinic).
- Payment cannot be claimed through private health insurance.

To discuss your options or to arrange an appointment at your nearest clinic, simply call (03) 5127 9189.

SCHOOL MEDICAL EXAMINATIONS

School nursing staff conduct health examinations of state school children in the Prep Year in response to the information filled out by parents. The nurses also –
- accept referrals by parents, teachers and children where a child has health and / or welfare problems;
- refer children with health problems to their general practitioner or other appropriate agency, with the written permission of parents;
- review children referred for action, who have special needs or with borderline results from a previous examination.
INFECTIOUS DISEASES IN SCHOOLS: EXCLUSION FROM SCHOOLS

The principal is required to exclude children according to the following table, under the Health (Infectious Diseases) Regulations 1990. Note that the Regulations require the parent or guardian to inform the principal as soon as practical if the child is infected with any of the diseases listed in the table or has been in contact with an infected person. It should be noted that in cases of diphtheria, typhoid and paratyphoid fever exclusion and determination of recovery will be matters for the municipal Medical Officer of Health.

“Contact” means child of school age or preschool age living in the same house as the patient, “patient” includes carrier and “school” includes any preschool centre, kindergarten, primary school or secondary school. A patient or contact shall be prevented from attending school unless conditions hereunder prescribed are complied with.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (<em>Entamoeba histolytica</em>)</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude until fully recovered or for at least 5 days after the first eruption appears. Note that some remaining scabs are not a reason for continued exclusion.</td>
<td>Any child with an immune deficiency, eg leukaemia, or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until medical certificate of recovery is received following at least 2 negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by the Secretary.</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand, Foot &amp; Mouth Disease</td>
<td>Until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Excluded until medical certificate of recovery is produced, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (‘Cold Sores’)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (‘School Sores’)</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Disease</td>
<td>Exclusion Period</td>
<td>Immunisation Considerations</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts are excluded until 14 days after the first day of appearance of. If unimmunised contacts are vaccinated within 72 hours of their first contact they may return to school.</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving carrier eradication therapy.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, Scabies, Pediculosis (Head Lice)</td>
<td>Readmit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal Infection (including Scarlet Fever)</td>
<td>Exclude until the child has received antibiotics for at least 24 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid Fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
<td>Exclude unimmunised contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** Ministry Guidelines regarding AIDS/HIV and Hepatitis B state that children with weepy sores; cuts etc. must have them completely covered or remain at home until they are healed.

**EMERGENCY MANAGEMENT AND EVACUATION**
Schools are required to plan for the unlikely need to evacuate offsite. Should there be a need to evacuate from the school site we have two planned options which are evacuating to the CFA shed opposite the school and then if necessary organising busses to Bellbird Park.

In the unlikely event of the school population being evacuated, parents will be contacted by school staff to arrange for students to be collected from Bellbird Park.