Dear Parents,

For newcomers to our school, WELCOME. We look forward to a long and happy association with you and your child/children. For parents returning with a new child welcome back!

The purpose of this booklet is to inform families of the functions and rules that apply at our school. It will also serve as a reminder to all families of our Student Code of Conduct, Behaviour Management Policy and Anti Bullying Policy among many others. It will inform you of such things as school uniform, excursions, camps and all other policies and procedures we have in place to ensure Willow Grove PS is a safe and supportive environment for your child’s education.

We have a school that our parents, staff, children and the community in general are justifiably proud of.

We look forward to your participation in our school community - no matter how big or small.

Do not hesitate to contact either of us if we can be of any assistance in settling you and your child/children into our school.

Once again, on behalf of the Willow Grove School Community, WELCOME!

Regards,

Ann Hogan         Steven Powell
Principal         School Council President
## Welcome Message

### Section 1
Prep Transition Information 5

### Section 2
School Administration & Procedures 15
1. After School Care 15
2. Assessment & Reporting 15
3. Assistance throughout the School 15
4. Attendances and Absences 16
5. Behaviour Management Program 16
6. Book Club 17
7. Breakfast Club 17
8. Bus Travel 17
9. Communication within the School 18
10. Community Involvement 18
11. Computer and Internet Safety 18
12. Confidential Student Enrolment Forms 19
13. Conveyance Allowance 20
14. Emergencies and Illnesses 20
15. Excursions 20
16. First Aid 21
17. Head Lice 21
18. Instrumental Music 21
19. Junior School Council 22
20. Languages 22
21. Library 22
22. Newsletter 22
23. Parent Association 23
24. Parent Opinion Survey 25
25. Parking Outside the School 25
26. Policies 26
27. Pupil Free Days 26
28. Religious Education 26
29. Riding Bikes & Scooters 26
30. School Banking 26
31. School Camps 27
32. School Strategic Plan 28
33. School Council 29
34. School Council Sub Committees 30
35. School Council Reporting to Parents 30
36. School Crossing 30
37. School Dental 31
38. School Ground Supervision 31
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. School Essential Education Item</td>
<td>31</td>
</tr>
<tr>
<td>40. School Lunches</td>
<td>32</td>
</tr>
<tr>
<td>41. School Medical Examinations</td>
<td>32</td>
</tr>
<tr>
<td>42. School Sports</td>
<td>33</td>
</tr>
<tr>
<td>43. School Photographs</td>
<td>33</td>
</tr>
<tr>
<td>44. School Uniform</td>
<td>33</td>
</tr>
<tr>
<td>45. Swimming</td>
<td>33</td>
</tr>
<tr>
<td>46. Working Bees</td>
<td>33</td>
</tr>
</tbody>
</table>

**Section 3 Policies** (other school policies are located on the website)

1. Anti Bullying Policy                      | 34      |
2. Behaviour Management Policy               | 38      |
3. DEECD Infectious Disease Table            | 39      |
4. Privacy Policy                            | 42      |
5. Head Lice Policy                          | 46      |
6. Homework Policy                           | 48      |
7. Parent Concerns and Complaints Protocol   | 50      |
8. Parent/Carers Involvement & Participation Policy | 53      |
9. School Visitor’s Policy                   | 56      |
10. Sunsmart Policy                          | 58      |
11. Uniform Policy                           | 62      |
12. School Camps Policy                      | 66      |
13. Anaphylaxis Policy                       | 68      |
14. Parent Payment Policy                    | 71      |
15. Protocol for Volunteers                  | 73      |
16. Protocols for School Councillors         | 75      |
17. Working with Children Check Policy       | 77      |
18. Out of Care Hours Child Care Program     | 79      |
19. Special Needs Policy                     | 80      |
20. Willow Grove Student Image Policy        | 82      |

**Section 4 Attachments**

1. Absence Notes                             | 85      |
2. Cyber Relationships                       | 86      |
Section 1

Willow Grove Primary School
2014

Telephone: (03) 5635 2271 Fax: (03) 5635 2259
Mobile: 0467 741 481
Email: willow.grove.ps@edumail.vic.gov.au
Website: www.willowgroveps.vic.edu.au

STAFF
Principal Ann Hogan
Business Manager Cathy Tisdale (Wednesday, Thursday, Friday)
Class Teachers Harry Evans, Trudy Evans, Sharon McCartney and a new
teacher to be appointed late in 2014.
Specialist Teachers Alison Abbott – Art/Physical Education
Norm Cottrell – Junior School Music Program
Private Music Mr Norman Cottrell offers lessons in keyboard, guitar and
a range of percussion instruments
Cleaner Margaret Mitchell

PREP TRANSITION PROGRAM

The Prep transition program consists of a number of elements to make the
change from pre-school to school an easy one. These are:

SCHOOL VISITS

Transition Days for 2014 for students starting Prep in 2015

<table>
<thead>
<tr>
<th>School Introduction with Preschool teachers</th>
<th>4th September</th>
<th>10.00-11.30 a.m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition at school</td>
<td>10th October</td>
<td>10.30-12.30 p.m</td>
</tr>
<tr>
<td>Transition at school</td>
<td>24th October</td>
<td>10.30-12.30pm</td>
</tr>
<tr>
<td>Transition at school</td>
<td>7th November</td>
<td>12.30-2.00 p.m</td>
</tr>
<tr>
<td>Transition at school</td>
<td>21st November</td>
<td>12.30-2.00 p.m</td>
</tr>
<tr>
<td>Transition at school</td>
<td>5th December</td>
<td>12.30-2.00 p.m</td>
</tr>
<tr>
<td>Transition at school</td>
<td>12th December</td>
<td>9.00-1.00 p.m</td>
</tr>
</tbody>
</table>

PARENT INFORMATION SESSION

- Tuesday, 11th September - Parent Information
  Session 6.30-7.30 pm
- You may wish to contact the school to make an
  appointment to discuss your child’s needs. Please
  contact the principal, if you wish to be shown around
  the school or wish to discuss the special concerns
  and issues relating to your child.
WE NEED TO PLAN

When you make your decision to send your child to Willow Grove Primary School, would you please contact the school to enrol your child as soon as possible so that we can have a smooth start to the year.

Decisions regarding grades, purchase of supplies and your child's teacher are made in November and December. We realise the importance of a successful primary school life for your child and a smooth and well planned start is vital.

Our school enjoys an outstanding reputation both in Willow Grove and the wider community, gained over many years, for excellence in education.

Our school is judged by our students, past and present. They have an enviable reputation for outstanding achievement both at the primary and secondary level. We are justifiably proud of them all!

COMMENCING SCHOOL

PREP ENROLMENTS

When you enrol your Prep child, you will need to fill out an enrolment form. You will need to bring this completed form to school with:

1. Birth certificate or extract or some other document proving the date of birth of your child.
2. Your child's immunization certificate.

Your child will need to turn five years old on or before the 30th April, 2015.

STUDENT IMMUNISATION

A School Entry Immunization Certificate is a specific document which shows your child's record of immunisation. The certificate is an important record that will assist health authorities in protecting children in the event of a vaccine preventable disease occurrence in school.

Please note that it is a legal requirement to provide a school entry immunization certificate on enrolment to primary school in Victoria. There are now 2 ways parents can obtain a school entry immunization certificate:

- Parents will automatically receive a history statement from the Australian Childhood Immunisation Register (ACIR) after your child has completed the 4-year-old vaccine schedule and completed all childhood immunisations required. On the bottom of the page it should state:
  - “This child has received all vaccines required by 5 years of age”. If it does, this is now accepted as a school entry immunisation certificate in Victoria.
• Parents whose child’s immunisation records are incomplete, missing or whose child has never been vaccinated, need to contact the local council immunisation service who will be able to assist you in obtaining a school entry immunisation certificate.

For more information about how to obtain a school entry immunisation certificate please contact your local council immunisation service or visit www.health.vic.gov.au/immunisation under the heading “frequently asked questions.”

FIRST DAY (Preps and Grade 1 students ONLY) – (2ND February 2015)

Please note in 2015, the children in Prep/1 will have a one on one literacy screening assessment on January 29th and 30th. Your child’s Prep/1 teacher will contact you to arrange a suitable appointment time before school resumes. These assessments are required by the DEECD and are quite time consuming because we are dealing with very young children. Parents will be invited to stay in the school while the teacher assesses the child. Tea and coffee will be available in the Staff Room.

On February 2nd when you arrive at school, take your child to their room, introduce them to their teacher and involve them in an activity. Please leave your child when they are comfortable. It is important for you to have discussed with your child the procedure that will occur. Tell your child that you will be back to pick them up.

If your child is having difficulty separating, the class teacher will assist you. Please follow their advice and suggestions; there is nothing to be gained by remaining in the room. A distressed or over anxious parent will not help a child to settle down happily in their new environment. **Please be assured that we will contact you to let you know how your child is settling.**

A special welcoming morning tea will be provided by the Parent Association to enable parents of new pupils to meet with and chat to other parents and teachers. This will be held on the morning of Monday February 2nd. Please make your way to our Meeting Room which is located in the old building.

**SCHOOL TIMES**

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday-Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-11.00a.m</td>
<td>First Session</td>
</tr>
<tr>
<td>11.00-11.30am</td>
<td>Morning Recess</td>
</tr>
<tr>
<td>11.30-1.30pm</td>
<td>Second Session</td>
</tr>
<tr>
<td>1.30-2.15pm</td>
<td>Lunch –First 10 minutes spent inside eating lunch</td>
</tr>
<tr>
<td>2.15-3.15pm</td>
<td>Third Session</td>
</tr>
</tbody>
</table>
TERM DATES – 2015

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>Teachers Resume 28th January – School is open for business</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>Grade 2/3/4/5/6/Students resume 29th January – Grade Prep/1 Literacy Assessments -29th &amp; 30th Jan Grade Prep/1 – February 2nd Term 1 finishes 27th March</td>
</tr>
<tr>
<td>TERM 2</td>
<td>13th April – 26th June</td>
</tr>
<tr>
<td>TERM 3</td>
<td>13th July – 18th September</td>
</tr>
<tr>
<td>TERM 4</td>
<td>5th October – 18th December</td>
</tr>
</tbody>
</table>

FOR PREP STUDENTS ONLY

Preps will attend school on Mondays, Tuesdays, Thursdays and Fridays in February. These are the Wednesday dates where Preps have a rest day – February 4th, 11th, 18th and 25th.

The mid week break:
- Enables children to rest and recuperate in what is a very tiring period for them;
- Allows teachers to conduct interviews with parents and establish evaluation systems;
- Does away with picking up your child early each day (and possibly having to wait for an older sibling); and
- Provides the teacher with additional time to prepare class materials.

Full attendance begins the week starting MONDAY, 2nd March 2015.

All teachers begin work on Tuesday 28th January, this day is student free. If you have any queries please phone on the 28th January.

HOW TO HELP YOUR CHILD IN THE FIRST YEAR

1. **NAME EVERYTHING** that your child brings to school – all clothing, lunch boxes, bags, plastic bottles, storybooks, toys, balls, etc. **UNLESS ARTICLES ARE NAMED, IT IS IMPOSSIBLE FOR TEACHERS TO FIND THE CORRECT OWNERS** – and much valuable time can be spent in the futile attempt to do so.

2. Above all, **DON’T WORRY**. When children have developed a secure relationship with their teacher, and have made friends, minor problems seem to solve themselves.

If a problem persists, don’t hesitate to talk to the teacher.
GETTING YOUR CHILD READY FOR SCHOOL

It will be helpful to your child if you can teach them to do these things for themselves before starting school:
Go to the toilet by themselves.
Do up own buttons and zips.
Do up own shoelaces, and if this cannot be managed yet, wear shoes of a type which are easily removed and put on again. Velcro straps are ideal.
Hang up clothes and bag.
Recognise own name on clothing.
Eat lunch neatly and in correct sequence.
Know and be able to say clearly, full name and address.
Take a message correctly.
Understand and carry out an instruction.

Sit quietly for a short time.
Speak quietly indoors.
Pack away toys after use.
Wipe up spilled water, paste, etc.
Attempt to write own name.
Cut with scissors.

The first year of your child’s school is a preparatory year. It is an introduction to school routines and expectations and provides a foundation for further formal learning situations. Many aspects of the Prep Year are designed to foster positive attitudes and to supply a broad range of experiences necessary for the child to begin formal work confidently and successfully.

We are very aware that children enter school with many varied skills and abilities. We aim to provide a rich program that will assist and cater for your child’s physical, intellectual and social needs. Some children will require a foundation of pre-learning skills which will prepare them for the formal learning situations. Other children will be literate and numerate and will require learning experiences that will further enhance their development. Children develop at different rates – **there is no point in comparing your child’s school progress with another.**

OTHER REQUIREMENTS

- School bag for taking home ‘school work’.
- Spare pair of pants and underwear (sometimes accidents occur).

PLEASE MAKE SURE ALL THESE ITEMS ARE CLEARLY NAMED.

SOME IMPORTANT READINESS AREAS

1. Your child needs to be able to relate to adults outside the family.
   They should be able to –
   - Listen to the teacher
Do what the teacher asks
Make known to the teacher what they need
Shift attention appropriately from one task to another
Show some control over impulses

2. Your child needs to be able to get on with other children.
3. The child needs to separate easily from parents and guardians.
4. Confidence. The child who sees themselves as generally being successful will be more prepared to try new challenges offered at school. Praise works wonders.
5. Responsibility. The child who learns to take responsibility for their own clothes and belongings will reduce anxiety for themselves, their parents and the teachers.
6. Independence. School provides a whole range of activities for children. Those children who do not need direction in occupying themselves can attempt much more and consequently will learn much more. Allow your child to tackle things on their own. Don't criticise failures. Remember, they are doing their best.
7. Persistence. Encourage your child to see a task through to completion. This will be a big advantage at school. Sometimes, parents can help get the child over a problem and then allow them to complete the task. This enables the child to see the value of persistence.

**OUR COMPREHENSIVE CURRICULUM OFFERS:**

Over recent years the states across Australia have worked towards developing a national curriculum. This has been a huge undertaking which has required all states to agree upon curriculum content and purpose. The Australian Curriculum has been developed and is being phased in over a three year period.

**AusVELS**

In 2013 Aus VELS was introduced into Victorian schools. Aus VELS is the Foundation (Prep) to Year 10 Curriculum for Victorian government and Catholic schools.

Aus VELS outlines what is essential for all Victorian students to learn from Foundation – Year 10 and includes the Australian Curriculum F-10.

It provides a single, coherent and comprehensive set of common achievement standards which schools use to plan student learning programs, assess student progress and report to parents.

In 2013 English, Mathematics, History and Science was introduced. The other curriculum areas will be phased in over 2014 and 2015. Teachers will continue to teach the other curriculum areas using the Victorian Essential Standards (VELS) whilst they are being trialed and written.
The following table provides an overview of Aus VELS which will be fully phased in by 2015.

### What is the Australian Curriculum?

<table>
<thead>
<tr>
<th>LEARNING AREAS/ SUBJECT DISCIPLINES</th>
<th>GENERAL CAPABILITIES</th>
<th>CROSS-CURRICULUM PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>o English</td>
<td>o Critical and creative thinking</td>
<td>o Aboriginal and Torres Strait Islander histories and cultures</td>
</tr>
<tr>
<td>o Mathematics</td>
<td>o Personal and social capability</td>
<td>o Asia and Australia’s engagement with Asia</td>
</tr>
<tr>
<td>o Science</td>
<td>o Intercultural understanding</td>
<td>o Sustainability</td>
</tr>
<tr>
<td>o Health and physical education</td>
<td>o Ethical behaviour</td>
<td></td>
</tr>
<tr>
<td>o Languages</td>
<td>o Literacy</td>
<td></td>
</tr>
<tr>
<td>o Humanities and social sciences</td>
<td>o Numeracy</td>
<td></td>
</tr>
<tr>
<td>(History, Geography, Civics and citizenship, Business and economics)</td>
<td>o ICT</td>
<td></td>
</tr>
<tr>
<td>o The Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Technologies (Design and Digital technologies)</td>
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</tbody>
</table>

**Standards for different years**

Each Standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. Schools aim to give students the life skills to manage themselves as individuals and in relation to others, understand the world in which they live, and act effectively in it.

The Standards focus on the knowledge and skills of the student. Student behaviour is observed by teachers and included in student reports.

Over the 11 years of compulsory schooling, The Standards are set at 11 levels that recognise the differing learning needs of students. These levels are generally associated with the following year levels:
Standards are set at a challenging level, not minimum competence, to suit the age and developmental stages of students. This helps to ensure that students are stretched to learn, rather than doing work they find easy.

**ENGLISH**

This learning area has a unique position simply because every other learning area depends on the constant use of English language.

As an Early Years School we have adopted a highly structured approach to teaching English. This entails a two hour uninterrupted literacy session in the mornings. Parent assistance is highly valued during this time and the Early Years Coordinator will provide training if you are able to be involved.

Teachers want children –
1. To be able to speak, listen, read and write confidently, effectively and appropriately.
2. To enjoy using language, to enjoy reading and hearing stories, poems and non-fiction texts, to think clearly, to express opinions, and in general, to process language as a tool for becoming more competent and fulfilled human beings.

**HOW ENGLISH IS TAUGHT**

Children do not come to school ignorant of language, even if English is not their first language. They arrive already able to express their wishes and feelings. Many consider themselves able to write, and although adults may not be able to read their messages, this belief in their ability to write is important and should be encouraged. These days, too, quite a number have already laid some firm foundations of reading.

Teachers build on these competencies. Teachers know that children learn language by using it.

Teachers teach English:
- By encouraging children to express themselves orally – in pairs, in groups, in front of the class, to adults.
⇒ By providing activities and surroundings that will stimulate children to talk, listen, read, write, and view with enjoyment, and at the same time challenge them to develop their understanding of language and effective communication.
⇒ By demonstrating appropriate ways of talking and writing, and by teaching the conventions of using language - acceptable pronunciation, punctuation, grammatical usage, spelling and handwriting.
⇒ By explicitly teaching the skills children need to become competent speakers, listeners, readers, writers and spellers.
⇒ By providing children with good models of writing, including a wide range of fiction and non-fiction texts.
⇒ By creating a climate in which the English language in all forms is enjoyed and valued.

**It is important for children entering into the school system to have strong oral language. Oral language underpins literacy development.**

Give your child lots of experiences and opportunities to develop vocabulary and allow them to explain and formulate their own thoughts and observations through oral language.

Parents are also actively encouraged to surround their child in a print enriched environment.

**Encourage reading**

Provide books for your child to read and for you to share with your child. Go to the library. Have a home library. Make your shared reading experiences enjoyable and relaxing.

**Develop an awareness of print through –**

- Shop signs –commercial signs
- Traffic signs- stop, give way, graphics
- Newspapers
- Magazines
- Food labels
- Advertising
- Interactive websites
- Computer Programs

**Play**

- I Spy – shapes, colours
- Computer Games- ABC site BBC site

**Teach**

- Lots of Nursery Rhymes – the rhythm of the words is important.
- Modelling reading. It is important that they see you reading and writing.
MATHEMATICS

Mathematics is more important now than ever. It has been influenced by new technologies, and the mathematical demands of everyday living are increasing. Parents will remember their own maths lessons which emphasised “doing sums”, basic calculations using addition, subtraction, multiplication and division. While accurate calculation is still part of mathematics, it includes knowing (or being able to work out) what calculations need to be done to solve particular problems. This is one aspect of leading children to think mathematically about the real world – to look for the patterns and relationships expressed in the terms of number.

In doing so, they must learn to:

- estimate
- measure
- classify

- order
- manipulate
- interpret

These are amongst the mathematical skills learnt in primary school.

WHAT ELSE CAN YOU DO TO HELP?

1. Talk to your child about school: meeting new friends, playing games, singing and making things.
2. Admire the work your child does.
3. Foster confidence by giving your child simple duties to do at home.
4. If possible, allow your child to stay with friends for short periods so that they will accept being away from you.
5. Select suitable stories, radio and television programs.
6. Warn your child against loitering on the way home, and not to visit friends without permission.
7. Be very patient and understanding when a child comes home tired and irritable.
8. See that your child has sufficient sleep.
9. Show by your words and actions that you are sure school is a happy place.
10. Be sure that they know the way to and from school. As the school is situated on a busy road, please make sure your child knows how to cross the road safely, and encourage your child to go straight home.
11. Set aside a quiet time each night where you make yourself entirely available to your child, to talk or listen to a story.
12. It would be appreciated if the following were not brought to school – expensive toys, glass bottles or containers, dangerous or violent toys, such as guns or knives.
13. Young children do not develop peripheral vision or depth perception until the middle primary years. Riding a bike to school is not advised until these physical developments occur.
Section 2

SCHOOL ADMINISTRATION & PROCEDURES

1. AFTER SCHOOL CARE

The School will offer an After School Care Program in 2015. The After School Care program was fully accredited and licensed under DEECD (Department of Education and Early Childhood Development) in 2014. The program offers 15 childcare places to school families. It operates in the old Prep room from 3.15 p.m. to 5.30 p.m. Monday to Friday. The program is staffed by an accredited childcare worker. Parents who wish to use this service either on a permanent or casual basis need to contact the school. Every family wishing to use the program will require a childcare benefit number which can be obtained from Centrelink. The cost of the program will be approximately $12.00 per session. Please see the Principal if you wish to use the service. A policy and handbook for operating the childcare program will be provided to all interested parents.

2. ASSESSMENT AND REPORTING

Twice yearly (mid year and end of year) you will receive a written report on your child's progress and there will be two opportunities for a parent/teacher interview (end of Term 1 and end of Term 3). However, please feel free to make an appointment to discuss your child's progress or any other matter. It is fairly easy to arrange a mutually acceptable time.

3. ASSISTANCE THROUGHOUT THE SCHOOL (Refer to Parent/Carer Participation and Involvement Policy, School Visitors' Policy, Working with Children Policy and Volunteer and Privacy Protocol)

We greatly appreciate the tremendous assistance given by parents. It has become an integral part of our school and something of which we are very proud. Mums and Dads have been involved in listening to reading, helping with creative writing, clubs, swimming, sports coaching, as well as, contributing to committees, clubs, school lunches and working bees.

You will find that it gives your child a tremendous 'kick' to have their parent in their classroom, and you will get just as much satisfaction in return. Of course we are aware that some parents work and cannot assist or are limited in the amount of assistance that they may give. We appreciate whatever is possible. No effort is too small. In the Prep/1 Room, we prefer parents to help out after Term 2 when children have settled into school routines.

It is a requirement of law that all parent volunteers have a Working with Children Check if they are directly involved in supervising children in school-based activities. We all want to ensure your child is safe at all times. Please refer to the Working with Children Check procedures.
Within the Early Years program (P-6) there are training programs available at the school to enable you to better assist your child both in the classroom and at home. These programs are –
1. Classroom helpers
2. Developing Literacy Partnerships.

4. ATTENDANCES AND ABSENCES

Please encourage punctual attendance. **Your child should be at school between 8.45 and 9.00am.** The school telephone number is 5635 2271. Most matters should be communicated in writing, or by calling the school. We are legally obliged to request and keep a written explanation of each child’s absences for the year, even when a verbal explanation is given.

Absences handicap a child’s progress. Regular attendance is a requirement for a healthy child. Home is the best place for a sick child.

Absence notes are provided to all families. These are sent home attached to the first newsletter of the year. They are to be kept for your use throughout the year. A page of absence notes is also included at the back of this booklet. Please assist us by providing a brief signed note following each absence of your child.

If your child has to leave school early for an appointment, or for any reason, please notify the teacher or office before taking the child. Parents are to sign students out from the office. In the interest of safety, **NO CHILD WILL BE PERMITTED TO GO HOME ALONE DURING SCHOOL HOURS UNLESS A NOTE IS PROVIDED.** Please arrange for your child to be called for. If the child should go home during school hours without our knowledge, **PLEASE RING THE SCHOOL IMMEDIATELY.**

5. BEHAVIOUR MANAGEMENT PROGRAM (Refer to Student Engagement Policy on the school website www.willowgroveps.vic.edu.au or the Behaviour Management Policy)

Our aim in developing this policy and program is to establish and maintain an atmosphere throughout the school in which children feel safe, secure, happy and have maximum opportunity to learn.

The school has a behaviour management procedure which operates in the classroom and in the playground. The rules of the school are known as the Golden Rules and they are common both inside and outside the classroom. (Refer to the Behaviour Management Policy and Program) Under this system, set consequences are given for breakages of school rules. Rules and consequences are displayed in each room and teachers on yard duty carry a folder which has a warning/reminder book for minor playground disputes and concerns. The Yard Duty folder is used to document ongoing behaviour and serious misdemeanours which place people in danger or intentionally destroys
school property. (Refer to the Behaviour Management Policy and Program). The policy and program are available on the school website.

In term 1, the teachers spend most of the term developing and discussing personal behaviour. This occurs in Health lessons. This system has strong positive aspects, with rewards being given in the classrooms and playground for good behaviour. **The ultimate aim is for students to recognise and take responsibility for their own actions, i.e. self control and personal responsibility.**

Basically school rules should concern –
- the safety of pupil
- respect for property of the school,
- cleanliness and tidiness in the classroom and environment
- basic respect and courtesy towards classmates, teachers and visitors

At the beginning of the year, classroom and playground rules are established and sent home for parents to discuss with their child. Parents and children sign an agreement stating that they have read and agree to support the classroom and playground management plans. **An effective Behaviour Management Program requires the ongoing support of all parents.**

### 6. BOOK CLUB

Twice a term the children receive an order form to purchase books from Scholastic Book Club. The books vary from Prep level to advanced interest books. Prices are very competitive compared to the normal recommended prices and the children are able to buy these books to supplement their reading at home. The school receives Bonus Points to use to purchase books for the School Library.

### 7. BREAKFAST CLUB

On Wednesday, Thursday and Friday the school will operate a Breakfast Club. The purpose of the club is to educate children about healthy eating and the importance of having a good healthy start to the day. The breakfast is free of charge. The Club is open between 8.30 and 9.00a.m. The program is advertised in the Newsletter and an enrolment form is required if your child is participating.

### 8. BUS TRAVEL

In 2007, a bus route was established to pick up students from Fumina, Hill End, River Connection Road and Old Sale Road. You must live 4.8 k.m or more away from the school to qualify for free travel. Please see the Principal if you have a query concerning bus travel. Applications for bus travel are available from the office. Timetables and travel details will be distributed in early January, 2015.
9. **COMMUNICATION WITHIN THE SCHOOL** (Refer to Concerns and Complaints Policy)

You have a right and obligation, to contact the school if you have any concerns regarding your child.

If you have a concern with your child

1. Contact your child’s classroom teacher and arrange an appointment. It is not appropriate for classroom teachers to be interrupted during class time or preparation time. In fairness to you, the teacher and in the interests of your child and other children in the grade, please arrange an appointment with your child’s teacher.

2. If you have approached the class teacher concerning an issue and you still feel concerned, please feel free to contact the Principal.

3. General school issues should be directed to the Principal.

It is vitally important that you communicate your concerns. Often the issues raised can be addressed, consequently making our school a better place. **We cannot address concerns or issues unless we know what they are!**

We will contact you if we need to discuss matters concerning your child.

10. **COMMUNITY INVOLVEMENT**

Over recent years, the school has tried to involve children in their local community. Children need to feel connected to their local community and the organisations that exist to support them. The school has a close relationship with Lions Club who support many of our projects through the provision of funding or by assisting us with our events. The school has established a number of projects with the local Landcare group and the Shire of Baw Baw. This year all students have participated in the painting of bollards which will be incorporated along the walking track down to the Blue Rock Dam. We participate in local ceremonies such as, ANZAC Day and Remembrance Day.

11. **COMPUTER AND INTERNET USAGE**

Computer and ICT technologies play a large part in our daily lives. These technologies will continue to quickly advance and shape the way we learn, do business and interact. The school has invested heavily in computer hardware and software. The classrooms are all well resourced with computers and netbooks. The middle and upper school children have access to their own individual netbooks for classroom projects and tasks.

All students are expected to use and treat computers with care and to use the internet and other electronic media appropriately. Students sign a school computer and internet agreement for proper usage. Computer rights will be suspended when a child is not appropriately managing their computer or the internet.
Cyberbullying has become a major concern throughout the global community. Students and parents have been involved in programs which address cyberbullying through the inappropriate use of social websites and other electronic technologies. The school will continue to keep families informed on cyberbullying and offer awareness programs to both parents and students.

Some general advice given to parents and students regarding Internet websites:

- **Only** ever use your first name when you are interacting on websites or other electronic media.
- **Never** use any other student’s last name when you are interacting on websites or other electronic media.
- **Never** post any personal information such as your home phone number or home address or other electronic media.
- **Never** share any of your usernames or passwords with anyone and never log in as another student.
- **Always** tell your parents or teacher right away if you come across anything that makes you feel uncomfortable.
- **Remember** the “grandma rule” that anything you put on the internet could be read by your grandmother so only write things you could say to the nicest of grannies.
- **Be** a good online citizen and never write or post anything that could hurt anyone else.
- **Never** make arrangements to meet anyone over the internet or share telephone numbers.
- **Make** sure you publish only your own work. Don’t under any circumstances use other people’s work and call it your own.
- **Make** sure that you read over your writing before you post it to check the spelling and that it reads okay.

Useful websites for additional information for both you and your child are eSmart, CyberS@vvy, Australian Communications and Media Authority, Think u Know.

Refer to Andrew Fuller’s advice on Cyber relationships on page 85.

12. CONFIDENTIAL STUDENT ENROLMENT FORMS

When a child begins at the school, parents fill out a Confidential Student Enrolment and Profile Form. The school needs to be aware of changes and be brought up to date with telephone contact numbers – home, work and emergency numbers. Should any changes occur, please notify us.
immediately. The onset of medical conditions also needs to be highlighted, as well as Domestic Violence Orders, changes in marital/partnership relationships and custody issues, etc. All information is held in the strictest of confidence and only used for the purpose for which it was intended.

13. CONVEYANCE ALLOWANCE

If you live more than 4.8km from your nearest school you may apply for a Conveyance Allowance. Conveyancing allowance does not apply if the school bus services your immediate area. However, if you are 4.8km or more from a bus stop you are entitled to a conveyance allowance. These forms are also filled in at the start of the year to receive payment. The forms are available form the Office. Please see Mrs Cathy Tisdale.

15. EMERGENCIES/ILLNESS

We prefer to ask parents to pick up sick children from the school so that they may be given the full attention they require (and desire). If we cannot reach you by telephone you may be sure that we will give them all the attention that is possible, but of course it is never the same as having their Mum, Dad or a close relative. An emergency phone list is kept in the office for quick notification. Please make sure that updated contact information is given to the school as necessary.

Remember that infections spread quickly at school. There are many infectious diseases about in our society. We have included the Department of Education and Training (DEECD) Infectious Disease Table for handling infectious diseases within schools. (Refer to Section 3, page 36)

It is a good idea to have Ambulance Cover. When serious accidents and illnesses occur, an ambulance may be called to ensure that your child has the best medical treatment available. With some medical conditions, such as anaphylaxis we are mandated to call for an ambulance.

16. EXCURSIONS

These are planned during the year to give the children experiences that they may not normally have had or to enhance a unit of study. These may be cultural, social or activity based and may involve travel to outside venues or be held at the school.

Permission notes and parent information will be sent home for parents to read and sign. All excursions are approved by School Council except those covered by the local excursion notice which parents sign as part of the enrolment process. Local excursion notices mean that children can walk down to the local community hall, go to the recreation ground, do a neighbourhood walk or walk to the Blue Rock Dam with their teacher and classmates.
Excursion notices and money can be deposited in the wooden collection box at the office window.

17. FIRST AID

If your child has attended the Sick Bay and has been given any first aid treatment, a card will go home with him/her that afternoon just to make you aware of what has happened during the day. Parents will always be contacted by phone when serious first aid treatment has been administered to your child. If a child has used the bed, parents of that child are requested to take the bed linen for washing and return as soon as possible.

18. HEADLICE (Refer to Head Lice Policy)

A great deal of difficulty is occasionally experienced with headlice, which are extremely contagious but harmless. Parents will be asked to sign a permission note allowing a trained volunteer to regularly check children’s hair during the year. This is done discreetly and parents are notified of lice infestation.

It is advisable for you to closely inspect your child's hair at least once a week for the presence of headlice or their eggs.

The insects are 2mm long and cling to the head close to the scalp, particularly at the back of the neck and behind the ears. The eggs are half the size and stick to hair in the same region.

If this condition is found, a lotion for treatment is available from the chemist. Children who have head lice are excluded from school until the effective treatment has been given to eradicate the problem. Please check all members of the family including adults and treat accordingly.

The presence of the head lice is in no way a reflection on the hygiene of the family concerned. Although a nuisance for the family, please do not over react.

19. INSTRUMENTAL MUSIC

The school offers instrumental music. Students can learn guitar, recorder or clarinet. Mr Norman Cottrell is our Music teacher. Mr Cottrell distributes information about his program at the beginning of each term. Parents can contact Mr Cottrell to discuss arrangements. The school provides the venue and schedules children for music tuition. The tuition is paid for by parents and is an independent arrangement between Mr Cottrell and parents.

20. JUNIOR SCHOOL COUNCIL

Each grade from Grade 1 to Grade 6 elects a boy and a girl to represent their grade on Junior School Council. The Junior School Council meets at the beginning of each month and puts forward suggestions for improvements to student facilities. This may mean raising money for specific projects or increasing school spirit through the organization of whole school activities. In
2012, Junior School Council has raised funds for Jeans for Genes Day and helped to organise the school end of term Student Reward Days.

21. LANGUAGES

In 2012 the school introduced Chinese (Mandarin) into the school program. The children from Prep to Grade 6 have received an hour of Mandarin language and culture each week.

The school has become involved in a number of projects which enable schools to deliver programs to better familiarise students with Asian languages and cultures.

The school recognises the importance of Asia in our children’s future prosperity.

22. LIBRARY

School Library
Your child will be able to borrow books from the school library quite early in the year. The Library will be located in the new building. This will happen during their classroom programs. Please return books to the basket located in the common area of the new building.

Mobile Library
Currently, the mobile library bus makes fortnightly visits to our school on every alternate Thursday (9.00-12.30pm). Mobile library books can be placed in the large blue basket outside Art Room in the Tanjil building. Children who are new to the school will receive a West Gippsland Library borrowing application which must be filled in by parents and returned to the school. If books are returned late or lost, fines are imposed from the West Gippsland Library.

23. NEWSLETTER

The newsletter is sent electronically if you provide the school with your email address. It is great to receive a coloured version electronically! Paper copies are available from the school’s office and the MilkBar.

We like to keep you informed of everything that happens or is being planned at the school. A newsletter is emailed to every family and is stored on the school website. Many notices, news items and a calendar of events are included in this. Please look for it each week to be fully aware of what is about to come up.

Our newsletter is also community based. It will provide many advertisements about the events happening in the Willow Grove community. It is also available on the school website if you haven’t received a hardcopy or you need to check previous information.
24. PARENT ASSOCIATION (Refer to Parent Association Constitution)

The Parent Association is a vital part of our school community. They are actively involved in supporting school programs across the school. In the past, they have raised funds for –

- 10 iPads
- 25 tablets
- 25 note book computers with trolley
- Interactive whiteboards
- Shade sails
- Rebound wall
- Home reading books
- Excursions
- School camps
- Free school hats
  - New furniture located in the BER Building- $20,000 was raised by PA to help with new furniture and equipment. This was a fantastic effort for such a small community.

In 2014 we have been rejuvenating the playground

The 2014 Parent Association Executive members were –

Mrs Kate Schultz  President
Mrs Rachel Bills         Secretary
Mrs Heather Ferguson  Treasurer.

The Annual General Meeting is held in March of each year

Dear Parents

I would like to take this opportunity to inform you of the role the Parent Association provides within the Willow Grove Primary School Community.

The Parent Association is vital to our school in terms of providing funding for some things not covered by the school budget. We do this by actively
fundraising throughout the year, and in years past we have done a brilliant job. In 2013, we purchased 12 Dell computer tablets, subsidized travel for the school swimming and camps program. Our fundraising efforts ultimately are benefiting the children’s education and environment, at the same time assisting the teachers. Funds are also directed towards providing a school hat to all new students.

Funds have been raised this year by a Trivia Night, catering for private functions, participation at local stalls, raffles, and the ongoing provision of lunch orders and special lunch days.

For enjoyment, fun and pleasure we ran a disco in the local hall for primary aged children, this has been very successful. For the same reasons we have a Fathers’ and Mothers’ Day Stall, the children really enjoy this as well.

Fundraising is challenging and often very difficult in a small community, but our families are generous with their time and contributions, but we really need new members as we lose several families at the end of this year. We discuss, brainstorm and organize upcoming fundraising ideas, at the same time we act in a supporting role for teachers and the School Council.

We hope you will give some consideration to joining our club. It’s a very social gathering with other parents who share in the knowledge that whatever funds we raise will benefit our children and the school for years to come.

We look forward to meeting you in 2013 and we trust you will love being a part of this great school.

Yours truly,

Meryl Albert
WGPS Parent Association President.
25. PARENT OPINION SURVEY

Every year parents are requested to do an opinion survey on the school. This is a multiple choice survey which looks at the following areas for future school improvement. The areas are approachability, teacher morale, parent input, learning environment, behaviour management program, student reporting, transition, homework and student safety.

There is also a section for parents written comments which we find most helpful as it allows parents to be quite specific in the areas that we are doing well and areas that could do with improvement.

We take these surveys very seriously and will work with the school community to provide the best possible learning environment for your child.

26. PARKING OUTSIDE THE SCHOOL (5 KPH)

Parents of Preps and Grade 1 children are asked to use the school’s service road to drop off and pick up children. Please ensure your young child is safely inside the school grounds before leaving. If you have school business, please park your car parallel to the school fence or road so that it does not block the service road. Please be extra careful at the start of the year when the new Preps are still unacquainted with the general procedure. Encourage your children to be very careful at all times and admonish them if they run out to you. They may be very happy to see you, but you would not wish to see them hurt.

There are many families who pick children up and the service road often becomes congested. *We have been asked by the Shire of Baw Baw to parallel park and to keep the public toilet access road free of traffic.* In this situation, parents should walk across at the supervised school crossing or arrange for their children to walk across to meet them. Children must cross at the supervised crossing. Children are not to ride bikes on the crossing.
27. **POLICIES**

The school has established a number of school administrative, health and well being and procedural policies in a number of areas, such as Clothing, Sun Smart, Equal Opportunity, Homework to name just a few. These policies reflect government policy and direction, however relate to our school’s situation and environment. Many policies are included in this booklet and they can also be accessed through the Administrative Office and on the school website.

28. **PUPIL FREE DAYS**

Four days a year are set aside for staff inservices, professional development and report writing. On these days students are not required at school. The *first day is a student free day in 2014 (28th January)*. June 6th will also be designated as a report writing/professional development day. Two other dates will be assigned later in Term 2 which parents will receive plenty of advanced noticed. Occasionally, teachers may be involved in strike action. Schools are required to give parents at least 24 hours notice to make other childcare arrangements.

29. **RELIGIOUS EDUCATION**

The approved course in Religious Education is part of the curriculum. Religious Education is a non-denominational format and an approved DEECD (Department of Education and Early Childhood Development) program. Trained volunteers take the classes for a half-hour each week. Religious Education depends upon volunteers being available to take this unit. These lessons are optional. In recent years our school has not had RE because suitably trained volunteers have not been available.

Please indicate on your child’s enrolment form if you wish them to receive R.E.

30. **RIDING BIKES & SCOOTERS**

We like to encourage children to be active, however children riding bikes and scooters **MUST WEAR A HELMET AND OBEY THE ROAD LAWS**. No bike or scooter is to be ridden in front of the school. All bikes and scooters must be walked into and out of the school grounds. This is to prevent accidents with cars and pedestrians. Children must also walk their bikes and scooters across the school crossing.

31. **SCHOOL BANKING**

All pupils may open an account with the Commonwealth Bank or Bendigo Bank. Pupils will receive further information at the start of the year. Bank day is Thursday. Bank books can be deposited into the wooden
collection box at the office window. Please see our Office Manager, Cathy Tisdale if you have a query regarding school banking.

32. **SCHOOL CAMPS** (Refer to Camping Policy)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Camps</th>
<th>Year</th>
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<tbody>
<tr>
<td>2</td>
<td>School Sleepover</td>
<td>2014/2015</td>
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<tr>
<td>3 /4</td>
<td>Sovereign Hill Camp</td>
<td>2015</td>
</tr>
<tr>
<td>3/ 4</td>
<td>Camp Rumbug</td>
<td>2014</td>
</tr>
<tr>
<td>5 /6</td>
<td>The Island</td>
<td>2015</td>
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<tr>
<td>5/6</td>
<td>Melbourne Camp</td>
<td>2016</td>
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<tr>
<td>6 Graduation Camp</td>
<td>Melbourne Camp</td>
<td>2014/2015</td>
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**33. SCHOOL STRATEGIC PLAN**

Every school in the State has a four year Strategic Plan. Our Strategic Plan (2011-2013) is displayed in the hall outside the office and available from the school’s website. The Strategic Plan is an understanding between the school council and the Director of Schools in terms of the school’s purpose, values and educational goals. The Strategic Plan is reviewed in its fourth year. In 2011, our Strategic Plan was reviewed and revised in light of school needs and Department of Education expectations and initiatives.

<table>
<thead>
<tr>
<th>Willow Grove Primary School, School Strategic Plan</th>
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<tbody>
<tr>
<td>The purpose of Willow Grove Primary School is to provide a caring and challenging learning environment that engages, stimulates and supports students to achieve their personal best and become valued members of the community</td>
</tr>
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</table>

As a school community we value

**Respect**
- Respecting oneself whilst recognising and accepting the differences in ability, race, religion and beliefs of others.
- Responsibility for the community and environment

**Learning**
- Developing and acquiring knowledge, skills, values and attitudes

**Teamwork**
- Learning together to achieve the best possible outcomes for all

**Honesty**
- Truthfulness and open communication at all times

**Persistence**
- Striving to be your best at everything you undertake.

**Student Learning Goal** - To improve student achievement and learning growth through the school particularly in Literacy and Numeracy

**Student Engagement and Wellbeing Goals** - To provide a stimulating, student-centred learning environment which engages and motivates all students.

**Student Pathways and Transitions Goal** - To provide all students at Willow Grove PS with positive transition experiences into, through, and from the school.
34. **SCHOOL COUNCIL**

The School Council is the governing body of our school, charged with

- establishing the broad direction and vision of the school
- developing, reviewing and updating the policies of the school
- arranging for the supply of goods, services, facilities, materials and equipment that are required for the conduct of the school, including the provision of preschool programs
- raising funds for school related purposes
- regulating and facilitating the after-hours use of school premises and grounds
- exercising a general oversight of the buildings and grounds and ensuring that they are kept in good order and condition
- providing for cleaning and sanitary services necessary for the school
- ensuring all money coming into the hands of the council is properly expended for purposes related to the school
- informing itself of, and taking into account, any views of the school community for the purpose of making decisions in regard to the school and its students
- ensuring that an annual report relating to financial activities and the school’s strategic plan is published and made available to the school community
- stimulating interest in the school in the wider community

School Council meets in our library on the **THIRD TUESDAY OF THE MONTH** at 7.30pm. There are approximately 8 meetings over the year. This equates to 2 per term.

The composition of our council includes elected parent representatives, the principal and representatives of the parent association and staff. The council may co-opt members for specific reasons, such as when a school community member has expertise in areas being considered by the school.

Our school council consists of 8 parents, 4 teachers and up to 2 co-opted parents.

Elections for positions on the council take place early in the year. Only half of the parent and teacher representatives face election each year. The elected term is for two years. Co-opted members are elected by School Council and have the same terms of membership that other elected members have.

Councillors may be approached at any time about any concerns/advice/questions that you have about any matter concerning our school. After the elections we publish the names and telephone numbers of all the councillors for your information.

**In 2013 the executive was –**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Steven Powell</td>
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<tr>
<td>Vice President</td>
<td>Andrew Balfour</td>
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</table>
35. SCHOOL COUNCIL SUB-COMMITTEES

We have established sub-committees also. These are Curriculum Committee, Buildings and Grounds Committee and Finance Committee. These committees are open for all parents who would like to be involved. You do not need to be a School Councillor. We have a number of interested parents who enjoy sharing their expertise across the sub-committees. Your contributions are valuable to us and these committees are usually small enough for everyone to be actively involved.

- Finance Committee – has the responsibility of managing, monitoring and planning the school’s financial resources.
- Curriculum and Policy Committee – decides on broad curriculum policy. This year we have reviewed policies and developed a school photography policy.
- Building and Grounds Committee – has the responsibility of ensuring the school’s facilities and equipment are well maintained.

The meeting dates will be published in the Newsletter and parents in the school community are welcome to be involved. There are usually 2 meetings per term and they fall in the second week of the month.

36. 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 School Council in May. The Annual School Report is distributed by mail to parents for perusal and available on the school website.

37. SCHOOL CROSSING

The school crossing is supervised by a Crossing Supervisor for ½ an hour before and after school. All children who need to cross Main Road are required to cross at this point.

There is also an expectation that parents also model safe road safety by crossing at the designated school crossing.

38. SCHOOL DENTAL SERVICES

The school dental service provides treatment for all children in Prep to Year 6. The service is free to all holders of a Health Care Card. Non card holders pay a fee of $25 per child. The School Dental Service operates through the
31 Community Health Centre in Fowler Street, Moe. Consent/Medical history forms are delivered to the school in Term 1 or 2.

39. SCHOOL GROUND SUPERVISION

All recesses and lunch times are supervised by teachers on duty, as well as before and after school between 8.45 and 9.00am and 3.15 and 3.30pm. Although teachers are often at school early, they are engaged on tasks which, by personal choice, are being done in their own time.

Supervision is not provided until **8.45am** and children are not expected to be dropped off before this time. Do not leave your child at school if a **teacher** is not in attendance. The Principal often comes earlier than 8.30am but may have to leave again!

Consequently, parents are notified that **no responsibility is accepted for children in the morning until 8.45am. In the afternoon, supervision shall be provided until 3.30pm.**

Parents are requested to notify the school if they have been delayed. It is important for us to alleviate any anxiety a child may be experiencing. Teachers will always wait with a child until a parent is able to collect the child or other arrangements are made.

40. SCHOOL ESSENTIAL EDUCATION ITEM (Refer to Parent Payment Policy)

The Department of Education provides schools with the basic funding for education-school buildings (including maintenance), teacher salaries, running costs, some money for materials etc. Victorian State Schools request that parents contribute an Essential Education Item. Your 2014 levy will be $165 per child per year. This amount will be reviewed by School Council and adjusted according to our specific needs. The essential item contribution will provide your child not only with essential student classroom requisites such as paper, pens and books, but also assist with the Art, Physical Education, Computer Technology, Library and Science supplies and equipment. All these supplies enable our children to have a more enriched program.

**We request that you pay your essential item contribution in full or first instalment by Thursday, 27th February, and second and final instalment by Thursday, 20th March 2014.**

41. SCHOOL LUNCHES

Give your child a substantial and healthy lunch. Play lunch should be wrapped separately and if in a container, please name. At school, children are required to eat their lunch in the classroom under the supervision of the teachers.
Experience has shown that the most nourishing lunch is the one provided from home which takes into account the child’s appetite and likes and dislikes. It is suggested that all lunches brought from home should have a name on the container and lid, whether it be a plastic box (recommended) or a paper bag. Only plastic bottles with tight fitting lids should be provided for drinks; make sure your child can undo the lid and do it up correctly again. **Soft drinks in cans and glass bottles are not suitable for the school environment. From a health perspective the school recommends water.**

Lunch orders are provided by the Parents Association on Monday, Wednesday and Friday. Orders are to be written on a bag, with the necessary money inside an envelope, and placed in the “Lunch Order” container in the children’s own classroom. The order should include the child’s name, grade level and if sauce is required on any hot food items ordered.  
Items available are – Pies, Party Pies, Sausage Rolls, Dims Sims Cakes, Icy Poles, popcorn, fruit tubs, flavoured milk, primas and frozen yoghurt ice-creams. Please note: Parent Association will distribute an updated 2014 Food Price List at the start of the term.

Some parents occasionally allow their **older children** to buy their lunches from the Milk Bar. **School Council and staff do not encourage this procedure**; however recognise the parents’ right to allow children to buy their lunch. If a child is buying lunch from the Milk Bar, a note must be written by the parent to authorise the child to leave the school grounds at lunchtime. The note should be given to the class teacher. A child will not be permitted to leave the grounds if the relevant documentation is not presented. Alternative arrangements will be made to provide a child with lunch.

**It is important to understand that teachers do not supervise the School Crossing at lunchtime. Children must report back to their teacher once they return from the shop.**

**42. SCHOOL MEDICAL EXAMINATIONS**

School nursing staff conduct health examinations of primary school children in the Preparatory Year. The nurses also –

1. Accept referrals by parents, teachers and children where a child has health and/or welfare problems.
2. Refer children with health problems to their general practitioner or other appropriate agency, with the written permission of parents.
3. Review children referred for action, who have special needs or with borderline results from a previous examination.

**43. SCHOOL SPORTS**

In Term 1, all the children start athletic training for the Tanjil Valley Athletics Sports Day. The schools that participate are Willow Grove, Tanjil South, Rawson and Narracan. The date is determined by the Tanjil Valley Athletics
Committee (weather permitting). In 2014, the sports day will be held on **Friday, 14th March.** The event is held at the Joe Carmody Athletics Track in Newborough. The senior children from Grade 4 upwards also participate in Senior School Athletics which will be held on Friday 8th March.

The children in the older grades often have the opportunity of playing some interschool team sport over the year. The children who have excelled in the Athletic Sports also have the opportunity of participating at a regional level (zone sports) and eventually in sports held in Melbourne (state level).

### 44. SCHOOL PHOTOGRAPHS

Class and individual photographs are taken during the year. You will be advised of this occurring. Photo day for the year 2014 is on **14/05/2014.** (Please note that official gold polo shirt required.)

### 45. SCHOOL UNIFORM (Refer to School Uniform Policy)

School Uniform is compulsory at Willow Grove Primary School. All new students coming into the school will be required to wear school uniform. A uniform list is provided with this documentation. Refer to School Uniform Policy. Please provide a note of explanation if your child is out of uniform.

### 46. SWIMMING

We arrange swimming lessons for the whole school at one of the swimming pools in the Latrobe Valley. The children travel to and from the pool by bus. We do ask for assistance from parents to help at the pool. A teacher co-ordinates the program, however parents often train as Aust Swim instructors and assist with pool supervision. The children in the Junior School swimming dates are – 21st, 28th July, 4th, 11th, 18th and 25th August.

### 47. WORKING BEES

Working bees are held whenever it is thought necessary and we ask that every family gives them their full support. It is important to our school community that our school is presented in the best possible light.

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**Section 3**

**STUDENT WELFARE AND DISCIPLINE**
Willow Grove Primary School – Anti Bullying Policy

Willow Grove Primary School is a safe place where all students can learn and play safely and develop into confident, happy and knowledgeable young people who are able to effectively interact in a range of social situations.

Principles:

All individuals are to be valued and treated with respect.

Students have a right to work and play in a secure environment, without intimidation or harassment, where they are able to fully develop their talents, interests and ambitions.

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

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

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

Bullying and harassment will not be tolerated.

The school has an obligation to ensure that all members of the school are provided with the Anti- Bullying Policy

OUR DEFINITION OF BULLYING

Bullying is an act causing embarrassment, pain or discomfort to another:

It can take a number of forms: physical, verbal, gesture, extortion and exclusion.

It is an abuse of power.

It is generally planned and intentional.

Sometimes acts of bullying can be unplanned; careless and thoughtless behaviour can lead to spontaneous bullying.

Individuals or groups may be involved.

OUR SCHOOL PROVIDES THE FOLLOWING PRIMARY PREVENTION AND EARLY INTERVENTION STRATEGIES TO ENABLE STUDENTS TO IDENTIFY ACTS OF BULLYING BY:
Recognising that bullying is not acceptable

Identifying bullying behaviours that cause the individual to feel unsafe and threatened

Employing positive personal strategies e.g effective communication skills, problem solving methods and conflict resolution procedures to diffuse a bullying incident

Promoting positive student behaviour through weekly awards

Providing a comprehensive curriculum including a school wide “Healthy Relationships Program” and Life Education Program

Training student Peer Mediators

Providing opportunities for positive student interaction: School sports, buddy programs, clubs and lunchtime activities

Negotiating classroom rules

Promoting the school code of conduct and behaviour management policies

Publicising playground rules and displaying them prominently

Establishing discipline procedures for both class and playground

Actively monitoring the school environment

Providing Professional Development for staff

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<thead>
<tr>
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</tr>
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</tr>
<tr>
<td>Stay calm, if confronted and walk away with their head held high.</td>
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<td>Look for support from those nearby.</td>
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<td>Talk about bullying openly.</td>
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</tr>
</tbody>
</table>
Support the person being bullied and encourage them to tell someone.

Speak to a teacher or the principal on their behalf.

Tell the bully to stop.

**Never** obey a bully.

**WHAT SHOULD PARENTS DO IF THEY HAVE CONCERNS ABOUT BULLYING?**

- Make an appointment to see the Principal.
- Present the information calmly
- Allow the school time to investigate the matter.
- Make a note of what the school says it will do
- Make a follow-up date.

This Policy was prepared by staff and School Council and approved by School Council in 2004
Bullying

**REPORTING OPTIONS**

- Parents
  - Inform Principal of bullying concerns or incidents

- Teachers
  - Record all reported or witnessed incidents of bullying e.g. yard duty folder, classroom records. Follow Behaviour Management Program

- Students
  - Report to someone they trust. It is important to tell someone that will take their concerns seriously

**CONSEQUENCES**

- All incidents of bullying will be taken seriously and investigated. Consequences will be carried out according to the Behaviour Management Program

- All incidents requiring detention will be reported, via letter to parents

- Should three incidents of bullying occur within a term, a meeting with parents will be conducted

- A behaviour management contract will be initiated and a follow-up meeting arranged

DE&T counselling and guidance programs will be recommended for:
- a) Students who frequently demonstrate bullying behaviours
- b) Students who are victims of serious bullying acts or ongoing acts of bullying
BEHAVIOUR MANAGEMENT POLICY

The Willow Grove Primary School Student Welfare and Discipline Behaviour Management Policy and Program aims to establish an atmosphere throughout the school in which children feel safe, secure, happy and have maximum opportunity to learn.

PURPOSE

1. To have a behaviour management policy which is based on the Assertive Discipline method of behaviour modification.
2. To provide a positive climate that allows teachers the right to teach and students the right to learn in a safe and caring environment.
3. To have a policy that is endorsed and understood by the school and its community having clear rules, positive recognition and consequences for inappropriate behaviour.

GUIDELINES

The program will –

1. Ensure that positive recognition is seen as a major part with a positive approach to behaviour, fostering an environment within which personal responsibility and self discipline will be developed.
2. Ensure that all teachers follow the procedures involved in behaviour modification as outlined in the above document with an emphasis on positive reinforcement and logical consequences.
3. Ensure both parents and children are made aware of desirable as well as undesirable behaviour of children.
4. Have a series of information sessions for children and parents so that they understand the policy thoroughly.
5. Familiarise new staff and teacher replacements with the policy upon arrival.

IMPLEMENTATION

The school will –

1. Inform all new members of the school community of the content and implementation of the Student Welfare and Discipline Behaviour Management Policy through school information sessions and provide each new family with a copy of the program.
2. At the start of each year every grade will establish classroom rules and rewards as well as revise the playground behaviour management policy.
3. Expect all members of the school community to respect and care for themselves, others and school property.
4. Offer additional programs for children having difficulty meeting the expectations of the behaviour management policy.
5. Establish support groups for both staff and families for children experiencing behavioural difficulties.
6. Implement strategies for both students and teachers as outlined in the Student Code of Conduct.
**DEECD INFECTIOUS DISEASES TABLE**

Minimum period of exclusion from schools and children’s services centres for infectious diseases cases and contacts

*In this schedule ‘medical certificate’ means a certificate of a registered medical practitioner.*

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</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 five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion</td>
<td>Any child with an immune deficiency (for example, 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>Cytomegalovirus infection</td>
<td>Exclusion not necessary</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>Exclude until medical certificate of recovery is received, following at least two negative throat swabs, the first not less than twenty-four hours after finishing a course of antibiotics and the other forty-eight hours later</td>
<td>Exclude family/household contacts until cleared to return by the Secretary</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Until all blisters have dried</td>
<td>Not excluded</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>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conditions</td>
<td>Exclusion of cases</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</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>Hookworm</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus infection (HIV/AIDS virus)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</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>Measles</td>
<td>Exclude for at least four days after onset of rash</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until fourteen days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within seventy-two hours of their first contact with the first case 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>Molluscum contagiosum</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conditions</td>
<td>Exclusion of cases</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiousum fifth disease)</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least fourteen 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>Re-admit 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 four 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>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least twenty-four 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 that 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>Whooping cough</td>
<td>Exclude the child for five days after starting antibiotic treatment</td>
<td>Exclude unimmunised household contacts aged less than seven years and close child care contacts for fourteen days after the last exposure to infection or until they have taken five days of a ten day course of antibiotics</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
PURPOSE

This policy applies to members of school staff and School Council at Willow Grove Primary School. This policy will be made available on request.

BACKGROUND

All staff members of Willow Grove Primary School are required by law to protect the personal and health information the school collects and holds.

The Victorian privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001, provide for the protection of personal and health information.

The privacy laws do not replace any existing obligations Willow Grove Primary School has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

DEFINITIONS

**Personal information** means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings.

**Health information** is defined as including information or opinion about a person’s physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person’s health status and medical history, whether recorded or not.

**Sensitive information** is defined as information relating to a person’s racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy personal information refers to personal information, health information and sensitive information unless otherwise specified.

**Parent** in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.
**Staff** in this policy is defined as someone who carries out a duty on behalf of the school, paid or unpaid, or who is contracted to, or directly employed by the school or the Department of Education and Training (DE&T). Information provided to a school through job applications is also considered staff information.

**IMPLEMENTATION**

1. **Personal Information**

Personal information is collected and used by Willow Grove Primary School to:
- provide services or to carry out the School’s statutory functions
- assist the school services and its staff to fulfil its duty of care to students
- plan, resource, monitor and evaluate school services and functions
- comply with Department of Education and Training reporting requirements
- comply with statutory and or other legal obligations in respect of staff
- investigate incidents or defend any legal claims against the School, its services, or its staff, and
- comply with laws that impose specific obligations regarding the handling of personal information.

2. **Collection of personal information**

The school collects and holds personal information about students, parents and staff.

3. **Use and disclosure of the personal information provided**

**Students and parents**

3.1 The purposes for which the School uses personal information of students and parents include:
- keeping parents informed about matters related to their child’s schooling
- looking after students’ educational, social and health needs
- celebrating the efforts and achievements of students
- day-to-day administration
- satisfying the School’s legal obligations, and
- Allowing the School to discharge its duty of care.

**Staff**

3.2 The purposes for which the School uses personal information of job applicants, staff members and contractors include:
- assessing suitability for employment
- administering the individual’s employment or contract
- for insurance purposes, such as public liability or WorkCover
• satisfying the School’s legal requirements, and
• Investigating incidents or defending legal claims about the School, its services, or staff.

3.3 The school will use and disclose personal information about a student, parent and staff when:
• it is required for general administration duties and statutory functions
• it relates to the purposes for which it was collected, and
• for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

3.4 The School can disclose personal information for another purpose when:
• the person consents, or
• it is necessary to lessen or prevent a serious or imminent threat to life, health or safety, or
• is required by law or for law enforcement purposes.

4. Where consent for the use and disclosure of personal information is required, the School will seek consent from the appropriate person. In the case of a student’s personal information, the School will seek the consent from the student and/or parent depending on the circumstances and the student’s mental ability and maturity to understand the consequences of the proposed use and disclosure.

4.1 Willow Grove Primary School will generally seek the consent of the student’s parents and will treat consent given by the parent as consent given on behalf of the student.

5. Accessing personal information

A parent, student, or staff member may seek access to their personal information, provided by them, that is held by the School.

Access to other information maybe restricted according to the requirements of laws that cover the management of school records. These include the Public Records Act and the Freedom of Information Act.

6. Updating personal information

The School aims to keep personal information it holds accurate, complete, and up-to-date. A person may update their personal information by contacting the Principal or Officer in Charge Willow Grove Primary School.

7. Security
7.1 School staff and students have use of information and communications
technologies (ICT) provided by the School. This use is directed by:
- Department of Education and Training’s acceptable use policy for
  Internet, email and other electronic communications
- Department of Education and Training IT security policy.

8. Web sites

8.1 Information collected

- Willow Grove Primary School web and web server makes a record of
  information about the School including news, special events, physical
  environment, data, links to relevant websites, programs operating in the
  School and student work which complies with the Willow Grove Primary
  School's Student Internet Access Guidelines and Agreement and Internet
  Safe Use Policy.

9. Complaints under privacy

Should the School receive a complaint about personal information privacy this
will be investigated in accordance with the Department of Education and
Training’s privacy complaints handling policy.

EVALUATION
This policy shall be reviewed in 2007 and updated if required.

This policy was adopted at Willow Grove School Council meeting 2nd
Willow Grove Primary School – 2520

HEAD LICE POLICY

PURPOSE
To assist parents with the management of head lice and to reduce severity of outbreaks and their reoccurrence.

BROAD GUIDELINES
1. Screenings of all children will be carried out at the commencement of warm weather, ie beginning of October/November each year.

2. Selected screening will be carried out when an infestation is notified.

3. Information and advice for parents and teachers will be given when required.

IMPLEMENTATION
1. At the start of each school year a permission note will be sent home giving approved trained parents the authority to check all children's hair.

2. The 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 when the screening occurs.

3. Trained parent screeners will work in groups of two and three and double check students with a head lice condition.

4. Screenings will take place in the afternoon so that children found to be requiring treatment do not have to be sent home early in an obvious manner.

5. Lice treatments provided for sale by Baw Baw Shire to be kept at the office and sold at purchase price as a service to those parents who are unable to obtain immediate treatment within the Willow Grove community.

6. Principal will be informed of any infestation and the Principal will contact the parents/guardians personally or by letter.

7. The Principal will inform parents/guardians of the procedure for treatment required before a child can return to school (ref. Regulation 13 and 14 of Health Diseases Regulations 2001 – Schedule 6)

8. Students identified with head lice will be re screened within three days of treatment and followed up again within another 7 days.
9. Strict confidentiality is to be maintained at all times. Trained parent screeners require School Council approval and must sign a Confidentiality Agreement requesting discretion and confidentiality when examining students for head lice.

10. Information sessions to be held as required to inform parents of the myths and to provide up to date information on the successful treatment options available.

11. A copy of the Head Lice Policy will be circulated in the School Newsletter.

12. Parents will be notified through weekly newsletter when checks are to be held and relevant information related to the treatment and eradication of head lice.

EVALUATION

1. Notes to be returned
2. Children are treated promptly upon infestation
3. Success of the parent volunteer program in the screening of head lice
Willow Grove Primary School – 2520

HOMEWORK POLICY
Currently being revised in 2013

Children need time after school to relax, play, be with family and friends, pursue hobbies and interests, go on outings and learn to organise their own free time. The amount of time required for homework should not impinge on recreation and social activities.

PURPOSE
Homework should be seen as an extension of the programs offered in the classroom and in this context, be used to support and enhance material already taught at school. The school has a major role in educating parents about the part they can play at home and how children learn to read, write, spell and do mathematics.

BROAD GUIDELINES

1. Homework should be viewed by the child as a pleasing experience, and as a sharing of education between home and school.

2. Homework tasks should be relevant, reinforce, complement and extend material taught in the class.

3. Homework helps to develop and establish organisational skills.

4. Homework encourages sound work habits which help students cope with the rigours of secondary school.

5. Teachers should respond to children’s home effort.

6. The role of the parent is to provide support and assistance rather than to teach. Teachers should be available to promote classification of set tasks when students are unsure of expectations.

7. Parental supervision is of vital importance if set work tasks are to be meaningful and beneficial.

IMPLEMENTATION

1. Teachers should provide tasks which are relevant and achievable by students.

2. Homework that is frequent and of a short duration should be encouraged.
3. Realistic completion times/duties should be set to allow pupils adequate time to achieve set tasks.

4. Tasks that are viewed as extension to class activities will be compulsory for students in the class, unless parents contact the school to discuss homework requirements.

5. Teachers should provide motivation to encourage pupils in the frequent completion of take home reading books.

6. Completed set homework will be acknowledged by the appropriate teacher and returned to the child.

7. Parents will be notified when homework is either incomplete or not submitted.

8. The school will conduct parental workshops/sessions throughout the year to keep parents abreast of teaching practices.

9. While expectations will vary from teacher to teacher as to the amount and nature of work set, the following is suggested as a guide.

| Grade 5/6 (Time approximately 30 to 40 minutes per day maximum). It is expected that students in Grade 5/6 read for at least 30 minutes per day. In addition to this, teachers may request students to perform activities that relate to Spelling, Mathematics, Integrated Studies and other curriculum areas. |
| Grade 3/4 (Time approximately twenty to thirty minutes per day). It is expected that students in Grade 3/4 read for 20 to 30 minutes per day. In addition to this, teachers may request students to perform activities that relate to Spelling, Mathematics, Integrated Studies and other curriculum areas. |
| Grade 2 (Time approximately twenty minutes per day). It is expected that students in Grade 2 read for 20 minutes per day. In addition to this, teachers may request students to do a small amount of Spelling, Mathematics or Integrated Studies activities. |
| Preps/1 (Time approximately fifteen to twenty minutes per day). It is expected that parents spend time sharing and listening to children read their Home Reading Books, library books etc. At this stage, as with the other age groups, it is important that parents play games and provide outings and varied experiences for their children. Spending time talking, listening and interacting with your child is vitally important at this stage. |
WILLOW GROVE PRIMARY SCHOOL  PARENT/GUARDIAN CONCERNS AND COMPLAINTS PROTOCOL POLICY

PURPOSE
To provide a procedure to help resolve concerns and complaints arising within the school environment. This will acknowledge the importance of communicating concerns and will treat all parties with dignity and respect.

GUIDELINES
1. All staff (teaching and non teaching) will be made aware of the Concerns and Complaints Protocol.
2. Parents/Guardians will be informed that there is a procedure to deal with concerns and complaints.
3. For concerns and complaints to be resolved a ‘Concerns and Complaints Protocol’ will be followed where necessary.

IMPLEMENTATION
1. Staff to be provided with a copy of the Concerns and Complaints Protocol.
2. Parents/Guardians will be made aware of the Concerns and Complaint Protocol which must be followed in the event of any concern or complaint raised within the school.
3. This Protocol is to be included in the Willow Grove Primary School Parent Handbook and displayed in the school.
4. For the resolution of a concern or complaint the following Protocol will be adopted. (See attached Concerns and Complaints Protocol)
5. Unresolved matters, will be referred to the Deputy Regional Director by the principal or the complainant. Every effort will be made at the school level to resolve the concern within the school environment to the satisfaction of all parties.
6. The Deputy Regional Director, will refer the issue back to the school for resolution. Recommendations will be made and these recommendations will be acted upon to help resolve the concern or complaint.
7. If a complainant is aggressive, extra assistance will be sought and an aggressive complainant will be asked to leave the premises.
8. In circumstances where a staff member has a complaint or concern about a parent, the principal will mediate the meeting.

EVALUATION
Annual staff evaluation of the Action Plan
Review policy and protocol 2nd year.
As indicated in the parent Opinion Survey (School Environment
BACKGROUND
Willow Grove Primary School 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. It is important that when parents/guardians have issues they are dealt with promptly and resolved to the satisfaction of all concerned parties.

• Do you have any concerns about the school or something you would like to discuss about your child’s learning or school experience?
• Teaching and learning works best when there is a partnership between you and your child’s school.

How to raise a concern or make a complaint when it is related to your child in the classroom or out in the school yard.

1. Contact the school by telephone 56352271 or in writing when concerns arise. You must speak to the classroom teacher to briefly outline your issue or concern. This will allow the classroom teacher to prepare information relevant to your child for an interview.
2. Request an interview time to speak with the classroom teacher.
3. The classroom teacher is required to present and provide documentation/observations about your child.
4. The classroom teacher, in conjunction with parents, will develop and implement an action plan which needs sufficient time to be monitored and reviewed. Refer to Action Plan
5. If you feel that your concern has not been adequately addressed or followed up, you should contact the principal to arrange an interview to outline your concerns.
6. The principal will document concerns and follow up with the classroom teacher.
7. The principal will arrange another interview time which will include the classroom teacher and parent to discuss the concerns and actions.
8. If you wish, you can be supported at this meeting by a friend, colleague or a representative from a support organisation.
9. An action plan will be developed, implemented and followed up. The meeting will be documented and a copy distributed to the involved parties.
10. If you feel that the school has not adequately addressed your needs, contact can be made with the Deputy Regional Director of the Department of Education and Early Childhood Development for the West Gippsland Region on 56235766.
11. Regional Staff will arrange an interview to discuss concerns with parents. This will include school staff. Actions will be documented. All issues must ultimately be resolved at the school level.
If you have concerns which are not classroom related, such as school improvements, school safety and school environment, contact the principal on the school number or by writing. Outline the concern and arrange an interview time to discuss the matter.
Willow Grove Primary School- 2520

PARENT/CARER INVOLVEMENT AND PARTICIPATION POLICY

PURPOSE
Willow Grove Primary School recognises the important role that parents/carers and family have in a child’s education.

We seek to greatly enhance the opportunities that we can offer our students by utilising the numerous benefits available from parental involvement in Willow Grove Primary School.

Parent/Carer involvement refers to parents/carer having an active role in the school without being part of the decision making. Parent/Carer participation refers to parents/carers having an active role in decision making processes.

BROAD GUIDELINES
1. Parents/Carers have a unique knowledge and understanding of their own children, being the first and most influential educators.
2. Parents/Carers through their responsibility to and for their children, are the first and most influential educators.
3. Parents/Carers have talents, interests and skills, which enrich the school.

IMPLEMENTATION

PARENTS/CARERS
1. Willow Grove Primary School values and actively encourages parents/carers to be involved.
2. Parents/Carers will be encouraged to contribute to an ongoing dialogue on issues affecting their child’s education.
3. Parents/Carers will be surveyed before major changes occur e.g. changes in uniform.
4. Opportunities for parent/carer and community involvement will be identified and utilised.
5. Opportunities for parental/carer involvement will be advertised regularly in the school newsletter.
6. Professional development opportunities will be offered to parents/carers, so as to capitalise upon, and add value to the support that they provide.
7. Parents/Carers of non English speaking and marginalised backgrounds will be actively encouraged to be involved with the school.
8. Parents/Carers actively involved in the school will be acknowledged in our school newsletter.
9. Parents/Carers will be invited to contribute to the development of the school’s values and expectations and support their realisation.
PRINCIPAL
1. Parents/Carers will be invited, as part of the orientation process, to be active participants within the school community. New families will be given a parent handbook, school tour and an invitation to participate in school community committees. School information sessions are delivered periodically over a year.
2. Staff will be encouraged to utilise parent/carer involvement as part of their teaching and learning program.
3. The newsletter will be used to provide information to parents/carers that is relevant to their children’s education, as well as, acknowledging any input or assistance provided by parents/carers.
4. Some school policies, where parental/carer input is important for understanding and support, will be tabled in draft form at Parent Association meetings. Comments will be taken into account before the policy is completed.
5. All parents/carers helping out with school programs are required to have a Working with Children Check which will be presented to Principal and recorded at school.
6. Parents will be required to follow school protocols for signing in and out when they enter the school for volunteer work.
7. Parents/Carers working with teachers to deliver or manage learning programs will be required to follow the requirements outlined by the teacher who has the ultimate responsibility for the education and care of students while being in a school environment.

TEACHERS
1. Teachers will make all parents/carers welcome in the classroom.
2. Teachers will brief parent helpers prior to the learning program to ensure that parents/carers are familiar with their role and the teacher’s expectations.
3. The parent information session/parent teacher interviews for parents at the commencement of the school year will provide an opportunity to encourage parent participation in the classroom.
4. Parent/Carer involvement and participation in meetings and events will be regularly conveyed via the weekly school newsletter.
5. Parents/Carers may assist with educational programs, supervision of students on excursions and be partners in the teaching and learning process by sharing their skills and expertise.
6. All parents/carers assisting with school programs, camps and excursions must obtain a Working with Children Check. Applications are available from post offices and are free for volunteers.
7. Teachers have the overall responsibility for class management and organisation.

SCHOOL COUNCIL
School council is a representative of all parents at Willow Grove Primary School. To achieve parent participation this association undertakes with School Council Sub-committees to support and work with the Principal and staff in their endeavours with policy making and general school organisation.
and management. All parents are encouraged and welcome to nominate for School Council positions. Sub committees remain open for all interested parents to contribute.

**EVALUATION**

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This policy should be read in association with:

1. WORKING WITH CHILDREN CHECK POLICY
2. VOLUNTEERS AND PRIVACY IN THE SCHOOL COMMUNITY PROTOCOL
3. VISITORS’ PROTOCOL
VISITORS’ PROTOCOL

PURPOSE
Willow Grove Primary School Council seeks to provide an open and friendly learning environment which values and actively encourages visitors to our school. At the same time, it recognises a duty of care to ensure a safe environment for students and staff, and recognises the responsibility to protect and preserve its resources against theft, vandalism and misuse.

The Visitors’ Protocol Policy describes the procedures and guidelines which are to be applied by staff and the School Council in relation to visitors entering the school site when the school is in operation.

Visitors are defined as all people other than staff members, students and parents/guardians involved in the task of delivering or collecting children at the start or end of the school day.

IMPLEMENTATION
1.1 Signage at the front and back gates will direct visitors to the Office for reporting into the school.
1.2 On reporting to the Office, visitors must sign in, noting time of arrival, and reason for being in the school.
1.3 When the school is in operation all visitors to the school apart from permanent staff members must obtain and wear a visitor’s badge whilst on school property.
1.4 Prior to leaving the school, badges must be returned to the Office and visitors must sign out.
1.5 Staff will be notified when technicians and tradespeople are completing jobs on school property. There may be some restrictions on student movement whilst tradespeople are completing required tasks.
1.6 School Support Staff such as music teachers, casual relief teachers, speech pathologists, guidance officers will register at the beginning of each year and be identified with a personalised identification badge usually provided by their Department or organisation. Where badges are not provided, a visitor’s badge will be provided from the school.
1.7 School Support Staff are required to sign in and out for Emergency Displan purposes.
1.8 All staff encountering a visitor without a badge have the responsibility to ascertain the visitor’s purpose for being on school property and to direct the visitor to the Office and report the matter to the Office Manager or Principal.
1.9 Students who encounter a visitor without a visitor’s badge are encouraged to immediately alert a member of staff.
EVALUATION
This policy will be reviewed annually before the commencement of each school year, or as required according to changes in legislation or need.

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This policy should be read in association with:

1. PARENT/CARER INVOLVEMENT AND PARTICIPATION POLICY
2. VOLUNTEERS AND PRIVACY IN THE SCHOOL COMMUNITY PROTOCOL
3. WORKING WITH CHILDREN CHECK POLICY
Willow Grove Primary School-2520
SUNSMART POLICY

PURPOSE

Our Sunsmart Policy has been developed to ensure that all children and staff attending the school are protected from skin damage caused by the harmful ultra-violet rays of the sun. This policy applies to all school events on and off site throughout the year but with emphasis in Term 1 and 4.

RATIONALE

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.

OBJECTIVES

This SunSmart Policy has been developed to:

- Ensure all students and staff have some UV exposure for vitamin D.
- Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Work towards a safe school environment that provides shade for students, staff and the school community at appropriate times.
- Assist students to be responsible for their own sun protection.
- Ensure that families and new staff are informed of the school’s SunSmart policy.

Staff are encouraged to access the SunSmart UV Alert at sunsmart.com.au to find out daily local sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities from September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.

1. Shade

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- The school council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. lunch, outdoor lesson areas and popular play areas.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.
2. Clothing

- Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and longer sleeves, longer style dresses and shorts.
- Students who participate in outdoor water activities are required to provide their own t-shirt or rash vest.

3. Hats

- All students and staff are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside. Baseball or peak caps are not considered a suitable alternative.

4. Sunglasses [OPTIONAL]

- Students and staff are encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

5. Sunscreen

- The school supplies SPF 30+ broad spectrum, water resistant sunscreen for staff and student's use.
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours if outdoors.
- Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).
- With parental consent, students with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

Staff OHS and Role modelling

As part of OHS UV risk controls and role-modelling, when the UV is 3 and above staff:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30+ broad spectrum, water resistant sunscreen
- seek shade whenever possible Families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, sunglasses, sunscreen and shade) when participating in and attending outdoor school activities.

Curriculum

- Programs on skin cancer prevention and vitamin D are included in the curriculum for all year levels.
- SunSmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school homepage, parent meetings, staff meetings, school assemblies, student and teacher activities and on student enrolment.
EVALUATION

This policy will be reviewed as part of the school’s 3 year review cycle or as required due to changes that require earlier consideration.

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Relevant Documents / Links

- DEECD Health, Safety & Workcover
- Catholic Education Commission of Victoria (CECV) Occupational Health & Safety Guidelines
- Independent Schools Victoria (ISV) Compliance Framework
- Victorian Early Years Learning and Development Framework (VEYLF)
- Building Quality Standards Handbook (BQSH): Section 7.5.5 Shade Areas
- Education and Training Parliamentary Committee Inquiry into Dress Codes and School Uniforms in Victorian Schools - Government Response
- Occupational Health and Safety Act 2004
- Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation (2006)
- Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight (2008)

Relevant resources

- SunSmart UV Alert: The SunSmart UV Alert indicates daily weather forecasts including temperature, local UV levels and times sun protection is or isn’t needed. This is available in the weather section of the newspaper, on the SunSmart website at sunsmart.com.au, as a free smart phone app or as a widget that you can add to your website.

- Creating effective shade: This online shade audit tool allows you to assess whether the existing shade at your school is adequate. It also helps you develop a list of practical recommendations to improve both built and natural shade. sunsmart.com.au/shading-audit/intro

- Create your own SunSmart poster: online SunSmart poster templates where children choose the scene, text, upload an image of their own face to place into the scene and print off their very own poster with them as the SunSmart star. There are sun protection, vitamin D and snow posters to choose from www.sunsmart.com.au/createposter

- SunSmart Millionaire: How SunSmart are you? An innovative online game-based resource for year 5-7 students that promotes the science behind the SunSmart message. Visit www.sunsmartmillionaire.com.au/
- **SunSmart Countdown**: song and associated activities
  sunsmart.com.au/protection_others/at_school/sunsmart_countdown

- **Skin**: Song written by Allan Caswell (who has kindly allowed SunSmart to share it with schools and services), this upbeat song has a focus on tolerance (and sun protection!). www.sunsmart.com.au/protection_others/at_school/e6_p6_schools/

- **Generation SunSmart**: fun and interactive online sun protection modules for teachers, school nurses and year 6 - 9 students. Visit generationsunsmart.com.au

- **Video clips, online learning modules, interactive games and curriculum resources** available from

INTRODUCTION
Willow Grove Primary School Council is committed to the wearing of school uniform by all of its students. We believe that a uniform dress code encourages students to take pride in their own appearance, instils a recognition of themselves as an integral part of the school community and assists in developing pride in representing Willow Grove Primary School. Issues of equality, health and safety and expense are also factors that contribute to the establishment of the uniform policy.

PURPOSE
This policy is based on the belief that uniform school colours:
- Develop a sense of unity among students.
- Foster a sense of belonging to the school.
- Enhance school identity, tone, morale and general appearance.
- Ensure students are easily recognised which fosters individual safety and group security.
- Provide economical, long wearing and practical clothing for school activities.
- Allow active and safe participation in school activities.
- Minimise peer pressure to compete in fashion items and brand names.
- Differentiate between school wear and leisure wear.

BROAD GUIDELINES
1.10 The wearing of the recommended school uniform is compulsory.
1.11 The school colours are green, gold and black.
1.12 Details of the uniform will be widely publicised.
1.13 The Willow Grove Logo will be the only logo used.
1.14 The wearing of selections from the uniform is to be encouraged.
1.15 Positive reinforcements will be used to encourage pride in the wearing of our school uniform.
1.16 There will be exceptions in cases of necessitous circumstances where special conditions exist and where children have been enrolled for less than a term.
1.17 Where breaches of the uniform code are evident, parents will be reminded of their obligations.
1.18 Items are readily available through school or local stores.
1.19 All children will be required to wear hats in Term 1 and Term 4 (See Sunsmart Policy).
1.20 The school reserves the right to prohibit items which may be dangerous (e.g. dangling earrings, sharp rings, long chains.) Studs and sleepers are the only acceptable forms of earrings. Safety aspects of shoes, jewellery and tops etc. will be considered. Refer to School Uniform Clothing Guide.
IMPLEMENTATION

2.1 The wearing of the school uniform range is compulsory. The only exceptions will be where:
- Children have been enrolled less than a term
- There are special circumstances
- Special medical conditions apply

2.2 After consultation with the school community, School Council has developed a Dress Code that we believe provides choice for the students, allows for students to safely engage in the many and varied school activities, and caters for the financial constraints of families.

2.3 The Dress Code applies during school hours and when students are on school excursions and interschool sport activities. Students not in school uniform or colours will not be allowed to attend outside school events.

2.4 Comfortable clothing that permits safe and unrestricted movement in all physical activity should be worn to school. Tracksuit trousers, shorts or sport briefs in school colours should be worn on days of Physical Education classes.

2.5 The wearing of make up and jewellery is prohibited with exception of studs/sleepers in the ears and a wrist watch.

2.6 Extreme hair colours and/or extreme hairstyles are considered inappropriate.

2.7 The only head wear that is acceptable is the Sunsmart hat consistent with our Sunsmart Policy. Hats must be worn outside in Terms 1 and 4. Hats are not worn inside.

2.8 The school Dress Code, including details of the uniform items and places of purchase, will be published in the newsletter and information book at the start of each year.

2.9 School Council requires the Principal to be responsible for the implementation of the Dress Code in a manner consistent with the Student Code of Conduct.

2.10 Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health conditions or economic hardship must apply in writing to the Principal. This information will remain confidential.

2.11 School Leadership positions will not be offered to students who do not regularly wear school uniform of school colours.

2.12 All articles of clothing must be named for ease of identification of lost clothing.
2.13 Parents will be notified if the Dress Code is not followed and no explanation is provided. Appropriate records will be maintained.

WHERE TO OBTAIN THE UNIFORM

- Commercial Stores – Target, Big W, Beleza, Trafalgar Mens and Boys Wear etc.
- Second hand school uniform items are available through Parent Association
- Handmade articles

Windcheaters and polo tops will be required to have the school logo which can be purchased at the School Office.

EVALUATION

Evaluation will be based on:
- observation of compliance
- feedback from Principal, Staff, parents and students
- records of frequent non-compliance maintained by Principal
- Policy Review-2011
WILLOW GROVE PRIMARY SCHOOL UNIFORM

- HATS
  - CRICKET HAT- Bottle Green
  - LEGIONNAIRES HAT – Bottle Green
    Provided by Parent Association – One hat at the Prep or entry into school.

- TOPS
  - POLO SHIRT (Short or long sleeved)    Gold or bottle green
    With school logo. For general school activities and, all official activities such as, Sports activities, school photographs and excursions
  - POLO SHIRT (Short or long sleeved) Bottle Green with school logo (Optional) for general school activities.
  - SKIVVY- Gold
  - WINDCHEATER/JACKET – Bottle Green
  - GRADE 6 PRINTED POLO SHIRT – Gold

- PANTS
  - TRACKSUIT PANTS – Black, Bottle Green
  - TROUSERS- Black, Bottle Green (Regular waisted, low hipsters are inappropriate)

- JACKET
  - SCHOOL JACKET - Green and gold
    (Optional)
  - On display in School Office- Available from Traf Mens and Boys Wear

- SHORTS
  - Black
  - Bottle Green

- DRESS/ SKIRT
  - CHECK DRESS -Green and white
  - NET BALL SKIRT –Bottle Green
  - SKORT- Bottle Green (Shorts with skirt frontage)

- FOOTWEAR
  - SHOES - Black
  - BOOTS- Black
  - ENCLOSED TOE/ HEEL SANDAL- Black
  - RUNNERS- Black

- SOCKS/ TIGHTS –
  - White
  - Black
  - Bottle Green
SCHOOL CAMPS POLICY

PURPOSE
The School Camps Program aims to broaden the children's life experiences by exposing them to situations that they may not encounter in normal family life, in a safe supportive school environment, shared with their school friends and adult supervisors. The School Camps Program should aim to stimulate learning through a sense of excitement, challenge and purpose with these experiences being aligned to the school program and curriculum.

BROAD GUIDELINES
To provide enjoyable experiences that can promote aspects of personal and social development in the areas of self esteem, resourcefulness, independence, leadership, making judgments, cooperation, teamwork, tolerance and determination

To give children skills and knowledge that may be required to lead, to lifelong involvement in worthwhile leisure pursuits.

To extend student's knowledge and awareness of a variety of physical environments that will lead to a willingness to take responsibility to protect it.

To develop responsible attitudes towards personal and group safety.

IMPLEMENTATION

1. The Principal and teacher from the relevant grade area will coordinate and assist in the planning and evaluation of the camping program for their specific grade area.

2. Bookings for school camps should be organised in the preceding year to ensure the availability of camp venues.

3. It is the responsibility of the teacher in charge in consultation with the Office Manager to provide parents with early notification of pending camps, so as to provide ample time for parents to pay for camps over an extended period of time.

4. All camps and overnight stays will be conducted in accordance with DEECD guidelines.

5. Teachers and parents expect a high standard of social behaviour from all participants.

6. School Council approval must be gained for all aspects of the organisation.
7. Parents of children going on camp will be provided with a detailed program of the itinerary and an equipment and clothing list. Parents must provide the school with relevant information as to their child’s medical condition.

8. Each year requests will be made to parents to participate in school camps. Parents will be required to have a current Working With Children Check and this must be sighted and recorded by the Principal. All parent helpers must be endorsed by School Council.

9. A Level 2 First Aid trained staff member or parent helper will be present on the Camp.

10. The school reserves the right to exclude any child from the school camp program if their behaviour or attitude is considered unacceptable.

11. The School Camps Program will begin at Grade 2 with a sleepover at school and Years 3 to 6 students will experience a range of options which include urban and adventure camps.

**EVALUATION**

1. This policy will be reviewed annually through the Parent Opinion Survey.
2. School Council will receive a report from the teacher in charge of the camps. Recommendations will be made.
3. Policy review in 2011
Willow Grove Primary School – 2520

ANAPHYLAXIS POLICY

BACKGROUND
Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medications. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens) and prevention of exposure to those triggers. Partnerships between schools and parents are important in ensuring that certain food items are kept away from susceptible students while at school.

PURPOSE
- To provide, as far as practicable, a safe and supportive environment in which students at the risk of anaphylaxis can participate equally in all aspects of the school curriculum.
- To educate staff, students and parents on the seriousness of anaphylaxis and to raise awareness about the school's anaphylaxis management policy in the school community.
- To engage with parents/carers of the students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- To ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school's policy and procedures in responding to an anaphylactic reaction.

AIMS:
- To make staff aware of anaphylaxis symptoms.
- To identify anaphylaxis sufferers in school.
- To be able to treat/manage an anaphylaxis reaction.

IMPLEMENTATION:

1.1 Staff will have regular professional development in anaphylaxis management, including a yearly refresher course by an accredited body.

1.2 Names of children with anaphylaxis will be given to all staff as a medical alert.

1.3 Anaphylaxis Management Plan. Every student at risk of anaphylactic reaction attending the school will have a written Anaphylaxis Management Plan filled out by their family doctor or
paediatrician, in consultation with the student's parent/guardian. This will be attached to the student's records.

The management plan will include:
- Usual medical treatment.
- A written action plan detailing medications to be used in cases of anaphylaxis. This should include how to recognise worsening symptoms and what to do during an acute attack. This action plan will be provided by the student's doctor and should be easily accessible to all staff.
- Name, address and telephone number of an emergency contact.
- Name, address and telephone number (including an after-hours number) of the student's doctor.

1.4 A list of children at risk of anaphylactic reaction will be placed in a visible place in the staff room, sickbay, in the child's classrooms and the office.

1.5 As well as ready access to the details of each student's anaphylaxis treatment and action plan:
- A current EpiPen will be kept in an appropriate area.
- Clearly written instructions on how to use this medication are included with the EpiPen.

1.6 The Principal and parent will be responsible to check the expiry date of the EpiPen.

1.7 Children will have their medication stored in an agreed upon location, clearly labelled with name and instructions for use.

1.8 Anaphylaxis management and treatment will occur when a child presents, displaying signs and symptoms of anaphylaxis which include hives/rash, tingling in or around the mouth, abdominal pain, vomiting or diarrhoea, facial swelling, cough or wheeze, difficulty breathing or swallowing, loss of consciousness or collapse, or cessation of breathing.

1.9 Our school will manage anaphylaxis by informing the school community about anaphylaxis.

1.10 Anaphylaxis is best prevented by knowing and avoiding the allergens.

1.11 The school will monitor the types of anaphylactic reactions being presented and adjust the policy and program as required. For example, some food allergies are severe which would force the school to put in place procedures to work with the school community to minimise or eliminate certain products from the school environment for the well being of the child with a severe anaphylactic reaction.

1.12 All children will eat their lunches inside or under the supervision of a teacher. This will enable staff to monitor food consumption and discourage the sharing of food
1.13 The school will keep the lawns well mown, ensure children always wear shoes, and not allow drink cans at school.

EVALUATION:
1. Informal observation of children at all times especially during eating
2. Regular monitoring of EpiPen, in terms of expiry date
3. Review in 2011
WILLOW GROVE PRIMARY SCHOOL -2520

PARENT PAYMENT POLICY

School councils are responsible for developing and approving a school-level policy which covers essential education items, optional extras and voluntary financial contributions. This policy must meet the community’s expectations and is provided to all parents and guardians.

Payments will be kept to a minimum and will not exceed the cost of the relevant materials or services to the student.

1. Essential Education Items and Optional Extras

**Essential education items** are those which parents and guardians are **required** to provide or pay the school to provide for their child (for example, stationery, text books and school uniforms where required)

**Optional educational items** which are offered on a user-pays basis and which parents and guardians may **choose** whether their child accesses or participates in (for example, school magazines or extra curricular programs or activities).

Context:

- all students have access to the standard curriculum program
- parents and guardians are provided with early notice of requests for payment of essential education items and optional extras
- parents/guardians are able to purchase some approved and recommended items themselves
- items that students consume or take possession of are accurately costed
- payment arrangements coincide with the timing of the availability of Education Maintenance Allowance (EMA) for eligible parents/guardians
- there is a clearly articulated process for the administration of the Education Maintenance Allowance
- the status and details of any payments or non-payments by parents and guardians are confidential
- parents are informed of alternative payment options and invited to contact the principal if they wish to discuss these options
- details of how funding collected will be spent are provided by the school
- payment requests or letters to parents clearly identify whether the items are essential education items or optional extras
- parents will be issued a receipt upon payment
- all payments are receipted in CASES21 which is the school’s operating system
- payments are kept to a minimum and all requests for payment are fair and reasonable
- a copy of the school-level policy is provided to all parents.
2. **Voluntary Contributions**

Voluntary financial contributions which parents and guardians may be **invited** to donate to the school.

School Council may invite voluntary financial contributions for:
- a building trust fund or contributions to a library trust fund (these trust funds are approved by the Australian Taxation Office and are tax deductible)
- a specific purpose identified by the school (e.g. equipment, materials or services such as additional computers) in addition to those funded through the SRP (Student resource Package)
- donations or general voluntary financial contributions to the school

In such instances this will be clearly identified as a voluntary financial contribution and can only be requested once, with one reminder.

**Further school requirements**

For any of these parent payments or voluntary financial contributions, schools will not:
- insist on payment prior to the commencement of the year in which the materials and services are to be used
- pressure parents to sign over their portion of the EMA
- withhold access to enrolment or advancement to the next year level as a condition of payment of essential education items, optional extras or voluntary financial contributions
- issue more than one request for voluntary financial contributions and one reminder notice
- coerce or harass parents and guardians to obtain payment
- send invoices for unpaid essential education items or optional items accepted by parents more than once a month
- under any circumstances use collectors of any type, including debt collectors, to obtain any funds from parents and guardians.

**Evaluation**

This policy will be reviewed annually in consultation with School Council.
Willow Grove Primary School – 2520

VOLUNTEER AND PRIVACY IN THE SCHOOL COMMUNITY

As a volunteer you may occasionally access personal information of students, staff, and others in the school community. There are legislative requirements that prescribe how an individual's personal information can be collected, used and disclosed, stored and accessed. Personal information includes health information.

Personal Information is any information that identifies an individual; it may be enrolment information, health or student progress information. Schools have a responsibility to ensure the personal information they possess is used for the purposes it was collected and is adequately secured.

For example, schools may collect and display student health information in a secured staff room to ensure students receive appropriate care. The information should not be used or disclosed for other purposes. Similarly, schools may take some limited student information off premises when on excursions. Schools are obliged to ensure personal information is secured and used for appropriate purposes.

What do I need to do as a volunteer?

• Ensure that you have only that personal information required to undertake your role as a volunteer.

  o Ask yourself, do I need all the available information, or just a part of the available information to undertake my role?

• Ask yourself, is this information relevant to my role or the task I'm going to do?

• Don’t disclose any personal information that you may happened to have accessed in your role as a volunteer.

  o Only use personal information for the purpose it was disclosed to you in your role as a volunteer.

• Ensure that personal data is appropriately secured, particularly if it is taken off the school premises, e.g. medical information taken on an excursion.

  o If emailing personal information off site place the personal information in a word document and password protect the document. Don’t include the password in the email!
• If taking personal information on a lap top or a memory stick out of school, ensure all documents containing personal information are password protected.

• **If in doubt about the handling of personal information, seek advice from staff.**

• Individuals can complain to the Department of Education and Early Childhood Development or the Victorian Privacy Commissioner if they feel their privacy has been breached.

• If you have a question or concern about handling of the personal information in the school, speak to the school or call the Privacy Officer at Department of Education and Early Childhood Development on 9637 3601.

Responsible management of personal information is everyone’s business.

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As a school councillor you may occasionally access personal information of students, staff, and others in the school community. There are legislative requirements that prescribe how an individual’s personal information can be collected, used and disclosed, stored and accessed. Personal information includes health information.

Personal Information is any information that identifies an individual; it may be student enrolment information, student health information or parent information. For example, school councillors may receive the personal information of applicants to the principal class or view contractor’s personal details. Schools, and school councils, have a responsibility to ensure the personal information they possess is used for the purposes it was collected and is adequately secured.

What do I need to do as a school councillor?

- Ensure you have only that personal information required to undertake your role as a school councillor.
  - Ask yourself, do I need all the available information, or just a part of the available information to undertake my role?
  - Ask yourself, is the information I’m accessing relevant to my role or the task I’m going to do?

- Don’t disclose any personal information that you may happened to have accessed in your role as a school councillor.
  - Only use personal information for the purpose it was disclosed to you in your role as a school councillor.

- Ensure that personal data is appropriately secured, particularly if it is taken off the school premises, e.g. material emailed to you.
  - If emailing personal information off site place the personal information in a word document and password protect the document. Don’t include the password in the email!
  - Don’t store school material on your home computer without password protection.
• If taking personal information on a laptop or a memory stick out of school, ensure all documents containing personal information are password protected.

• **If in doubt about the handling of personal information, seek advice from the principal.**

• Individuals can complain to the Department of Education and Early Childhood Development or the Victorian Privacy Commissioner if they feel their privacy has been breached.

• If you have a question or concern about handling of the personal information in the school, speak to the principal or call the Privacy Officer at Department of Education and Early Childhood Development on 9637 3601.

Responsible management of personal information is everyone’s business.
Willow Grove Primary School-2520
WORKING WITH CHILDREN CHECK POLICY

PURPOSE
As of the 1 January 2008, all schools are required to comply with the Working with Children Act 2005, and ensure that any person unsuitable to be involved in ‘child related work’ does not do so.

All staff appointments are subject to a Working with Children Check (WWC).

Volunteer helpers over the age of 18 years old who assist with school programs must receive a Working with Children Check.

AIMS
1. To ensure the provision of a safe and secure environment for the students.

2. To ensure volunteer helpers have received a clearance by the police.

3. To ensure all employees, and those volunteers involved in activities with potentially high levels of student contact, are responsible and of sound character.

GUIDELINES
1. As of 1 January 2008, all workers or volunteers related in ‘child related work’ must undergo Working with Children Checks prior to commencing work.

2. Working with Children Checks are valid for 5 years and must be renewed after this period of time if the volunteer wants to continue to work with children.

3. To be performing ‘child related work’ means if you
   - work or volunteer at a school or school related activities, and
   - volunteer or do this work on a regular basis, and
   - have direct contact with children under 18 yrs of age which is unsupervised, and

4. All teaching staff members are registered with the Victorian Institute of Teaching, and undergo annual ongoing monitoring that satisfies Working with Children Check requirements, and are therefore exempt.
5. School Council requires that all volunteers directly involved in for example, but not limited to, class support activities, school camps, excursions, teaching of swimming lessons, transport of students without staff members present, extra-curricular activities such as school sporting teams etc have Working with Children Checks.

6. School Council does not pay for Working with Children Checks, however they are free to volunteers.

7. School Council expects volunteers to carry their Working with Children Check Card at all practicable times when working or volunteering at the school or during school related activities.

8. The school will maintain a record of volunteers with up to date Working with Children Checks. This record is located in the Administration Safe in the Principal’s Office.

9. School Council will consider if Working with Children Checks are required for other activities such as incursions on a case-by-case basis.

10. The teacher in charge of organising specific school and class based activities is responsible for ensuring that parents have valid Working with Children checks.

**EVALUATION**

This policy will be reviewed as part of the schools 3 year review cycle or as required due to changes in relevant Acts or should situations arise that require earlier consideration.

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This policy should be read in association with:

4. PARENT/CARER INVOLVEMENT AND PARTICIPATION POLICY

5. VOLUNTEERS AND PRIVACY IN THE SCHOOL COMMUNITY PROTOCOL

6. VISITORS’ PROTOCOL
WILLOW GROVE PRIMARY SCHOOL -2520

OUT OF SCHOOL HOURS CHILD CARE PROGRAM

POLICY

RESPONSIBILITY – Principal

PURPOSE
The school community has expressed a need for Out of School Hours child care. Such a service arises from work, recreation or respite needs reflected across society generally. Low cost quality local care would be an advantage to our community.

BROAD GUIDELINES
• To provide quality care in a happy, healthy and safe environment.
• To provide a range of structured activities that cater for the all round out of school hours needs of the children attending the program.
• To provide nutritious food and drinks.

IMPLEMENTATION
• The School Council is responsible for employment of the co-ordinator to deliver the program.
• The co-ordinator shall maintain attendance records and provide a program offering a range of activities to suit primary aged children.
• Fees for the program are set by School Council and subject to review.
• The program is available to primary school aged children on a regular or casual basis.
• Emergency routines and resources will be made available as per requirements of the school.
• Accounts will be issued if arrears of month are accrued. All payments will be issued a receipt.
• Attending children will go directly from class to care at the end of the school day and must report directly to the co-ordinator with their parents in the morning.
• Children are to be collected by 5.30 p.m.

RESOURCES
Co-ordinator
Food supplies
Activity supplies

EVALUATION
A review is to be conducted each half year to confirm viability or variations to existing program.

NB: This policy is to be read in conjunction with the Willow Grove Primary School Out of School Hours Child Care Handbook
WILLOW GROVE PRIMARY SCHOOL
SPECIAL NEEDS POLICY

INTRODUCTION
Within the diversity of students who come to our school there exists a group of students who would be educationally at risk if they were not offered a specific education policy and program. These students are identified as having special needs.

The Special Needs Policy incorporates three program initiatives:

Students with Disabilities
Gifted and Talented Students
Underachieving Students

Some students may have needs that can be addressed by more than one of these program initiatives. All information provided as part of this policy will be handled in accordance with the Equal Opportunity Act, the Willow Grove Primary School Student Engagement Policy and Program, the Willow Grove Primary School Behaviour Management Program, the Willow Grove Primary School Privacy Policy and DEECD guidelines.

PRINCIPLES
The Willow Grove Primary School community values each student as an individual. We seek to challenge and inspire all our students and to provide them with opportunities to achieve their potential in a purposeful learning environment. We recognise that all students are unique individuals, who learn at different rates, have different requirements within the curriculum and we value the contribution made by every student.

- We believe that education encompasses students’ intellectual, social and emotional development in both the classroom and the playground.

- We will maintain the fundamental principle that fair and equitable access to the school’s resources will be afforded to all students.

- We recognise that participation at school can be challenging for a student with special needs and aim to provide a positive, accepting and non-judgemental environment.

- We will use and develop programs, resources and materials that address our students’ specific needs.

- We will vary the pace and depth of teaching to cater for individual needs.

- We acknowledge that parents have a vital and valuable role in supporting the programs being provided by the school and classroom teachers.

- We will endeavour to use the full resources of the wider community to help students fulfil their potential.
Willow Grove Primary School:

- welcomes parents of students with special needs, acknowledging that the neighbourhood school is the first point of contact for all students because of the importance of maintaining and building local networks.

- is committed to providing accurate information regarding Willow Grove Primary School as an educational option for students.

- Willow Grove Primary School will liaise with relevant Department of Education and Early Childhood Development (DEECD) specialists to ensure parents are provided with detailed and balanced information about available educational options and are thereby able to make an informed choice of school location(s) for their child.

- recognises the importance of accurate and thorough assessment conducted in a range of settings as critical in determining the appropriateness of enrolment and as a basis for a student's school program.

- will join with parents to advocate for students in achieving adequate resources at school.

- acknowledges the importance of providing adequate support for parents during the enrolment process and throughout their child's schooling.

- recognises the actual or potential vulnerability of students with special needs and seeks to address this in the playground and classroom.

- promotes educational opportunities for students with special needs which are non-discriminatory and in accordance with the relevant Acts and DEECD guidelines.

- considers the attitude, skills and knowledge in the area of special needs as part of the selection process for all prospective teaching and integration staff.

- encourages good practice by promoting appropriate professional development opportunities for all staff.

This Policy was ratified by School Council on 16/11/2010
Review in 2013
WILLOW GROVE PRIMARY SCHOOL
STUDENT IMAGES & PRIVACY AND COPYWRITE

Rationale:
The Information Privacy Act 2000 covers the collection and use of personal information. Personal information is information that identifies a person. A photograph, video or digital image of a student is personal information about that student. Therefore a school should consider how student images are recorded and used with regard to the privacy of the student and their family.

Aims:
In general student images are used to:
- record student participation at school and in school events;
- celebrate student effort and achievement;
- promote the school and events held by the school.

Implementation:
Images of students are integral to school magazines and school newsletters. In addition parents expect to be allowed to photograph and record student performances and events or be provided with a recording of the event. It is expected that all parents will exercise care and observe other family’s privacy when taking digital images. Photographs of students also appear regularly in local newspapers.

These uses are a vital part of a school environment and privacy law does not dramatically change these activities.
- Schools can use photographs of students for student identification cards without asking for consent from parents. These ID cards are in the custody of the student, so no personal information is disclosed.
- Usually once a year a photographer takes individual, class and team photographs for sale to parents and for use within the school. Before photo day parents receive notice of when photographs will be taken and they are afforded the opportunity to opt out of this. This practice has been part of school life for decades and the taking of class photographs is expected as part of the usual educational year.
- Class and team photographs are included in our school magazine. Most people within the school community anticipate that these photos, along with appropriate identification, will be included in the publication. This use is therefore reasonably expected and consistent with the original purpose of recording a student’s participation in school and school activities.
- Traditionally the circulation of these materials has been limited to the local community. However, changes in modes of recording and delivery, such as having school magazines available on CD Rom or on a school website, means that access to student images has increased and, when on a school website, become worldwide.

Willow Grove Primary School has a standard approach to consent to the uses of student photographs.
- A general consent to the usual uses, newsletter, local paper, public places and classroom display of student images will be sought. This will be published and consent obtained annually.
• A separate Acceptable Student Users Internet/Ultranet Agreement will also be sought for students. **This will be published and consent obtained annually.**

• Consent for the use of student photographs will be sought at the time of enrolment but not be ‘bundled’ with consent for other activities. It should be on a separate consent form. The consent form will not seek a ‘blanket’ consent i.e. asking for permission to use student photos however the school sees fit.

**Copyright** is the legal protection of literary, dramatic, artistic, and musical works, sound recordings and performances. It provides creators with the legal right to control the use of their creations. The legislation is contained within **The Copyright Act 1968**. The Act can also apply to the use of photographs or images of students. The references cited refer parents and teaching staff to DEECD for information that relates to the requirements of the Information Privacy Act but, when considering how to use student images such as recordings of student performances, copyright issues are also of concern. The consent of any students who appear in performances recorded, filmed or transmitted will always be obtained.

**Newsletter article to be included with the first newsletter each year**
At Willow Grove Primary School we celebrate the efforts of our students by mentioning their participation in school events and their achievements in our school newsletter. Our Newsletter is presented as a hardcopy and in digital form. Occasionally photographs of students are included. We also use photographs of students in our school magazine along with examples of their work. Photographs of students are on our school intranet site. When we develop a school website, there may be images of students but we will only use group photographs. Images of students and samples of student work will be identified through first name, only if permission is given by the parent or guardian.

We allow parents to record school performances as this creates a memento that can be shared with other family members. Video or audio recording is permitted at school under a copyright license paid by DEECD on behalf of all government schools (AMCOS/ARIA license).

We invite local press to school events and they are expected to follow school policy on the publication of photographs of students. When a story is about an individual achievement we will always seek parent consent before passing information or photographs to the press for publication. Unless a story features an individual child, only group photos are published and students’ identified by first name and year only.

If you have any concerns about how photographs of your child may be used by the school please contact the principal

**EVALUATION**

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**Relevant Documents / Links**
School Policy and Advisory Guide- Photographing and Filming Students
We seek your permission to include your child’s work, photographs and/or name in the school newsletter, local paper, internet, the Department of Education and Early Childhood Development - Ultranet site, classroom displays and public places e.g. Public library.

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**Privacy Notice**
I have read the privacy notice and understand it. I consent to have information dealt with in the manner described.

*Signature of Parent/Guardian* 

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Please use if your child is absent from school for any reason. If you require another copy please contact the office.
Cyber relationships
Andrew Fuller

On-line relationships are becoming as important as face-to-face ones. In fact cyber friendships are so important to young people that many of them would endure pain rather than lose access to them. As one young man commented, "I'd rather lose a leg than access to Facebook". On average, young people have 56 online friends.

The strength of on-line relationships mirrors the best and at times, the worst of face-to-face relationships. The only problem is that when things go badly on-line, they go really badly. As we know, what goes on the net stays on the net.

In fast paced heated interactions in chat rooms, people who are usually friendly and positive can post nasty and hurtful comments with devastating consequences. For this reason, we need to develop netiquette- standards of behaviour for people on-line.

Cyber-safety is about relationships and how people behave rather than about technology.

Almost two thirds of children have had a negative experience on-line and 20% feel badly about something they have done on-line.

The following guidelines have been compiled from suggestions made by thousands of young people and may be useful to consider or use as a discussion point.

The Suggested Rules of Netiquette.

1. What goes on the net stays on the net.
Virtual words have real life consequences. If you wouldn't do it IRL (in real life) don't do it online. Use the nana rule - if you wouldn't want your nana to know about it, don't put it on the web.
Your future employers, friends and partners can and probably will, trace your cyber - trail.

2. Don't ban, plan! Parents should not threaten to ban access to the internet if bullying occurs. The main reason young people do not tell their parents when they are cyber bullied is because they fear they will lose access to the computer.

Parents should let their children know that they will help them to cope with upsetting events on-line but won't insist they stop using the computer.

3. Take a STAND against cyber-bullying:
Silence - do not respond to abusive messages.
The number one rule for dealing with cyber-bullying is: don't respond, don't interact and don't engage.

Take a copy of all abusive messages- these may be useful legally later on. Create a new folder, called "Abuser", and move hate mail and messages into this folder.

Accept that bullies don't think like you do - trying to sort it out with them or asking them to stop won't work. Recognise that you are not dealing with a person who has the same mindset as yourself. Cyber-bullies are cowards who often try to hide their identity and behave in nasty ways to build themselves up and to put other people down. Cyber-bullying is a pathetic act.

Never deal with this problem alone - get help! No one can cope with this alone.

Don't be provoked. Some cyber-bullies play "the baiting game". A provocative comment is made and those who respond in irritation are encouraged to engage in conflict with those who respond adversely. The provocateur watches, waits and stirs the pot.
Become an observer. Although you may be the target of the cyber-bully’s anger, you can train yourself to act as an observer. This takes you out of the firing line and enables you to study the bully and collect evidence.

4. Know that people take cyber-bullying seriously and that you will be taken seriously. The Australian Government has just committed $125 million to improving cyber-relationships. If you are bullied on-line, let your school know and let the police know. There are legal avenues that can be taken to stop cyber-bullying.

5. Develop a code of Netiquette. Some ideas include:
- Don’t bully or be mean to others on-line.
- Let people know that cyber-bullying is a weak and cowardly act of hatred on-line.
- Don’t harass or stalk people on-line.
- Don’t pass on embarrassing photos or posts about others.
- Parents should not allow kids to have webcams in bedrooms. Skype should only be allowed if the computer is in a family room. Chat roulette should be discouraged.
- Know that circulating some photos means that you risk being charged with child pornography.
- Only add friends that you know and do not add ‘friends of friends’
- If someone on-line wants to meet you in person, ask an adult to accompany you.

6. Be a responsible user of technology. We need people to be good cyber-citizens. Be honest with yourself. Computer games reduce dopamine. This means it is hard to get motivated to do anything else once you have been on-line for a while. Do your study before you go on-line.

Advergaming
Most of us think that the major dangers to children on-line are pedophiles posing as young people and either showing them inappropriate images of themselves or luring kids into meetings with them. This does occur though kids are much sharper at picking an adult who tries to be younger on-line than most parents believe.

Corporations have also got in on the act of trying to manipulate young people’s thinking. Advergaming is a mix of advertising and entertainment that takes the form of games.

Games may be located on a website owned or sponsored by a corporation. Companies use personal information about users to further tailor their marketing.

Other companies develop special games that develop positive attitudes towards a product. One example is the USA army’s game America’s Army, which was specifically designed to increase recruitment.

Products are also linked to games or strategically placed to promote a desire among young people to buy a product.

Here come the Cyber Doctors
Adults will never know enough to completely protect young people when they are on-line. For this reason, some schools are setting up groups of students called “Cyber Doctors”.

This is a group of students who can help others when bad things happen on-line. They educate themselves about cyber relationships and then are available for anyone in the school who needs them.

If someone has done something on-line that they regret or have experienced something negative for themselves on-line they can request a meeting of the cyber doctors who work with them to resolve the issue.

Often young people are in the most powerful position to help others cope and disentangle the complexities of cyber-bullying.

The Cyber Doctors have an adult who also meets and co-ordinates the group as well as collecting information about the types of incidents that occur.