2021



*“Alvie Primary School’s vision is to build a community where students develop high levels of social and emotional wellbeing whilst nurturing a 'Growth Mindset', where they are inspired to be creative, critical and curious learners.”*

**Enrolment Handbook**

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# WELCOME

On behalf of our community, school council, I warmly thank you for your consideration to enrol your child into Alvie Primary School. By enrolling in our school, you become part of our learning community, where we work together to support all aspects of your child’s wellbeing and future as a learner.

Since October 2017, I have led the strategic development of the school and have been delighted by the progress that has been made, working with the whole school community. We have made significant changes to all aspects of our school, making it a vibrant and exciting place to learn.

I am very lucky to work with a team of professionals, who are passionate about their roles within the school. We have developed a culture of relational trust, which enables us to collaboratively work together to ensure our practice is relevant, high quality and evidence based.

Enrolments have grown in our school from 36 students in 2017 to 58 students in 2020. Our enrolment forecasts for the next two years will likely result in student numbers rise to 70-75 students by 2022, and for these numbers to remain steady for years to come. This will enable us to continue to operate four good sized classes.

Be assured that by enrolling your child in our school, they will experience an education that addresses the needs of the whole child. By the time your child completes their seven years attending Alvie Primary School, they will have all the values, skills and dispositions to actively, manage their social and emotional behaviours and to be happy, self-regulated and productive life- long learners. Most importantly your child will love learning, know how to learn, be inquisitive, curious and creative.

This book serves as a school handbook and an enrolment handbook, which contains clear information about how our school operates and essential information that assists families to make decisions about enrolling their child in our school. If you do become a member of our school community, we invite you to actively participate whenever you are able to.

We hope you do find this handbook useful. This is the second edition of a school handbook for our school. It is likely to change as we develop new policies and practices.

If there is anything in this book that you wish to query, or if you wish to discuss any matter relating to our school please do not hesitate to contact me during school hours to make a time to have a cuppa and a chat.

Best Regards

Craig Donahoo

Principal

# SCHOOL PROFILE

Alvie Primary School formed in 1957 by the amalgamation of many small district schools. Past students remember Alvie Primary School as an important part of their lives, proudly supporting and serving local rural communities.

Today our school continues to play an important role within the district. Being a small school, we maintain a healthy community minded culture, and experience higher levels of wellbeing.

Our beautiful 14 acres of manicured school grounds provides a wonderful canvas for children to learn. It consists of two playgrounds, two tennis courts, a football / cricket field, a soccer field, a basketball court, 1km walking / running / riding track, mountain bike skills flow track, extensive rose gardens, vegetable gardens, orchards, chook pens, 5-acre developmental bush play area, relaxing courtyards and shaded grass areas. We have a large multipurpose room, commercial kitchen, dedicated music / multimedia room / Indonesian language space.

Classroom based learning consists of 4 classrooms, catering for Prep, grades 1&2, grades 3&4, grades 5&6. All internal learning spaces are very well equipped with resources to support all learning needs.

Our 2021 staffing profile will consist of: a principal; 1 business manager; 4 classroom teachers; 1 Indonesian language teacher; 4 education support staff; 1 groundsman. Additionally, we have a range of visiting teachers that provide learning experiences in art & design, library & research, physical education; class-based music and instrumental music.

We design our learning programs with the whole child at the centre. This means that we equally address three key elements (1) the child’s social and emotional wellbeing; (2) the dispositions and skills required to be a successful learner; (3) the Victorian Curriculum.

Our school community of students, staff, parent and carers are working together to further develop the nature based developmental playground, a sculpture park, Frisbee golf course, citrus garden, indigenous garden and berry garden. We are also working with DET to assist us with major upgrades of school facilities such as undercover sports areas.

# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

Alvie Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Alvie Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

* elected government
* the rule of law
* equal rights for all before the law
* freedom of religion
* freedom of speech and association
* the values of openness and tolerance.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

* explicitly teach and promote through the active implementation of the School Wide Positive Behaviour Support framework;
* display posters and banners that promote our values in our school;
* celebrate our values in our school newsletter and website;
* provide awards and recognition for students who actively demonstrate the values;
* discuss and reflect on our values with students in the classroom, meetings and assemblies.

## **Vision** – what we aspire to:

**Alvie Primary School’s vision is to build a community where students develop high levels of social and emotional wellbeing whilst nurturing a 'Growth Mindset', where they are inspired to be creative, critical and curious learners.**

## **Mission** - what we do:

Alvie Primary School’s students experience high levels of engagement and wellbeing in an environment where they develop positive learning behaviours and dispositions that enable them to become successful lifelong learners.

All staff members support a positive learning culture, whilst designing learning experiences based on evidence based best practice. At Alvie Primary School, we nurture a culture of relational trust enabling staff to openly question, collaborate, reflect and support one another. All staff accept shared responsibility for the academic success and general well-being of all students.

Family engagement and participation is an important element of the school’s culture, improving student wellbeing and strengthening the importance of community in their lives.

## **Values –** that govern our behaviours

Our values are essential to nurturing the positive learning culture of our school.

## RESPECT

*We respect each other, the environment and ourselves.*

## RESPONSIBILITY

*We take responsibility for our own learning and behaviours.*

## GRIT

*We use grit to achieve our goals and regulate our behaviours.*

## 

## ‘PLANT THE SEED’

*We provide fertile foundations for seeds to flourish. we plant seeds, nurture them and celebrate their growth.*

## Behavioural expectations

Alvie Primary School acknowledges that behaviours of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

**As Principal I will:**

* model positive behaviour and effective leadership
* communicate politely and respectfully with all members of the school community
* work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
* behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
* plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
* identify and support students who are or may be at risk
* do our best to ensure every child achieves their personal and learning potential
* work with parents to understand their child’s needs and, where necessary, adapt the learning environment accordingly
* respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
* inform parents of the school’s communication and complaints procedures
* ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

**As teachers and non-teaching school staff, we will:**

* model positive behaviour to students consistent with the standards of our profession
* communicate politely and respectfully with all members of the school community
* proactively engage with parents about student outcomes
* work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
* work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
* communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
* treat all members of the school community with respect.

**As parents and carers, we will:**

* model positive behaviour to our child
* communicate politely and respectfully with all members of the school community
* ensure our child attends school on time, every day the school is open for instruction
* take an interest in our child’s school and learning
* work with the school to achieve the best outcomes for our child
* communicate constructively with the school and use expected processes and protocols when raising concerns
* support school staff to maintain a safe learning environment for all students
* follow the school’s processes for communication with staff and making complaints
* treat all school leaders, staff, students, and other members of the school community with respect.

**As students, we will:**

* model positive behaviour to other students
* communicate politely and respectfully with all members of the school community.
* comply with and model school values
* behave in a safe and responsible manner
* respect ourselves, other members of the school community and the school environment.
* actively participate in school
* not disrupt the learning of others and make the most of our educational opportunities.

**As community members, we will:**

* model positive behaviour to the school community
* treat other members of the school community with respect
* support school staff to maintain a safe and inclusive learning environment for all students
* utilise the school’s processes for communication with staff and submitting complaints.

## Unreasonable behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

**Unreasonable behaviour includes:**

* speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
* the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person’s personal space
* sending demanding, rude, confronting or threatening letters, emails or text messages
* sexist, racist, homophobic, transphobic or derogatory comments
* the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

**At the Principal’s discretion, unreasonable behaviour may be managed by:**

* requesting that the parties attend a mediation or counselling sessions
* implementing specific communication protocols
* written warnings
* conditions of entry to school grounds or school activities
* exclusion from school grounds or attendance at school activities
* reports to Victoria Police
* legal action

Inappropriate student behaviour will be managed in accordance with our school’s *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy.*

# SCHOOL CONTACT DETAILS

|  |  |
| --- | --- |
| Street Address: | 40 Wool Wool Road, Alvie, Vic 3249 |
| Postal Address: | Private Bag 2, Cororooke, Vic, 3254 |
| Phone Number: | (03) 5234 8256 |
| Website: | [www.alvie-cs.vic.edu.au/](http://www.alvie-cs.vic.edu.au/) |
| General Enquiries: | [alvie.ps@education.vic.gov.au](mailto:alvie.ps@education.vic.gov.au) |
| Principal: | [craig.donahoo@education.vic.gov.au](mailto:craig.donahoo@education.vic.gov.au) |
| Business Manager / Admin: | [elizabeth.mcleod2@education.vic.gov.au](mailto:elizabeth.mcleod2@education.vic.gov.au) |

# SCHOOL OFFICE OPENING HOURS

8.30am – 4.00pm *on school attendance days*

# 2021 TERM DATES

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | START DATE for students | | FINISH DATE | | Length |
| TERM 1 | Thursday | 28th January | Thursday | 1st April | 10 weeks |
| TERM 2 | Monday | 19th April | Friday | 25th June | 10 weeks |
| TERM 3 | Monday | 12th July | Friday | 17th September | 10 weeks |
| TERM 4 | Monday | 4th October | Friday | 17th December | 11 weeks |

## 2021 PUBLIC HOLIDAYS – during school terms

|  |  |  |
| --- | --- | --- |
| Labour Day | Monday | 8th March |
| Good Friday | Friday | 2nd April |
| Queen’s Birthday | Monday | 14th June |
| AFL Grand Final Friday | Friday before the AFL Grand Final | TBA |
| Melbourne Cup Day | Tuesday | 2nd November |

## 

## PLANNED 2021 PUPIL FREE DAYS

All Government Primary Schools are entitled to determine four Pupil Free days per year.

|  |  |
| --- | --- |
| **Date** | **Purpose** |
| Wednesday 27th January | Staff Planning Day |
| Friday 11th June | Report Writing Day |
| Monday 22nd November | Report Writing Day |
| Friday 17th December | Staff Planning Day |

## 

## PREP STUDENT REST DAYS 2021

Prep students only attend 4 days per week during the beginning part of Term 1.

|  |  |
| --- | --- |
| **REST DAYS FOR PREP TERM 1 - 2021** | |
| **Day** | **Date** |
| Friday | 5th February |
| Friday | 12th February |
| Friday | 19th February |
| Friday | 26th February |

# SCHOOL HOURS

|  |  |
| --- | --- |
| **Activity** | **Hours** |
| Bus Arrival Times | 8:30am |
| Class start time | 9:00 am |
| Recess | 11:00-11:30 am |
| Lunch | 1:30-2:20 pm |
| Class Finish Time | 3:20 pm |
| School Pick up Time | 3:25pm-3:45pm |
| Bus departure time | 3:30pm |

|  |  |  |  |
| --- | --- | --- | --- |
| 2021 STAFF | | | |
|  | | | |
| **SCHOOL LEADER:** Principal | | TBA | |
| **Team** | **Grade** | **Team Members** | |
| Early Years  Learning Community | Prep & 1 | Classroom Teacher | Bianca Moore |
| Learning Support | Amanda Falkiner |
| Grades 1 & 2 | Classroom Teacher | Amelia Kester |
| Middle & Upper Years  Learning Community | Grades 3 & 4 | Classroom Teacher | Julian Shaw |
| Learning Support | Brooklyn Blake |
| Learning Support | Kylie Horner |
| Grades 5 & 6 | Classroom Teacher | Stephen Lee |
| Specialist educators | ART – Classroom Teacher | | Jess Parker |
| Library – Classroom Teacher | | Kristin Mackinlay |
| Indonesian Language – Classroom Teacher | | Pak Gray |
| Music Teacher | | Louise Brown |
| Student Wellbeing Co-Ordinator | | Kylie Horner |
| Administration Enrolments Communications | Business Manager | | Liz McLeod |
| ICT Systems | ICT Systems Administrator | | Erika Swaneveld |
| BUS | Bus Co-Ordinator | | Liz McLeod |
| Site and Facilities | Groundsman | | Michael Coates |

# SCHOOL READINESS

Many parents struggle to know when the right time is to send their child off to school or preschool, and when it is better to keep them back for another year.

Until the age of seven, children continue to have wide variations in their development. There is no one quality or skill that children need to do well in school, but a combination of things contributes to success. These include

* Good health and physical wellbeing
* Social and emotional maturity
* Language skills
* An ability to solve problems and think creatively and
* General knowledge and awareness of their world.

What we must remember is that every child is an individual - each develops at a different rate, with some children being stronger in some areas than others.

At Alvie Primary School, we expect children to start school with the majority of these:

* Action has been taken for identified vision, hearing and dental problems.
* Knows their name and has a basic awareness of self, family and community.
* Can follow basic rules and routines.
* Has a basic understanding of hygiene and is able to use the toilet and wash their hands.
* Able or learning to tie shoes, do up buttons, zips, etc.
* Able to Eat unassisted.
* Able to follow clear in instructions such as put toys away when asked.
* Developing their gross and fine motor skills.

## IMMUNISATION

By law, your child must have an immunisation status certificate to enrol in primary school. The certificate is a statement showing which immunisations your child has received prior to starting school.

The School Entry Immunisation Status Certificate (SEISC) is the Australian Childhood Immunisation Register (ACIR) Child History Statement, issued when your child turns five, however you can request a statement from ACIR or from myGov online, at any time. The school keeps these records on file to assist quick identification of unimmunised children.

In the event of a disease outbreak, unimmunised children, can be quickly identified and excluded from school until the risk of infection has passed. If your child’s immunisation status is unknown, then your child may be excluded as a precautionary measure.

Enrolling in primary school is a good time to ensure your child’s immunisations are up to date. Children starting school are exposed to large numbers of people and to a range of potentially dangerous diseases. Immunisation is a proven and safe way to protect your child against vaccine-preventable diseases that cause serious illness and sometimes death.

## TRANSITIONING FOR PREP STUDENTS

Your child’s transition to primary school should be a very positive experience. At Alvie Primary School, we offer a thorough transition program. We believe it is essential that your child engage in all parts of their transition process.

In order to make your child’s transition effective we recommend the following:

1. Parents and carers undertake preparative activities outside the school.
2. Parents and carers establish a relationship the school Principal and Prep teacher.
3. Children attend all Prep transition days at the school.
4. Parents and guardians follow the support recommendations when the child starts school.

### Preparing Your Child for School

#### The year before school

* Ask your child what they think about starting school.
* Encourage your child to ask questions about going to school.
* Help your child stay healthy. Make sure they have regular health and dental checks and keep immunisations up to date.
* Encourage children to do things on their own. This could be dressing, going to the toilet, washing their hands, unwrapping their food, opening/closing their drink bottle and lunchbox.
* Talk to friends and other families about what school is like.
* Talk to your child’s kinder teacher about home activities that may help your child.
* Continue to regularly read to your child.

### During the summer holidays

* Show your child where the school is and talk about how you will get there.
* Arrange play times with other families whose children will be going to the same school. It helps if your child knows children at their school at the start of prep.
* Practise the things your child will need to do to get ready for school (e.g. putting things in their bag, remembering to take a hat).
* Confirm before or after school care arrangements and explain these to your child.
* Be positive about starting school and enjoy your child’s excitement.
* Consistently read to your child.

### Establishing a relationship with the school

* Attend school open days, during education week, enrolment week and information sessions.
* Introduce yourself to the Principal and classroom teacher. Expect them to ask you questions about your child and your family.
* Read all materials given to you relating to the school, especially your child’s transitions, and ask questions if you need more clarity.
* Attend transition interview with your child’s classroom teacher

## Enrolment and transition activities for 2021 prep enrolments

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Date** | **Time** | **Purpose** |
| Education Week and new Prep Play Day | Cancelled COVID-19 | Cancelled COVID-19 | School tour, observations of student learning, developmental bush-play, discussion with teachers and principal |
| School Information Session | Cancelled COVID-19 | Cancelled COVID-19 | School Tour, group presentation of school profile, philosophy and transition preparation. Developmental Bush Play for your child. |
| School Information Session | Cancelled COVID-19 | Cancelled COVID-19 | School Tour, group presentation of school profile, philosophy and transition preparation |
| Enrolment Week Play and information Session 1 | Cancelled COVID-19 | Cancelled COVID-19 | School Tour, group presentation of school profile, philosophy and transition preparation. Developmental Bush Play for your child. |
| Enrolment Week Session 2 | Cancelled COVID-19 | Cancelled COVID-19 | School Tour, group presentation of school profile, philosophy and transition preparation |
| **Transition Day 1** | Friday 27TH November | 9:00am - 11:30am | 2 hrs Developmental Bush Play - social relationships 30 min Playground – whole school |
| **Transition Day 2** | Friday 4th December | 9:00am - 1:30pm | 2 hrs Developmental Bush Play - social relationships 30 min Playground – whole school  2 hrs in formal classroom setting. |
| **Transition Day 3** | Friday 11th December | 9:00am – 3:30pm | 2 hrs Developmental Bush Play - social relationships 30 min Playground – whole school  1.5 hrs in formal classroom setting.  30 min Community Lunch with whole school, including parents and carers  30 min Playground – whole school  50 min ‘Fun Free Friday’ |

**Important notes regarding prep transitions:**

* 2021 Prep students may use the bus to attend the transition days
* Parents and carers of 2021 preps may attend the first part of each transition day
* All parents and carers are invited to the community lunch followed by a presentation by the school Principal on transition day 3, Friday 11th December 1:30pm – 3:30pm
* Prep non-attendance ‘rest days’ in 2021 are four Friday’s February: 5th, 12th, 19th, 26th

# HOW TO ENROL YOUR CHILD

Once that you have decided to enrol your child into Alvie Primary School there is quite a large amount of paperwork to prepare. The following explains the process for you:

|  |  |
| --- | --- |
| **Activity** | **Tick** |
| Collect Enrolment Handbook and Enrolment Forms from our school |  |
| **Complete Enrolment Form and include:** |  |
| Evidence of your child’s date of birth (birth certificate, or, if they were not born in Australia, a passport or visa) |  |
| Your contact, phone and address details, and that of any other parent, guardian and/or carer |  |
| Your contact, phone and address details, and that of any other parent, guardian and/or carer |  |
| Doctor’s and dentist’s names and phone numbers |  |
| Immunisation Status Certificate |  |
| Health and welfare information |  |
| Information about the languages your child speaks and hears at home |  |
| Details of any parenting orders or legal matters to do with the care or safety of your child (service providers are obliged to keep your information private) |  |
| Complete a Bus Enrolment Form |  |
| Complete a Local Excursions Form |  |
| Complete a Media Consent Form |  |
| Complete an ICT usage agreement |  |
| Complete a CSEF form if you are eligible |  |
| Organise the purchase of uniforms |  |
| Organise child minding for your child on Friday’s during February |  |

# SCHOOL UNIFORM

Alvie Primary School’s Uniform Policy requires students to wear a school uniform during school days and excursions. Occasionally students will organise free dress or themed days, when no uniform is required.

Our uniform, name and logo were updated in 2020. There is a transition period until the end of 2021 to transfer over to the new uniform.

With the new uniform, there is a very large range of options available to suit all budgets.

However, the minimum requirement for uniform is:

|  |  |
| --- | --- |
| **Part** | **Description** |
| **Logo** | An Alvie Primary School logo must be worn on **one or more** tops |
| **Tops** | Dark grey polo shirt |
| Black windcheater or hoodie |
| Black Sleeveless or full sleave puffer jacket |
| Black – other jacket of parent/carer choice |
| **Pants** | Colour: dark grey, black, dark Blue |
| tracksuit, shorts, skorts, jeans |
| **Dress** | Alvie School dress |
| **Shoes** | Must be closed boots, shoes or well covered sandals (summer) |
| Preferably a dark colour – not essential though |
| **Sports shoes** | Runners suitable for active sports |
| To be worn on sports day, which is once per week |
| **Hats** | Terms 1 and 4 – Broad rim black hat with logo |
| Winter (optional) - Black Beanie with logo |
| **Other** | On cold days it is acceptable to wear jackets and scarves to keep warm |

## BUYING A SCHOOL UNIFORM

The school uniform is not purchased through the school, however there is a number of choices available to families when choosing to buy uniforms:

1. Buy your own clothing from any supplier you wish, in the required colours, and take it to Borne Apparel in Colac and get logo’s put on for about $8.00
2. Buy clothing with logo’s directly from Borne Apparel in Colac
3. Buy directly on our online store with logo’s

<https://fcw.com.au/online-shop/alvie-primary-school/>

## THE ALVIE PS LOGO FOR UNIFORMS

The form of the Alvie PS logo changes for different parts of the uniform. There are currently three variations of the logo. Each of these variations is shown below, along with the items of clothing they are put onto:





Polo shirts, windcheaters, Skorts, shorts Broad rim hats,

puffer jackets beanies

## UNIFORM EXAMPLES







Hoodie

Shorts

Polo Shirt

Puffer Jacket

# SCHOOL FEES AND CHARGES

Alvie Primary School Council manages the school budget to ensure fees and charges are as low as possible for our families. Several methods of payment are available, school account, cash, EFTPOS or funds transfer. Families who have Health Care Cards are eligible to receive the CSEF Grant of approximately $125 per child, to cover costs associated with camps and excursions. Families experiencing hardship can make alternative arrangements for payments upon request.

|  |  |  |
| --- | --- | --- |
| **2020 School Fees and Charges** | | |
| **Fee / Cost** | **Annual Fee** | **Due** |
| Consumable Learning Resources | $100 | Before June 30 |
| Subsidised Swimming Program | $40 | Term 4 |
| At least 3 excursions subsidised | $30 | Before excursion |
| Grades 3-6 Camp – approximate amount | $250 | Before Camp (Term 2) |

NOTE: Alive PS buys all of the books, stationary, pens, pencils etc as part of the $100 fee.

# CONVEYANCE ALLOWANCE

In some locations in rural and regional Victoria, students are unable to access free school buses and schools must assist eligible parents/carers to access the conveyance allowance to help with the costs of student travel to and from school.

Depending on how a student travels to school, an eligible student may be granted a conveyance allowance based on:

* the least expensive public transport fares, and/or
* a distance-based allowance when travel is by private car and/or private bus.

# CAMPS, SPORTS AND EXCURSIONS FUND (CSEF)

The CSEF provides payments to assist eligible families to cover the costs of camps, sporting activities and excursions.

Payments are made directly to an eligible student’s school. Schools must use a CSEF payment only for the eligible student and not for that student’s siblings or any other student.

Some common examples of school-organised programs for which a CSEF payment may be used include:

* school camps/trips
* swimming and other school-organised sporting programs
* outdoor education programs
* excursions/incursions

# SCHOOL BUSES

While parents/guardians have primary responsibility for transporting their children to and from school, the School Bus Program (SBP) assists families in rural and regional Victoria by transporting students to school. The Student Transport Unit (STU) of the Department of Education and Training (DET) sets the policy and provides general transport advice to DET regional offices, and schools.

The Regional Bus Team within Public Transport Victoria (PTV) administers the SBP as directed by a policy and procedures document and holds the contracts with bus operators. The bus routes are determined by the Regional Bus Team at PTV, and are difficult to change. Changes made to routes require a number of criteria to be met based on whether it is a government school student, the location and number of students in a location.

Alvie Primary School Co-ordinates two bus services that transport students to our school. If there is capacity available, eligible St Brendan’s PS students and children attending Coragulac Kindergarten are able to also use the service.

The school is committed to the safety of all those driving or travelling in the school busses. Students using the School Bus Service are required to follow Code of Conduct protocols. The school reserves the right to suspend or terminate use of the bus service for passengers who do not abide by these protocols.

Students wishing to access a seat on a bus must complete an application form and parents/guardians must agree to the conditions of travel including, if applicable, the payment of a fare. Criteria of eligibility determine whether a student travels at no cost or travels upon the payment of a fare. Forms are included in the enrolment packs and are available from our school office.

# ARRIVING AND DEPARTING SCHOOL

For various reasons, vehicles frequently arrive and depart our school. We expect all people who enter our school grounds to respect our expectations with regards to safe vehicle use.

## Motorised vehicles entering the school

* Road traffic laws apply in the school.
* All vehicles entering the school grounds must adhere to signed speed limits
* Expect that a child may run out in front of your vehicle
* Only Authorised Vehicles can enter the area in front of the school office and classrooms. Children frequently run through this area.
* Children may only be dropped off and picked up at the designated areas
* Children are not to be picked up and dropped off from the carpark.
* The carpark may only be used if:
  + It is a pre-organised school event, or
  + You have an appointment with a staff member, or
  + You have written permission from the school principal, and
  + You take full responsibility for the safety of your child when crossing the roadway.
* If you are arriving outside normal drop off and pickup times, you may park at the curb outside the breezeway entrance.

## Bicycles

Responsibility and decisions regarding students cycling to and from school lie with parents/guardians. Written permission from a parent/guardian must be provided prior to a student cycling to and from school. Students cycling to school must know and obey the road rules and know their responsibilities. All cyclists are to wear a helmet. Bicycles must be taken directly to the designated lockup area upon arrival at the school.

## Walking

Responsibility and decisions regarding students walking to and from school lie with parents/guardians. Written permission from a parent/guardian must be provided prior to a student walking to and from school.

## Supervision before and after school

* The school is responsible for supervising students between the hours of 8:30am and 3:45pm
* Children are not permitted to be unsupervised on the school grounds prior to 8.30am or after 3.45pm. Outside of these times, they are the responsibility of their parent/guardian.
* Parent/Guardians are responsible for the appropriate behaviour of children in their care, including obeying all school rules and overall safety.
* Children are not allowed on the school driveways or in car parks, without a responsible adult.
* Parents attending school meetings must ensure either their children are with them in the room, or that they have appropriate adult supervision when they are outside.

## Students who arrive late or depart early

Occasionally, for various reasons students may arrive late for school or be required to be picked up before the end of the school day. The following is required:

* If a child is dropped off after 9:15am, the parent / carer is first required to sign the child in at the Compass Kiosk located in the office and then escort them to their classroom.
* If a child is to be picked up early, the parent / carer should contact the school prior by either a paper note, preferably in the child’s school diary, for the classroom teacher, or phone call to the school.
* Upon arrival to pick up the child, first sign the child out at the Compass Kiosk and then go to the class and pickup them up.

# attendance / Absence

In accordance with the Education and Training Reform Act 2006 (Vic), schooling is compulsory for children and young people aged from 6 to 17 years unless an exemption has been granted.

Parents/carers must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Alvie Primary School during normal school hours every day of each term unless:

* there is an approved exemption from school attendance or attendance and enrolment for the student, or
* the student is registered for home schooling and has only a partial enrolment in a school for particular activities

All schools must:

* have an Attendance Policy as part of their Student Engagement Policy
* maintain attendance records
* identify and follow up unexplained absences
* record student attendance twice per day in primary schools and in every class in secondary schools
* record, in writing, the reason given for each absence
* advise parents/carers of unexplained absences, as soon as practicable on the same day of the absence, including for post-compulsory aged student

## Procedure to report an absence

It is the parent / carer’s responsibility to seek an approved exemption for student absence as soon as possible. The principal or delegate will follow guidelines and use discretion when allowed.

### Unplanned absence

Sometimes children need to be absent for reasons outside parent/carer control, for example: sickness / injury; contagious infection; head lice; a disastrous event.

Approval can be sought by:

* Registering the absence in the Compass App.
* Or, if that is not possible, calling the school and advising the reason for absence.
* A member of staff will advise you whether the absence has been approved.

### Planned absence – short

Occasionally parents/carers have no choice but to have their children engage in certain short-term activities during school hours. For example: medical appointments; funerals; orientation at secondary school.

Approval can be sought by:

* Registering the absence in the Compass App.
* Or, if that is not possible, calling the school and advising the reason for absence.
* A member of staff will advise you whether the absence has been approved.

### Extended planned absence

Occasionally parents/carers require extended absences to occur, such as family holidays. The process to seek approval for this type of absence requires a conversation with the school principal. The principal will work with the classroom teacher, the student and the parent/carer to negotiate some continuation of learning during the holiday period.

Approval can be sought by:

* Registering the absence in the Compass App, well before the planned extended absence.
* AND, speaking directly with the principal.

# COMMUNICATION

Many activities occur within school communities that parents and carers need to know about. Effective communication is extremely important.

## Alvie PS - communicating with families:

|  |  |  |
| --- | --- | --- |
| **How** | **What** | **When** |
| **Current School Handbook** | Summary of all school operations for the calendar year. | Term 4 Term 1 |
| **Principal Presentations**   * **Welcome BBQ** * **Enrolment week** * **In situ** | * School Vision, mission and values * School direction / plans for the year * Summary of how we operate as a school community * Expectations | Term 3 Term 1 |
| **Newsletters** | * Project updates * Recounts of school activities * What’s happening in classrooms * Project updates * Special announcements * Special events in the school or wider community * Student awards * Calendars and event summaries * School council news | Every second Tuesday |
| **COMPASS App**   * **Push notifications and emails** | * Important events or dates * Changes to planned events * Reminders * Request to provide reasons for absence * Changes in procedures or process that affect school operations * Occasional special messages from the Principal | When required |
| **COMPASS App**   * **General information** | * School policies, forms, annual reports, strategic plans * Student reports & assessment data * Student Attendance records * Ordering School Photos * Upcoming Events * Volunteering Opportunities * Booking Parent / Teacher conferences * Links to uniform shop & other applications * Newsletters | Always available |
| **MAIL** | * Student Reports * School accounts and receipts * Enrolment / family information updates * Camps and excursion information * Consent forms * Official School Communication requiring paper evidence | As required |
| **STUDENT DIARIES** | * Communicate specific information to parents/carers | often |
| **PHONE CALLS** | * Student injury or sickness * Specific concerns about learning or behaviours * Organising meetings * Request reason for student absence * Queries that require immediate response | As required |
| **DIRECT EMAILS** | * Requests for information * General queries |  |
| **ONLINE MEETINGS** | * School Council meetings * Subcommittee meetings |  |
| **IN PERSON** | * Parent / teacher conferences * Student support meetings * Specific issues that requires face to face discussion | As required |

## families - communicating with alvie ps

|  |  |  |
| --- | --- | --- |
| **How** | **What** | **When** |
| **Principal Presentations**   * **Welcome BBQ** * **Enrolment week** * **In situ** | * Questions and Feedback | Term 3 Term 1 |
| **COMPASS App**   * **General functions** | * Advising school of student absence * Consent for excursions * Commenting on student learning / feedback * Ordering School Photos * Registering for Volunteering Events * Booking Parent / Teacher conferences | Always available |
| **MAIL / PAPER** | * Completing forms * Complete consent forms * Official documents that requires signature | As required |
| **STUDENT DIARIES** | * Communicate specific information to teachers only * Record student reading each night | often |
| **PHONE CALLS** | * Student injury or sickness * Specific concerns to discuss * Organising meetings * Advising student absence (if not done on Compass) * Queries | As required |
| **DIRECT EMAILS** | * Requests for information * General queries | As required |
| **ONLINE MEETINGS** | * School Council meetings * Subcommittee meetings | Twice per term |
| **PFA MEETINGS** | * Organising events * Supporting school activities | Each term |

# school events

The following table will help you to know when these events are:

|  |  |  |  |
| --- | --- | --- | --- |
| **MONTH** | **ACTIVITY** | **DATE** | **WHO IS REPSONSIBLE?** |
| **January** | Summer school holidays finish | Jan 27 | School Community |
| **February** | Check, update and return family detail documents |  | Parents / Carers |
| Update all medical forms and return to school |  | Apply for CFES funding |
| New Families to apply for CSEF Funding |  |  |
| Sign ICT use agreement |  | Parents/Carers/students |
| Complete any late Bus application forms |  |  |
| Complete Media approval forms |  |  |
| Welcome BBQ & Principal Presentation |  |  |
| Teacher presentations to parents / carers |  | Parents / Carers/ Teachers |
| **March** |  |  |  |
| Polwarth interschool Athletics held at Alvie PS | March | School Community |
|  |  |  |
| **April** | School holidays | April 2-18 |  |
|  |  |  |
| **May** | Mother’s Day Activity | 7th May | Mothers / carers / students |
| Enrolment Week for 2022 prep students | Late May | Future Families |
| Education Week | Late May |  |
| Family Fun & Community Lunch |  |  |
| Principal School Presentations | May |  |
| **June** | Grades 3-6 Small Schools Camp - Grampians | Last week June |  |
| Semester 1 Student Reports available | June 25 | Teachers |
| School Holidays – Winter | June 26 | Students |
| **July** | July 11 |
| Parent / Teacher Conference | TBA | Teachers / Parents / Carers |
|  |  |  |
| **August** | Scholastic Book Fair | TBA | Students / Parents / Carers |
| Family Fun & Community Lunch |  |  |
| **September** | Father’s Day Activity | Sept 3 | Fathers / carers / students |
| Redrock Poetry Competition |  |  |
| Costa Hall Music Performance Geelong |  |  |
| School Performance / Concert |  |  |
| School Holidays - Spring | Sept 18 | Students |
| **October** | Oct 3 |
| Warrion Flower Show | TBA | School Community |
|  |  |  |
| **November** | Family Fun & Community Lunch |  |  |
| Scholastic Book Fair 2 for 1 deal | TBA | Students / Parents / Carers |
| Swimming Program 6-8 weeks | TBA |  |
| **December** | TBA |  |
|  |  |  |
|  |  |  |
| Complete any late Bus application forms |  |  |
| End of Year BBQ and Celebration |  |  |
| Semester 2 Student Reports available | Dec 17 |  |
|  | School Holidays - Summer | Dec 18 - Jan28 |  |

# [CHILD SAFE POLICY](https://eduvic-my.sharepoint.com/personal/09785623_education_vic_gov_au/Documents/POLICIES/2019%20Policy/Child%20Safe%20-%202%20Nov%202018/Child%20Safe%20Policy%20-%20Endorsed%20November%202018.docx?web=1)

**Purpose**

This policy has been developed in recognition of the Ministerial Order No. 870 – Child Safe Standards – Managing the Risk of Child Abuse in Schools. The Ministerial Order specifies how every Victorian school must:

* + - Embed a culture of ‘no tolerance’ for child abuse; and
    - Comply with the prescribed seven minimum child safe standards

Alvie Primary School’s Child Safety Policy sets out the school’s commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school’s approach to the Child Safe Standards.

**Rationale:**

Everyone in society has a moral responsibility to keep children safe and to protect them from harm. A Statement of Commitment to child safety helps raise awareness about the importance of child safety in school and the community and affirms the organisation’s commitment to child safety and expectations.

**Aims:**

In its planning, decision-making and operations Alvie Primary School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and caregivers.

**Implementation:**

**Our commitment to child safety**

Alvie Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Alvie Primary School has zero tolerance for child abuse.

Alvie Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. We understand that greater protection measures need to be taken to ensure the safety of young children and those with a disability.

If you believe a child is at immediate risk of abuse please phone 000

**Our Children**

This policy intends to empower children, all of whom are active participants at Alvie Primary School. We aim to involve them in decisions concerning their health and safety.

At Alvie Primary School, we promote diversity and tolerance, and people from all occupations and cultural backgrounds. Particular attention will be paid to the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and vulnerable children.

**Our staff and volunteers**

This policy guides our staff and volunteers on how to manage and maintain Child Safety at Alvie Primary School. All staff & Volunteers must agree to abide by our Code of Conduct. All staff, volunteers, children and families are, given the opportunity to contribute throughout the development of the Code of Conduct.

**Training and supervision**

Every person involved in Alvie Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

The culture at Alvie Primary School aims for all staff and volunteers (including parents/caregivers) to feel confident and comfortable in discussing allegations of child abuse or child safety concerns.

Alvie Primary School offers support through ongoing supervision to:

* + - develop skills to protect children from abuse
    - promote cultural safety of Aboriginal/Torres Strait children
    - promote the cultural safety of children from linguistically and or diverse backgrounds; and
    - promote the safety of children with a disability

New employees and visitors to Alvie Primary School will be supported to ensure they understand the commitment Alvie Primary School has towards child safety and that everyone has a role to play in the protection of children from abuse. Reference to the Code of Conduct will be used regularly to practice safe and appropriate behaviour’s towards children in the management of child safety

**Recruitment**

At Alvie Primary School, all reasonable measures are undertaken to employ skilled people to work with children. Within specific selection criteria and advertising, Alvie Primary School clearly demonstrates our commitment to child safety and an awareness of our social and legislative responsibilities. Alvie Primary School understands that when selecting staff and volunteers we not only have legislative obligations but ethical ones too.

All people engaged in child related work including volunteers, are required to obtain a Working with Children’s Check and provide evidence of this. More information regarding WWWC please follow link here.

**Fair procedures for staff and volunteers**

Our primary concern is the safety wellbeing of children at Alvie Primary School and have a fair and just approach with our staff and volunteers. The decisions made when recruiting, assessing incidents and undertaking disciplinary action will always be thorough, transparent and based on evidence.

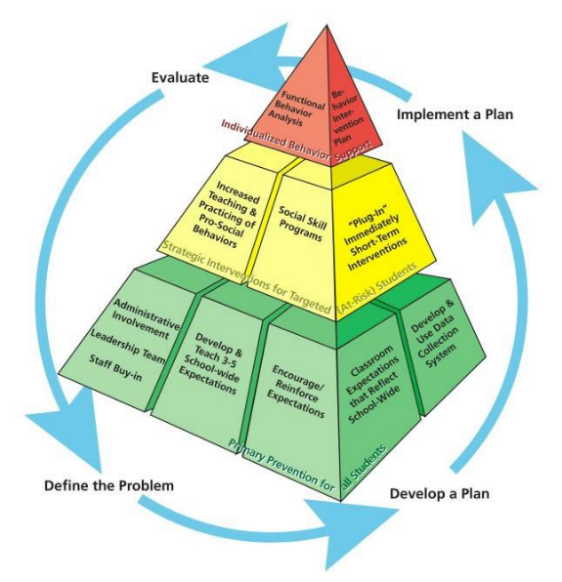
**All records of incidents are stored securely.**

All allegations of abuse or safety concerns made to Alvie Primary School are taken seriously and updates are provided to children and families on progress and any actions we as an organisation take.

**Privacy**

All personal information considered or recorded in relation to child safety and wellbeing are treated with respect to individual privacy and discretion, unless an immediate threat to child safety and wellbeing is identified. Safeguards are in place to ensure all personal information is protected where applicable. All members of the school community are entitled to know how personal information is used.

# SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)



The goal of School-Wide Positive Behaviour Support at **Alvie Primary School** is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and emotional and social growth.

SWPBS consists of a broad range of systemic and individualised strategies for achieving important social & learning outcomes and preventing problem behaviour with all students. It is a school-wide process for developing and explicitly teaching appropriate and positive behaviours.

The actions we use in SWPBS is based on three levels of interventions.

**Tier 1** (75% - 85% of students)- prevention of problem behaviours through good classroom practice and the building of relational trust between staff and students.

Universal actions for all students, including:

* + clear and explicit signage of expected behaviours linked directly to school values.
  + school wide recognition of positively behaving students, through both intrinsic and extrinsic rewards/ incentives
  + explicit school-wide social-emotional skills program

**Tier 2** (10% – 20% of students)- identifies and provides targeted supports for individual students at risk for developing challenging behaviour.

Targeted actions for groups of students, including:

* + social skills groups
  + targeted check-ins with trusted adults, such as Welfare Officer or Principal
  + classroom behaviour interventions, such as seating arrangements, modified learning tasks

**Tier 3** (< 5% of students)- provides individualised and intensive interventions for students with significant support needs.

Individualised actions for individual high-risk students, including:

* + intensive counselling and check-ins with trusted adults, such as Psychologist or Principal
  + daily communication with family, sharing collective responsibility for negative behaviours
  + positive reinforcement of proximity for desired behaviours
  + clear consequences and follow through for unacceptable behaviours

SWPBS gives us the tools and mindset to sustain their own learning growth through a clear framework of self-efficacy. Combined with a rigorous academic program, this learning framework enables learners to deeply apply their skills, knowledge, and social-emotional awareness to the world around them. At Alvie PS, we understand that problem behaviour manifests itself to serve a purpose for the student. The fastest way to turn problem behaviour around is by explicitly telling students what behaviour is expected, modelling this behaviour, and teaching students acceptable and appropriate ways to interact with their community

# WELLBEING PROGRAMS

Within our SWPBS framework we deliver a range of programs to enhance student wellbeing. Wellbeing is at the heart of everything we do. Our wellbeing programs extend to children, families and staff members.

## community, parent / carer involvement

We actively promote parent / carer and community engagement in all aspects of learning in our school. Parent and carer involvement in their child's school contributes to improved student learning, health and wellbeing. Effective schools have high levels of parent and carer engagement and involvement. This involvement is also strongly related to improved student learning, attendance and behaviour.

These parent and carer partnerships are collaborative, based on effective communication, mutual trust and respect, and shared responsibility for the education and wellbeing of the students at the school. Impact is high where there are consistent positive relationships and students are included in the process of establishing expectations, rules and guidelines for student learning and behaviour in school and at home.

## Kitchen Garden Program

Our Wellbeing Co-ordinator, Kylie Horner works with students on our exciting kitchen garden program. It is a practical and engaging way to promote healthy eating; develop positive collaborative behaviours; address individual or group social issues; promote emotional wellbeing; build positive connections and pride in the school environment. All students engage in the program at whole class, small group and individual levels. This is a developing program and will eventually include an outdoors cooking program and sculpture garden.

## ​​​​​​​​​​​​​​​​​BREAKFAST CLUB

We offer ‘Breakfast Club’ on Monday, Wednesday and Friday. This is a student led program with supervision by our staff on a rostered basis. During Breakfast Club, we sit together as a community and have a hearty breakfast between 8.30am and 8.55am. This program promotes healthy eating, responsibility and community. School families are also encouraged to volunteer and join students for breakfast. Our family volunteers are always welcome to bring their babies and toddlers, we have plenty of space and toys to keep them amused!

## weekly LUNCH

At Alvie PS we do not provide or offer a lunch order service. This decision was made because we believe in equity, with all students having equal access to school programs. Instead of having lunch orders. Once per week, members of our Parents and Friends Association works with small groups of students to prepare a healthy lunch for all students. The PFA works directly with our staff and students to utilise food grown in our school gardens to prepare lunch. During 2021, students will be more actively involved in planning, preparing and serving meals.

## Family fun & COMMUNITY LUNCH

Once per term, we invite all families for a special day to celebrate learning and enjoy a delicious lunch. We usually invite families to join us in learning activities between the hours of 11.30am and 2.30pm.

## Food packages

We regularly provide food packages to families, which may consist of excess food from our wellbeing programs and food sourced from Foodbank. These are usually distributed once per term, or at other times when individual families are in need of support.

## REFERRAL PROGRAMS - STUDENTS

We offer a range of services to students through a referral process. If children are requiring extra educational, health, social or emotional support we can access, with your consent, a range of in school services to support your child. These are available free of charge, and focus on achieving specific outcomes. Many of these services involve specialists such as Speech Pathologists and Psychologists working with our staff to better support individual students in the school setting.

We allow NDIS professionals to come in and work with individual students who are on the scheme. We also work with NDIS professionals to develop individual learning plans for students that can be enacted in the school setting.

## REFERRAL PROGRAMS – FAMILIES

We provide information to families who are looking for specific services to help them with their wellbeing and welfare needs.

# DEVELOPMENTAL PLAY PROGRAMS

At Alvie Primary School, we believe in the importance of having children engage in self-directed developmental play, particularly in the early years. We also recognise the value of offering similar programs, particularly outdoors, for middle and upper-year’s students.

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play, children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

Compared with teacher-directed settings, studies have found that during child-directed play, students engage more in effective problem-solving behaviours. Child-directed play with peers, highlights as an important endeavour for children to develop social and emotional competencies, such as leading and following rules, resolving conflicts, and supporting the emotional well-being of others. Providing children with opportunities to negotiate and follow rules during play connects to the development of self-regulation skills.

## BUSH PLAY

Bush Play at Alvie Primary School is a student led developmental play program. We are very lucky at our school to have over 5 acres of dedicated bush play space. During Term 1, Grades Prep – 2 students spend up to 6 hours per week engaged in Bush Play. By Term 4, children engage in the program 3-4 hours per week.

**What does bush play look like?**

* We go out in all whether conditions, except high wind.
* We supply children with tough waterproof clothing, worn over their uniforms during wet weather. Families will need to supply gumboots.
* A minimum of two staff supervise to ensure children engage in safe play. This includes both physical and psychological safety.
* Children will safely; climb trees; make cubbies; make mudslides; explore the wetlands; explore and observe creatures; engage in imaginative play; and whatever else they think of.
* Sometimes in the right conditions, we may closely supervise the lighting of small fires to cook food or just to stay warm.
* Children may also choose to join with adults in activities such as; planting native trees; collecting seeds; helping with seed propagation; veggie gardening; watering; and building projects such as making nesting boxes.
* At the end of the session, children pack up, so our groundsman is still able to mow and maintain the area.
* If children are muddy and wet, we often hose them down in their waterproof clothing which is later washed by school staff.
* When older children engage in the Bush Play area, it is more likely that they choose to participate or lead specific projects.

# LEARNING BEHAVIOURS AND DISPOSITIONS

At Alvie Primary School, we pay particular attention to developing the ‘Whole Child’.

Students require a complex combination of dispositions, skills, values and attitudes to be successful lifelong learners. General capabilities and personal qualities like resilience and the ability to communicate and collaborate with others become important elements of our learners' identities.

The access to digital technologies and the impact of globalisation, increases the need for our learners to be more socially and culturally aware, but also more aware of how they learn and what drives their learning. Our learners will need to evaluate and assess their own learning

The term 'learning dispositions', sometimes called 'habits of mind' or 'dispositions to learning', refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how student’s approach learning and therefore the outcomes of their learning.

Some examples of commonly identified learning dispositions that are particularly relevant when thinking about future-focused practices include:

* Organisation, attention to detail, active listening
* Self-regulation, conflict management
* Persistence, resilience
* Agility and flexibility
* Motivation, self-efficacy and drive to learn
* Reflection, metacognition – thinking about thinking, self-evaluations, self-awareness
* Problem Solving and critical thinking
* Social connectedness, collaboration, empathy
* Crafting, imagining, creative thinking

Alvie Primary School Staff work with students to learn both the skills and knowledge in the Victorian Curriculum, as well as the necessary behaviours and dispositions of learning. Our staff explicitly model and teach the skills that requires students to be successful in all learning tasks. This affords students a strong foundation when they enter secondary school, where they will be expected to be independent and collaborative learners.

# EXPERIENTIAL and project based LEARNING

Whenever possible Alvie Primary School Learning programs engage students in experiential learning activities. In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.

In experiential learning children commit to a cause, problem or purpose. Rather than being told what to do and when to do it, students manage their own learning. The relationship between student and instructor is different, with the instructor passing much of the responsibility on to the student. Experiential learning occurs inside and outside the classroom, and more often in places outside the school setting.

At Alvie Primary School, we recognise that sometimes students in rural schools have limited access to experiences beyond their own communities. Wherever possible we organise excursions and incursions to enhance experiential learning.

## STEM PROGRAM

STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Alvie Primary School is **working towards** implementing a STEM program to **all classes**, each week for 1-2 hours. The STEM program can also be implemented as part of experiential and project based learning. We expect to have a formal program developed for 2022.

Through STEM, students develop key skills including:

* problem solving
* creativity
* critical analysis
* teamwork
* independent thinking
* initiative
* communication and
* digital literacy

STEM is very important because it empowers individuals with the skills to succeed and adapt to this changing world. The global economy is changing. Current jobs are disappearing due to automation and new jobs are emerging every day because of technological advances.

The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond. Employers demand for STEM qualifications and skills is high and will continue to increase in the future. Currently, 75 per cent of jobs in the fastest growing industries require workers with STEM skills.

Students at Alvie Primary School really enjoy using the Engineering Design Process to solve real world problems in our school. Some examples include; how to reduce waste, how to create a chook pen that can automatically feed and care for chickens, designing an effective Frisbee golf course, designing a back scratcher, designing a new nature-based playground.

# VICTORIAN CURRICULUM – Learning areas and Capabilities

As a Victorian Government School, we are required to deliver the content of the Victorian Curriculum F–10, which includes both knowledge and skills. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore not duplicated. The skills and knowledge defined in the ‘Capabilities’ domains can be practised, deployed and demonstrated by students in and through their learning across the curriculum learning areas.

The design of the Victorian Curriculum F–10 is set out below:

|  |  |
| --- | --- |
| **Learning areas** | **Capabilities** |
| **The Arts** | **Critical and Creative Thinking** |
| * + Dance |
| * + Drama | **Ethical** |
| * + Media Arts |
| * + Music | **Intercultural** |
| * + Visual Arts |
| * + Visual Communication Design | **Personal and Social** |
| **English** |
| **Health and Physical Education** |  |
| **The Humanities** |
| * + Civics and Citizenship |
| * + Economics and Business |
| * + Geography |
| * + History |
| **Languages** |
| **Mathematics** |
| **Science** |
| **Technologies** |
| * + Design and Technologies |
| * + Digital Technologies |

## 

## LEARNING AREAS

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning.

Their enduring nature rests in their different ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and defines by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

## CAPABILITIES

The Victorian Curriculum F–10 includes capabilities, are a set of discrete knowledge and skills that and taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

The four capabilities in the Victorian Curriculum F–10 are:

Critical and Creative Thinking

* Ethical
* Intercultural
* Personal and Social

The Australian Curriculum F–10 includes three additional general capabilities:

* Literacy
* Numeracy
* Information and Communication Technologies (ICT).

There is considerable research that identifies the importance of the teaching Literacy, Numeracy and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

### Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

### Numeracy

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy, are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry, Statistics/Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise mathematics; as widely used both in and outside school; and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

### Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 represent in the Victorian Curriculum F–10 as embedded in each curriculum area and are not discrete areas against which teachers should report student progress.

# instructional model

Alvie Primary School’s instructional model is designed to allow for consistent and collaborative instruction across classes. We use this instructional model to determine how teaching and learning will take place for individuals and groups of students. The instructional model has been devised around evidence-based approaches. This model is adopted by teachers at Alvie Primary School, across all learning areas.

As per the Department of Education and Training’s guidelines (2015):

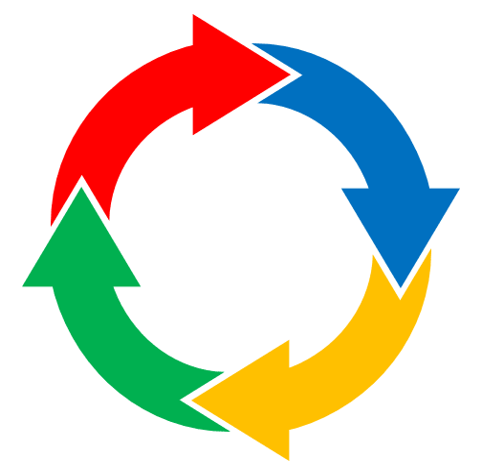
An instructional model:

* supports schools to develop a shared language about teacher practice;
* supports teacher reflection and informs the professional learning needed; and
* engages and motivates teachers to consider how their teaching practice can best support student learning.

## The Teaching and Learning Cycle

We use the Teaching and Learning Cycle to plan for and assess the effectiveness of teaching and learning, and to inform future practice. The Teaching and Learning Cycle is visible in our school and we use it as a point of reference during meetings and professional discussions, in relation to teaching and learning.

How we determine what students should learn?



**The right reflection**

**The right organisation**

**The right conditions**

**The right content**

How we assess the effectiveness of teaching and learning?

How we structure and organise learning (lessons)?

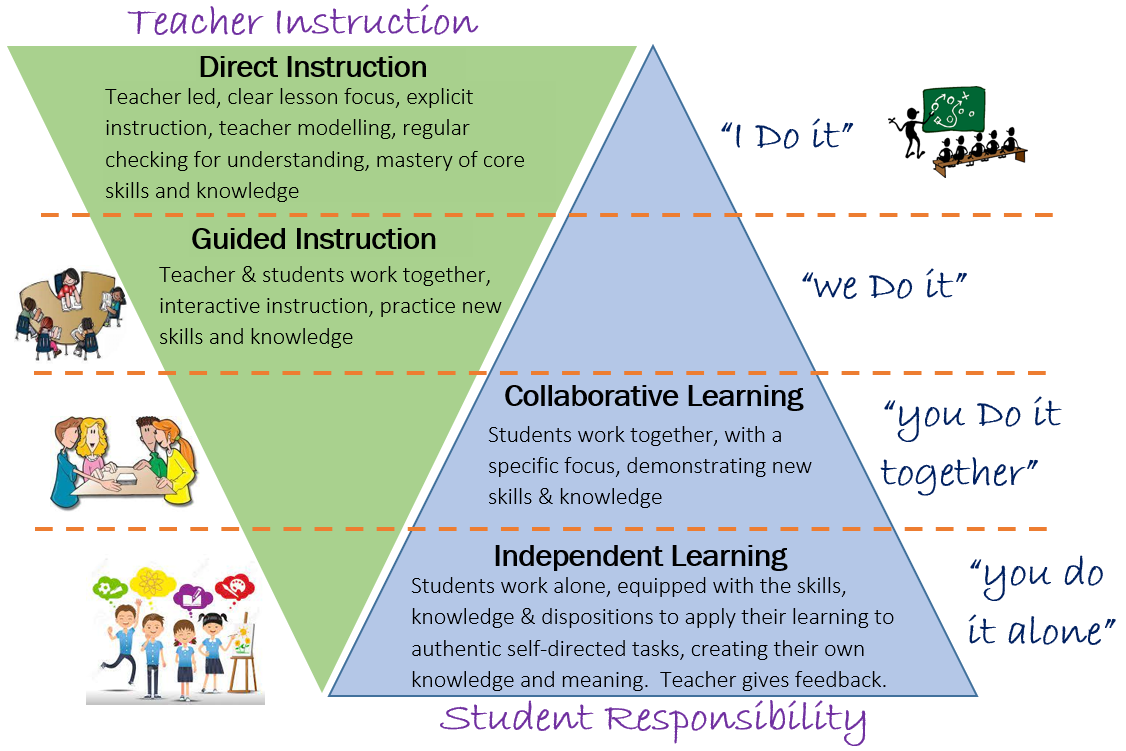
How we allow for learning to occur?

## Gradual Release of Responsibility model

Alvie Primary School’s instructional model has primarily been based on the Gradual Release of Responsibility Model. This is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey, 2013).

At Alvie Primary School, teachers implement a Gradual Release of Responsibility model, enabling a balance between direct instruction, differentiated guided instruction, collaborative learning, independent learning with practice and feedback.

The Gradual Release of Responsibility will be utilised according to the needs of individuals and groups of students. This release may occur over a lesson, a day, a week, a month or a year (Fisher & Frey, 2013).



When the Gradual Release of Responsibility model is used in Alvie Primary School the roles and responsibilities of both teachers and students is clearly defined at each stage student learning. These are also reflected within the overall structure of lessons. At Alvie Primary school we structure teaching and learning according to the ‘Workshop Model’.

## Workshop Model

Alvie Primary School uses the Workshop Model as a framework to organise and structure learning experiences. The components within the framework of the Workshop Model that can be used with any content that is to be learned. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction.

In the following example, the timing has been based on a 1 hour lesson. Timing for each lesson is flexible and should always align with students’ level of attainment and understanding taken into consideration.

A key component of the model is that there is always a clear shared understanding of what students will learn (learning intentions) and what successful learning looks like, what is the evidence I need to demonstrate my understanding (success criteria).

**Whole (10-15 minute lesson)**

Learning intentions and success criteria is established (with or without student input). It must be understood by students.

* Explicit teaching
* Modelling
* Shared instruction

**Part (at least 40 minutes)**

* Activities structured at the students’ point of need
* Guided teacher focus groups
* Independent work
* Collaborative work
* Conferencing
* Monitoring
* Fluid groupings to allow for point of need teaching

**Whole (5-10 minutes debrief)**

* Feed up - where was I going what were my learning intentions?
* How am I going - what does the evidence tell me?
* Feed forward - Where to next - what learning activities should I do to make better progress?

**NOTE** – this approach can be applied to any learning activity, whether it is learning to read inside a classroom to building chook pen outside.

The following tables’ demonstrate how Alive Primary School brings together the Teaching and Learning Cycle, Gradual Release of Responsibility Model and the Workshop Model.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Alvie Primary School – Teaching and Learning Cycle** | | | | | |
| **How we determine what students should learn?** | | **How we allow for learning to occur?** | | **How we structure and organise learning (lessons)?** | **How we assess the effectiveness of teaching and learning?** |
| * Curriculum + fuse elaborations * Prior knowledge/ interests/ student voice * Assessment * Formative * Summative   **Supporting Documents:**   * Victorian Curriculum Department scope and sequence as a point of reference * Alvie PS whole school curriculum plans * Alvie PS Unit planners * Previous teacher’s knowledge * Professional Library and digital content | | * Comfortable, safe environment for learning * Positive Learning behaviours explicitly taught * Routines and structures * High expectations * Anchor charts * Differentiated curriculum * Cross grade professional discussions * Providing multiple resources to allow for varying learning styles and needs * Knowledge of the curriculum and relevant PD   Students and teacher agreed goals at individual students’ point of need (for example: teachers can have 3 or 4 goals that student’s fit in for progression of learning. This will form flexible groupings for the unit of work) | | **Whole (10-15 minute lesson)**  Learning intentions and success criteria is established (with or without student input). It must be understood by students.   * Explicit teaching * Modelling * Shared instruction   **Part (at least 40 minutes)**   * Activities structured at the students’ point of need * Guided teacher focus groups * Independent work * Collaborative work * Conferencing * Monitoring * Fluid groupings to allow for point of need teaching   **Whole (5-10 minutes debrief)**   * Feed up - where was I going what were my learning intentions? * How am I going - what does the evidence tell me? * Feed forward - Where to next - what learning activities should I do to make better progress? | * Conferencing – Individual, Group,   Peer   * Informal - observations, notetaking, checklists, etc. * Peer observations/ feedback/ engagement/ discussions * Summative Assessment * Formative Assessment * Summary Reflection Lesson   Unit   * Peer/individual reflections * Rubrics * Professional Learning Communities (regular professional conversations with colleagues/moderating) * Student and teacher set goals from the start of the unit of work - reflected upon and determined what is needed next in student learning.   Use of Compass to capture learning, reflection and progress over time. |
| **Alvie Primary School – Gradual Release of Responsibility : ROLES** | | | | | |
|  | **Teacher Roles** | | **Student Roles** | | **Teacher reflection / questions** |
| **I do it**  *Direct Instruction* | * Examples * Provides direct instruction * Establishes goals and purpose (Learning Intention and Success Criteria) * Models * Thinks aloud * Keeps to the focus – 3Cs (clear, consistent and concise) * Presents new material in small steps | | * Actively listens * Takes notes * Asks for clarification | | * What do the students already know? * How do I know this? Where to next? * Why am I teaching this? * How can I relate this to students’ real life? * What strategies/techniques can I use to demonstrate this? |
| **We do it**  *Guided Instruction* | * Ensures high rates of success * Interactive instruction * Works with students * Checks, prompts, cues and questioning * Provides additional modelling * Meets with needs-based groups * Allowing for practice until fluent | | * Asks and responds to questions * Works with teacher and classmates * Completes process alongside others * Practice until fluent * Student returns to ‘I do’ if they do not understand | | * What can you see? * What types of questions am I asking? * Is the cognitive load shifting from teacher to student? * Am I linking the unknown to the known? * How do I know when students are ready to take more of the cognitive load? |
| **You do it together**  *Collaborative Learning* | * Moves among groups * Clarifies confusion * Provides support * Organises for differentiation * If students are not mastering, reteach and use an alternative approach | | * Works with classmates, shares outcome * Collaborates on authentic task * Consolidates learning * Completes process in small groups * Looks to peers for clarification | | * How else can we explain that concept? * How can I provide students with opportunities to demonstrate knowledge to other students? |
| **You do it independently** | * Provides feedback * Evaluates * Determines level of understanding * Checks and correct to validate differentiation | | * Works alone * Relies on notes, activities, classroom learning and anchor charts to complete work * Takes full responsibility for outcomes * Continue practising | | * Is this independent work supporting student point of need? * Is independent work extending students to use new learning / understanding? * Is the task authentic? * Are the students reaching the desired outcome? |

# ENGLISH - LITERACY PROGRAM

## Reading, writing speaking and listening

Literacy learning at Alvie Primary School involves developing a love and appreciation for language in many forms. Students learn to comprehend the ideas and information presented in fiction and non-fiction printed texts, as well as visual and digital media. As creators of texts, students learn to inform, persuade, discuss, argue, entertain, respond and reflect. Students develop the skills to listen to discussions, clarify content and challenge other’s ideas. They learn to make deliberate choices about language and visuals when communicating to various audiences.

While literacy permeates all areas of the curriculum, students are engaged in focused literacy learning in a daily two-hour literacy block that incorporates explicit teaching of the skills of Reading and Viewing, Speaking and Listening, and Writing. Based on the Victorian Curriculum, the literacy program at Alvie Primary School aims to develop in children:

* A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge.
* A knowledge of the linguistic patterns used to construct different texts and the capacity to apply this knowledge.
* A broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
* The capacity to discuss and analyse texts.
* A knowledge of the ways interpretation and understanding of texts may vary according to personal, social and cultural differences, and the capacity to develop reasoned arguments about interpretations and meanings.

Literacy learning at Alvie Primary School encompasses a synthesis of effective teaching approaches and includes a number of evidence based programs:

* Sounds Write – Phonics
* Soundwaves and Word Knowledge – Phonics
* Talk for Writing – writing, reading, vocabulary
* Readers Workshop - reading
* Literacy Pro – Lexile System – reading comprehension
* Reading Eggs – reading fluency, reading comprehension, vocabulary

### Sounds Write – systematic synthetic phonics

Sounds Write is an evidence-based linguistic synthetic phonics program utilising an exciting and highly successful approach to the teaching of reading and spelling.

Learning to read is essentially learning a code. The letters we use are simply symbols or written code for the speech sounds of English. Learning about the relationship between the letters of the alphabet and the speech sounds they represent allows us to “crack the code” and learn to both read (decode) and spell (encode).

Synthetic Phonics is a way of teaching children to read. It has been identified both here and overseas as the most successful approach to the teaching of reading and spelling. The 'synthetic' component reflects the practice of 'synthesising', or blending together. The ‘phonic’ part reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes). Essentially, when a child learns to read using Synthetic Phonics they learn to link letters to speech sounds and then blend these sounds together to read words. They also learn to separate (segment) words into their constituent sounds and link these sounds to letters in order to spell them.

All of our teaching and support staff are trained in the systematic- synthetic phonics programme ‘Sounds-Write’. Our teaching of reading and writing within the school is, therefore, based on the main principles of the Sounds-Write programme. This begins very early on when children join our Early Years Learning Centre and continues throughout the entire school until a child is a confident and competent reader an

### Sound waves

Once children master the Sounds Write program, they are ready to move on to Soundwaves. This transition usually occurs at the beginning of Grade 3.

The Sound Waves synthetic phonics approach focuses on the process of synthesising (i.e. taking small parts and putting them together to form a whole). It uses a sound-to-letter strategy, which acknowledges that sounds represent more than one way in written form. This approach focuses first on phonemes – the basic units of sound. It then explores the letters that represent these sounds and how they can be put together to form written words.

### Word study

Successful spelling relies on understanding the construction of words, from meaningful parts such as prefixes, suffixes and Greek and Latin roots. Sound Waves provides everything you need to explicitly teach students the meaning and spelling of these word parts, which allows them to read and spell complex words correctly.

#### Explicit teaching

Explicit teaching is a highly effective approach for introducing phoneme-grapheme relationships, spelling strategies and language concepts that is why it forms the basis of all Sound Waves lessons.

### talk for writing

The ‘Talk for Writing’ approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Schools underpin their English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children’s learning.

### Readers workshop

Readers' Workshop allows students to learn skills and strategies while reading books they have picked themselves. The workshop method emphasizes teacher-student conferences and peer conversations about books.

Readers' Workshop is an instructional method that emphasizes student growth through large amounts of independent reading, along with whole-class and small-group discussions. Rather than reading assigned selections from a basal textbook or literature anthology, students choose from authentic children's and young adult literature written at their interest and reading level. Building lifetime readers is the long-term goal of Readers' Workshop.

### Literacy pro – Lexile system

Scholastic Literacy Pro is a research-based, online assessment literacy resource that provides teachers with evidence-based enabling staff to make informed teaching and learning decisions that develop their students into successful, proficient readers.

Literacy Pro provides for powerful reading opportunities through three critical functions:

1. Assess readers’ ability and text complexity on the Lexile developmental scale.
2. Inform teachers about reading performance compared to norm-referenced data.
3. Develop readers’ skills through targeted reading of the right books.

On an identified needs basis Alvie Primary school implements Literacy Pro for students in Years 1 – 6. Once they are using Literacy Pro, based on both their reading levels and interests, students are always able to read books that are ‘just right’. This system has enabled significant growth for readers at Alvie Primary School since 2018.

### reading eggs

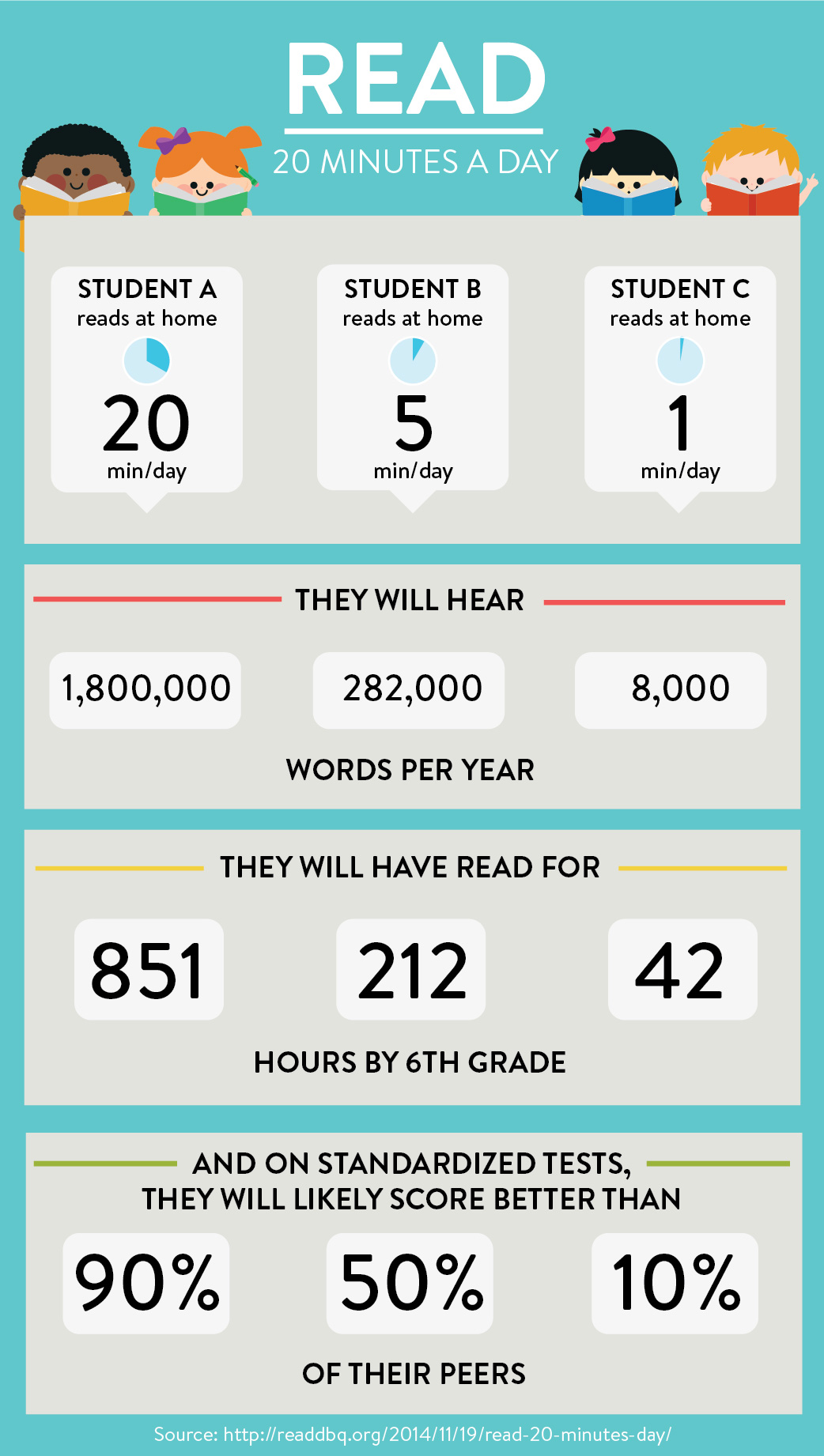
Reading eggs is an Australian software application that enables students to independently develop essential reading skills. Children complete animated online lessons where they learn essential reading and phonics skills. The variety of fun activities within each lesson provides the repetition needed for these skills to become part of the child’s long term memory. Children gain confidence by reading online books that only contain words they have already studied in the program. There are over 2000 levelled books in the ABC Reading Eggs program.

### DEVELOPMENT OF A READING CULTURE

Throughout the curriculum, it is extremely important to develop a strong reading culture. Having your child exposed to diverse vocabulary through language experience and reading from an early age does have a significant effect on learning outcomes during their lifetime.

At **Alvie Primary School,** we clearly recognise the critical importance of developing a strong reading culture where children develop the skills and have access to recourses to enable them to develop a true love of reading.

**One of the most important things you can do for your child is to set up a routine where they can read for at least 20 minutes every day.**



# indonesian language program

In 2020, Alvie Primary School introduced a Bahasa Indonesian language program. Our Indonesian, Pak Gray, spends one day each week in our school teaching language and culture to our grades 1-6 students, during three 1.5hr lessons. The learning is multimodal and includes, reading, writing, speaking, singing, drams, dance, technology and cooking. The program is highly engaging and something that students really look forward to each week.

# NUMERACY PROGRAM

Our Numeracy program provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The overall goals of a worthwhile Numeracy program should be for students to:

* be confident, creative users and communicators of mathematics.
* be able to investigate, represent and interpret situations involving Numeracy.
* develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes.
* be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
* recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Alvie Primary School’s numeracy program utilises a range of engaging tools:

* Concrete materials for early years learning (hands on, visual)
* Hands-on materials related to developing underlying concepts, such as weights, measures etc..
* Relevant games both online and classroom based
* Digital resources – Mathletics, Cool Maths for Kids
* Work sheets and materials for direct instruction learning
* Conferencing with children including goal setting
* Regular feedback

Our numeracy program will be reviewed in 2022.

## MUSIC PROGRAM

Alvie Primary School is committed to providing a quality music program to all students. We consider music to be a mode of learning where creative expression enables students to communicate in different ways.

We currently have a very well equipped music and multimedia room, with a wide range of instruments and digital resources available to students who can compose, record and arrange their own music. We timetable music for one hour per class each week. Children are able to access resources during recess and lunchtimes to assist them with self-taught programs.

We currently have external providers teaching 1:1 Piano Lessons. We are able to offer other external provider programs if we have sufficient numbers, such as singing, percussion and cello.

Our Term 3 concert is a great opportunity to showcase children’s skills.

## ARTS PROGRAM

Alvie Primary School is committed to providing a quality visual arts program to all students. We consider the visual arts to be an important mode of creative expression that enables students to communicate in different ways. During integrated learning children engage in expressing their understanding through the construction of murals, paintings and sculptures.

For two hours every two weeks we have a visiting art teacher who delivers curriculum content specific learning to all students.

## PHYSICAL EDUCATION PROGRAM

We are very lucky to have the facilities to offer a broad range of PE programs. We contract PE specialists to deliver programs in areas such as gymnastics, football, soccer, ball skills, hip hop, tennis, disc golf, athletics and more.

Alvie Primary School hosts the annual Polwarth Sports Athletics Program, when six small schools get together to compete in seven athletics disciplines. Our school can host up to 1000 parents, teachers and students during Polwarth Sports and is always a great day.

We have opportunities to compete in cross-country running and a variety of inter school sports on Colac. We involve ourselves based on the desire of children in the school.

# [FOOD AND NUTRITION](file:///U:\ALVIE%20FILES\GOVERNANCE\Policies\-%20Current%20Policy%20Documents%20-\Health%20Promotion\Healthy%20School%20Policy.pdf)

## SCHOOL LUNCHES

Research is clear that nutrition plays a key role in the quality of a young person’s physical and neural development. For this reason, for optimum success with a student’s learning program, we believe that students should be fed the best quality nutrition possible. It is also important that students are encouraged and supported to take responsibility for the quality of food they eat themselves.

Specifically, we ask Alvie PS families to:

* Provide lunches that are nutritious, wholesome and free of artificial chemicals/additives/colours, made up from fresh fruit, salads, vegetables, grains, nuts, eggs, meats, dairy, pasta or any other healthy, fresh, whole foods.
* Empower students to make good choices about their own food by involving them in making their own healthy lunches.
* Choosing foods that avoid or reduce packaging and have a positive impact on our environment.

Please note: Fridges are not available, please pack lunches in an insulated bag with an ice-brick. All food packaging, waste, and leftover food in lunch boxes is returned home with the students.

There are some food items that are well researched that we know have an adverse effect on children’s health or simply add no nutritional value to a lunch box. These foods are ones that we need co-operation with in excluding them from school lunch containers: lollies, sweet treats 1.e. biscuits, cakes, ice-creams, ice-blocks, foods containing chocolate, sugary spreads, chips, drinks (other than water)

For those who would like more nutrition information, the link below will provide you with interesting information on children’s health;

[*https://heas.health.vic.gov.au/schools/whole-school-approach*](https://heas.health.vic.gov.au/schools/whole-school-approach)

[*https://www.fedup.com.au/factsheets/support-factsheets/eating-for-success*](https://www.fedup.com.au/factsheets/support-factsheets/eating-for-success)

[*https://www2.health.vic.gov.au/public-health/preventive-health/nutrition/victorian-healthy-eating-enterprise*](https://www2.health.vic.gov.au/public-health/preventive-health/nutrition/victorian-healthy-eating-enterprise)

## WATER BOTTLES IN CLASS

It is important that students remain hydrated during the school day. For this reason, drink bottles are allowed in the classroom for easy access to water. Drink bottles should only contain water and not juices or cordials. For safety reasons, glass bottles are not permitted.

# [HEALTH CARE MANAGEMENT AT SCHOOL](file:///U:\ALVIE%20FILES\GOVERNANCE\Policies\-%20Current%20Policy%20Documents%20-\First%20Aid\First%20Aid%20Policy%2008%202005.doc)

## FIRST AID ROOM PROCEDURES

Any student who becomes ill/injured during the school day must initially report to a class/duty Teacher and then report to the First Aid Room, located at the office, where they will be attended to. From there, either students will return to class or a parent/guardian or listed emergency contact will be notified to arrange transport home.

Please ensure that the School office always has the most current home and mobile telephone numbers and email address for your preferred contact. The emergency contact person should be someone that is available to collect your child from the School if the parent/guardian is unable to do so. Please ensure the emergency contact is aware of their role. Your child should be collected as soon as possible after the School has contacted you. We cannot provide long-term bed care for students.

**Under NO circumstances is a student to contact home and arrange to be collected OR leave the school without permission.**

If something happens to a student in any medical or other emergency and it is impossible or impractical to communicate with you, the school may take action that may incur expenditure, as it considers necessary in the best interests of the student. Parents are responsible for any medical costs for such treatment or advice for any such injuries.

The school will take reasonable care of the student suffering accident or illness but will not be responsible directly or indirectly for any act or omission of any medical or dental practitioner or medical officer attending or treating the student.

First aid medical supplies are only issued for injuries/incidents that occur at school.

## STUDENT HOSPITALISATION

If a student requires transport to hospital because of illness or injury, by either private vehicle or ambulance, the school will endeavour to have a school staff member accompany that child to hospital and remain with them until a parent or guardian arrives. It is our reasonable expectation that parents would attempt to relieve that school staff member as soon as possible.

## AMBULANCE COVER

**The school does not cover the costs of an ambulance if required for your child in an emergency**. In the event of accident/incident at school requiring urgent medical attention, while all efforts will be made to contact parents, should an ambulance be required, the school will arrange for the student to be transported to hospital via ambulance. The costs incurred, will be the responsibility of the parent/caregiver. We therefore highly recommend purchasing ambulance cover for your family.

## ANAPHYLACTIC / LIFE THREATENING MEDICAL CONDITIONS

In the case of anaphylactic students, parents are required to provide documentation from their doctor / Allergist (ASCIA form) as well as medication clearly labelled by a pharmacist.

All medications that are required during school hours must be listed on the **Student Update Details Form** available on the website and the office.

Each student who is at **risk of anaphylaxis** is required to have a management plan that has been developed in consultation with the parents/guardians and medical practitioner. Prevention strategies for each student at risk of anaphylaxis must be developed for both in school and out of school settings.

### Emergency Health Care Plans

These plans are generated for students who may require medication or actions for medical conditions such as epilepsy, haemophilia, diabetes, anaphylaxis or severe allergic reactions. A doctor’s letter is required outlining the medical condition and any specific actions that may need to be taken. From that information an Emergency Health Care Plan will be drawn up and signed by a parent/guardian to confirm that the details are correct. This plan will be attached to your child’s school records. Parents/Guardians will also need to provide this information again when your child attends school excursions or camps. The school must be notified if there are any changes in the management of a student’s condition.

### Asthma and asthma medications

Parents are required to submit a copy of an **Asthma Action Plan**, completed by a doctor, to the school office.

The school requires that Asthma medication (e.g. inhalers, spacers etc.) are supplied by parents; that they have not expired and that they are clearly labelled by a pharmacist.

Students are not permitted to carry their inhaler on their person except in circumstances where their condition is deemed chronic or acute and they are therefore likely to use their inhaler immediately. Students are to hand their Ventolin to their Teacher at the start of each day Please notify the School Office if this is the case. All other inhalers are to be labelled appropriately and stored in the First Aid Room in a named container.

**Emergency Health Care Plans** will be generated for students who may require additional medication or actions in case of acute asthma.

## MEDICATIONS AT SCHOOL

*The school is very conscious of its responsibilities when a student requires medication. In accordance with legal and safety requirements* ***students are not permitted to keep medication on their person or in their locker or bag; nor are they permitted to administer any medication to other students****.*

*Parents/guardians undertake the following in relation to the administration of medication and/or management of health concerns:*

* *Medication is to be provided in the original container with Pharmacist dispensing label attached, clearly stating the student’s name, name of medication, dose and time to be administered. It is also necessary to complete a* ***Student Update Details Form*** *through the SkoolBag application. The medication is then to be handed to the school office or Teacher. They will be held in the office available for use by your own child under supervision.*
* *Notify the school in writing when a change of dose is required. The instruction is to be accompanied by a letter from a medical practitioner.*
* *Ensure the medication is not out of date.*
* *Self-medication is not permitted. On occasion, there may be special circumstances for an exception to this rule, and it would require the permission of parents/guardians.*

*The School staff will not administer Paracetamol to a student without written consent from a parent/guardian on the* ***Student Update details Form****.*

## SICK CHILDREN - GENERAL WELLBEING

We are concerned for each student’s total well-being. Students should not be sent to school when they are unwell or within 24 hours of having a fever, vomiting or diarrhoea. If this occurs, students will be sent home.

It is important that your child have a nutritious breakfast before school. It is difficult to concentrate on their lessons on an empty stomach.

### Infectious diseases

Following Department of Health guidelines, children suffering from an infectious illness must remain at home until the contagious period is over and they have fully recovered. Parents are asked to notify the school immediately if a child contracts an infectious illness.

Children are not permitted to be at school with any of the following:

* Vomiting (in the previous 24 hours)
* Measles
* High temperature (in the previous 24 hours)
* Chicken Pox
* Mumps
* Persistent coughing
* German Measles
* Impetigo (school sores)
* Diarrhoea (in the previous 24 hours)
* Conjunctivitis
* Head Lice

A full list of ‘Conditions Requiring Exclusion; can be found in Appendix 2

## HEAD LICE

It is school policy that children must be kept away from school until their hair has been effectively treated and they are cleared of lice. Please notify the School if your child has Head Lice. Should the School suspect that a student has Head Lice, a parent/guardian (or listed emergency contact) will be notified to arrange transport home.

Information on the treatment of Head Lice is available from the School Office.

## DENTAL SERVICE

Smiles 4 Miles is an initiative of Dental Health Services Victoria (DHSV), which aims to improve the oral health of children and their families in high-risk areas across Victoria.

Tooth decay is Australia’s most common health problem. Smiles 4 Miles assists early childhood services to encourage and promote good oral health habits and healthy eating among children in their care.

The program is delivered predominantly in preschools and is based on the World Health Organisation's Health Promoting Schools Framework, an internationally recognised best practice approach.

If you wish to access a dental van or require emergency services or pain relief for your child, please phone of Dental Health Services Victoria (DHSV) on 1300 360 054 Monday – Friday: 8.00am – 8.30pm, Weekend/Public Holidays: 8.30am – 8.00pm or visit [*https://www.dhsv.org.au/home*](https://www.dhsv.org.au/home)

## SUN SAFETY AND CARE

Alvie recognises the need for children and School Team members to be safe whilst in the sun. The Sun Smart Policy applies during Term 1 and Term 4, during sunny and cloudy weather.

Therefore:

* All children must wear hats whilst playing outside during the terms outlined above.
* Students without hats will not be permitted to play outside – NO HAT, NO PLAY policy.
* We ask that parents put sunscreen on their child before school. (this allows time for sunscreen to soak into skin and have optimum performance once child is exposed to the sun)
* Sunscreen will be available in each classroom and at the office for use by students at any time. (Please notify school if you have a sunscreen you would prefer your child use, item must be clearly labelled with student name)
* Teacher will apply sunscreen on students in Prep on written request from parents.
* In all other classes, parents are to make their children aware of where the sunscreen is kept and how to apply it themselves when necessary.

# HOME LIFE

Enrolling your child at Alvie Primary School is a decision that is not only an educational choice, it is a lifestyle choice. We have found that success for children at Alvie is enhanced by a home life that encourages children to have;

* clear boundaries and expectations for behaviour
* a respect for our environment, animals, and people
* family meal-times with healthy, wholesome home cooked food
* more time given to art, craft, games, creative play, and outdoor activity, and less time for passive entertainment activities (TV, movies, and computer games)
* family age-appropriate games and entertainment
* a love of books, music, art, physical activity, and craft
* a nature fuelled by grit, allowing them to make mistakes and learn

We ask that our families choose lifestyles that cherish the developmental stages of childhood, as they are short-lived and require nurturing.

# PARENT INVOLVEMENT

Although we employ people to carry out professional roles within the teaching and administration of our school, we also rely upon the generous volunteering of parents. Alvie has always been blessed to have parents who have helped support the school in many ways. Without these contributions of time, energy, ideas and initiative, Alvie would not have the facilities it does today.

Alvie has potential for much growth over the coming years and we are enthusiastic about nurturing the generous community already established around our school. Community involvement in the school not only ensures our continued growth and success, but it also provides an opportunity for meaningful participation in your child’s education. In addition, children are encouraged by practical displays of care and involvement of their parents.

## PARENTS AND FRIENDS ASSOCIATION (PFA)

The school has an established parents and friends group called the Alvie Parents & Friends Association, a non-profit group that has the following purpose;

“To direct the energies, skills and passions of the parents, children and community of Alvie Primary School into the areas that will create outcomes of the highest potential for the children, school community, and individuals contributing their time and skills.”

Our PFA is a gateway for families and the community to get actively involved in and around the learning environment here at Alvie PS. Upon enrolment of your child here at Alvie, it is our assumption that every parent/guardian will become **a member** of the Parent & Friends Association.

This group has an executive committee who meet regularly, we ask that, as a member you attend these meetings as needed, attendance of every meeting is not mandatory for all members.

A few of the key roles and responsibilities of the association:

* Access to Principal – feedback, ideas, questions, focus groups
* Ideas for how to support learning – fundraising, special events, infrastructure, in class, breakfast club, canteen, skills
* Education opportunities, tools, processes
* Ensuring new families feel welcomed to our community and arranging appropriate inductions

## PARENT INFORMATION SESSIONS

Throughout the year, the school holds information sessions which explain our unique educational environment and model. Attending these sessions will deepen your understanding of Alvie PS.

These information sessions are advertised closer to dates in the Colac Herald and on our Compass App.

## Social media and the school community

Alvie Primary School recognises the importance of the Teacher, students and parents engaging, collaborating, learning and sharing through social media applications. These applications include, but are not limited to Facebook, Blogs, Remind, Teams and other online tools through which people connect and share information.

All members of the School community are expected to use Social Media in a respectful and responsible manner. Social media should not be used to insult, present offensive or inappropriate content or to misrepresent Alvie PS or any member of the school community.

The Department of Education has developed clear guidelines for parents and carers about how to use social media in relation to comments or posts about their school community. For more information, please view:

[*Social Media and the School Community*](http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/social-media-and-community-online.pdf)*.*

### Student ICT policy

**“At school, it’s a learning tool”**

In using ICT, resources appropriate for learning tasks students will:

* Be considerate of other users.
* Respect everyone’s privacy, and not seek access to files or messages intended for, or belonging to, others
* Virus check outside data before using via the Teacher.
* Report any damage, errors or faults with ICT resources to your Teacher
* Report accidental access to controversial, inappropriate or offensive material to your Teacher.
* Only use your own logon (unless directed otherwise by a Teacher).
* Only print material related to my education.
* Treat school equipment respectfully to ensure its continued good condition.

# Appendix 1

## STANDARD COLLECTION NOTICE

1. The School collects personal information, including sensitive information about pupils and parents or guardians before and during a pupil's enrolment at the School. This may be in writing or during conversations. The primary purpose of collecting this information is to enable the School to provide schooling to the pupil and to enable them to take part in all the activities of the School.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. Health information about pupils is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about your child from time to time.
5. The School may disclose personal and sensitive information for educational, administrative and support purposes. This may include to:
   * other schools and Teacher at those schools;
   * government departments (including for policy and funding purposes);
   * medical practitioners;
   * people providing educational, support and health services to the School, including specialist visiting Teacher, coaches, volunteers, and counsellors;
   * providers of learning and assessment tools;
   * assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority (ACARA) and NAPLAN Test Administration Authorities (who will disclose it to the entity that manages the online platform for NAPLAN);
   * people providing administrative and financial services to the School;
   * anyone you authorise the School to disclose information to; and
   * anyone to whom the School is required or authorised to disclose the information to by law, including child protection laws.
6. Personal information collected from pupils is regularly disclosed to their parents or guardians.
7. The School may use online or 'cloud' service providers to store personal information and to provide services to the School that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider's servers, which may be situated outside Australia. Further information about the School's use of on online or 'cloud' service providers is contained in the School's Privacy Policy.
8. The School's Privacy Policy sets out how parents or pupils may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where pupils have provided information in confidence.
9. The School’s Privacy Policy also sets out how a complaint may be made about a breach of privacy and how the School will deal with such a complaint.
10. As you may know, the School, from time to time, engages in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
11. On occasions, information such as academic and sporting achievements, pupil activities and similar news is published in School newsletters, school website and SkoolBag application. Photographs of pupil activities such as sporting events, school camps and school excursions may be taken for publication in School newsletters, school website and SkoolBag application. If you do not agree to the publication of such details, you must advise the School immediately and complete a Non-Publishing Agreement.
12. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

A full copy of the School’s Privacy Policy is available from the School Office.

# Appendix 2

## EXCLUSION TIMES FOR INFECTIOUS CHILDHOOD CONDITION

Some medical conditions require children to be excluded from school or child care to prevent the spread of infectious diseases among other children and School Team members, as well as the broader community.

Minimum exclusion periods are recommended under the Public Health Act 2005. Some conditions require clearance by your doctor or local public health unit before your child can return to school.

|  |  |  |
| --- | --- | --- |
| **Disease or Condition** | **Exclusion of Cases** | **Exclusion of Contacts** |
| Amoebiasis *(Entamoeba histolytica)* | Exclude until diarrhoea has ceased. | Not excluded. |
| Campylobacter | Exclude until diarrhoea has ceased. | Not excluded. |
| Chickenpox | Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion. | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded. |
| Conjunctivitis *(Acute infectious)* | Exclude until discharge from eyes has ceased. | Not excluded. |
| Diarrhoea | Exclude until diarrhoea has ceased or until medical certificate of recovery is produced. | Not excluded. |
| Diphtheria | Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later. | Exclude family/household contacts until cleared to return by the Secretary. |
| Haemophilus type b (Hib) | Exclude until medical certificate of recovery is received. | Not excluded. |
| Hand, Foot and Mouth disease | Until all blisters have dried | Not excluded. |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness. | Not excluded. |
| Herpes ("cold sores") | 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. | Not excluded. |
| Human immuno-deficiency virus infection (HIV/AIDS) | Exclusion is not necessary unless the child has a secondary infection | Not excluded. |
| Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing. | Not excluded. |
| Influenza and influenza like illnesses | Exclude until well. | Not excluded. |
| Leprosy | Exclude until approval to return has been given by the Secretary | Not excluded. |
| Measles | Exclude until at least 4 days after the onset of rash. | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school. |
| Meningitis (bacteria) | Exclude until well. | Not excluded. |
| Meningococcal infection | Exclude until adequate carrier eradication therapy has been completed. | Not excluded if receiving carrier eradication therapy. |
| Mumps | Exclude for 9 days or until swelling goes down (whichever is sooner). | Not excluded. |
| Poliomyelitis | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery. | Not excluded. |
| Ringworm, scabies, pediculosis (head lice) | Re-admit the day after appropriate treatment has commenced. | Not excluded. |
| Rubella (german measles) | Exclude until fully recovered or for at least four days after the onset of rash. | Not excluded. |
| Salmonella, Shigella | Exclude until diarrhoea ceases | Not excluded. |
| Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced. | Not excluded unless considered necessary by the Secretary. |
| Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well. | Not excluded. |
| Trachoma | Re-admit the day after appropriate treatment has commenced. | Not excluded. |
| Tuberculosis | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious. | Not excluded. |
| Typhoid (including paratyphoid fever) | Exclude until approval to return has been given by the Secretary. | Not excluded unless considered necessary by the Secretary. |
| Verotoxin producing *Escherichia coli* (VTEC) | Exclude if required by the Secretary and only for the period specified by the Secretary. | Not excluded. |
| Whooping cough | Exclude the child for 5 days after starting antibiotic treatment. | Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics. |
| Worms (Intestinal) | Exclude if diarrhoea present. | Not excluded. |