

LALOR GARDENS PRIMARY SCHOOL

POLICIES

2014

Sub Program	PROGRAM	LEADER
1101	HEALTH, PERSONAL & INTERPERSONAL LEARNING	Rochelle Monteleone

1. PURPOSE

1.1 That students learn about and develop understandings of physical needs and development, bodily systems and functions and personal emotional needs, rights and responsibilities.

2. GUIDELINES

This school aims to provide a sequential program in Health and Human Relations Education which will enable students to acquire:

2.1 Positive behaviours and safe practices in everyday activities.

2.2 An understanding of their own and others' worth, dignity and rights as individuals and as members of groups.

2.3 Accurate information about health and health related matters.

2.4 Desirable health attitudes and practices.

2.5 The decision making skills necessary for dealing with everyday living problems and making informed lifestyle choices

2.6 An appreciation of personal values, their own and those of others.

2.7 The ability to determine, establish and maintain satisfying interpersonal relations.

2.8 The ability to make decisions about personal and community health matters and to take responsibility for such decisions.

2.9 An understanding of their environment and how it affects their total growth and development.

2.10 An understanding of the need for well planned leisure time activity and its importance in alleviating stress.

2.11 All senior department students will be given the opportunity to experience planned Human Relations units with basic examples of human development.

2.12 An understanding of the necessity and importance of healthy eating

2.13 The ability to manage their own growth and learning through goal setting and managing resources to achieve these

3. IMPLEMENTATION

3.1 The basic resource to be used in the program is the Lalor Gardens Health and Human Relations Course, AusVELS documentation, the Curriculum Standard Frameworks Course Advice, augmented by the available videos and model organs resources, Resources on Healthy Eating and school wellbeing programs eg Blooming Great Kids

Resources to be used:

- AusVELS documentation
- Human Relations Course
- Curriculum Standard Frameworks Course Advice
- Get Real. Get Wise Life Ed.
- Healthy Living Resources
- Go For Your Life
- PATHS documentation
- LGPS Blooming Great Kids Program

all to be augmented by videos, model organs, CD Rom and resource kits.

- 3.2 A variety of approaches are to be used - formal lessons, group work, use of themes and project work which incorporate Thinking tools and strategies
- 3.3 Selection and planning of topics should be carried out by teachers in the same grade levels, clusters or departments where applicable.
- 3.4 It is necessary to give opportunities for students to become familiar with correct terminology. Language standards can be set in conjunction with the children.
- 3.5 The Sexuality Unit will be introduced in year five and consolidated in year six. The unit is based on sequential lessons to be conducted during Terms 3 & 4. This time span is only a guide, and as mentioned earlier, both the units and teachers need to be flexible to meet the needs of students.
- 3.6 The introduction of LGPS Blooming Great Kids that incorporates You Can Do It and PATHS will continue to be implemented throughout the school with at least one hour per week assigned to it

4. EVALUATION

- 4.1 Evaluation techniques used to assess students learning may include formal and informal testing, relevant checklists, observation of students creative expression and contribution to ongoing classroom tasks, anecdotal records and questioning of students about their work
- 4.2 Evaluation of the schools ISDES (Individual School Drug Education Policy as required

Subprogram	PROGRAM	LEADER
1201	CIVICS & CITIZENSHIP	Danni Skiba

1.0 PURPOSE

- 1.1 To provide students with knowledge skills and opportunities to understand and practise what it means to be a citizen in a democracy.

2.0 GUIDELINES

- 2.1 In Civics and Citizenship, students will have the opportunity to investigate how, in a democratic tradition, people can contribute to and participate in decision making processes.
- 2.2 Students will learn about and be taught important Australian values to enable them to become engaged citizens within the school community
- 2.3 Students will be provided with opportunities to discuss, investigate and participate in activities that demonstrate the importance of sustainable practices, social justice and the overall wellbeing of Australian society.
- 2.3 Within the Civic Knowledge and Understanding Dimension students will study the principles and practices that underpin civic institutions and civic life in communities
- 2.4 Students will explore the concept of democracy and the key features of Australian and other democracies. They will develop knowledge and understanding of the Australian political, government and legal systems. They will learn about the principles and values which underpin Australian democracy such as equality before the law, freedom of speech, democratic representation, accountability of government, social justice and global contexts. They will learn about the contribution democracy has made to Australia's history and national identity and Australia's place in the world
- 2.5 Within the Community Engagement dimension the focus will be on the development of skills and behaviours students need to interact with the community and engage with organisations and groups. Students will participate in processes associated with citizenship eg decision making, voting and leadership, using their knowledge of rules and laws of governance and concepts of human rights and social justice. They will learn to think critically about their own values, rights and responsibilities and those of organisations and groups across a range of settings and explore the diversity in society.

3.0 IMPLEMENTATION

- 3.1 A Start Up Program will operate at the beginning of each school year that develops each grade's Learning Plan consisting of:
- Mission, vision and values
 - Classroom Principles
 - Classroom Consequences
 - What Makes a Good Student/Teacher
- 3.2 A Junior School Council will operate with students elected to positions from Year 3 – Year 6
- 3.3 Junior School Councillors will be involved in “Young Leaders Day” program as applicable
- 3.4 School, House and Specialist Program Captains will be provided with opportunities for leadership throughout the year
- 3.5 Students will be involved in classroom decision making through the feedback station, the development of rubrics and the PDSA model for improvement at the classroom level.

- 3.6 Integrated Units of work from Years Prep – 6 will contain aspects of Civics and Citizenship within the Civic Knowledge and Understanding and Community Engagement dimensions within the scope of AusVELS curriculum
- 3.7 Key Australian celebrations such as ANZAC Day, Remembrance Day etc will be acknowledged and included within class lessons as applicable

4.0 EVALUATION

- 4.1 The Start Up Program will be evaluated at the end of the implementation period to determine inclusions/exclusions for the following year
- 4.2 Student evaluations of involvement in leadership positions within the school
- 4.3 Staff Opinion Survey
- 4.4 Year 5/6 Student Attitudes to Schooling survey

Sub Program	PROGRAM	LEADER
1301	INFORMATION AND COMMUNICATION TECHNOLOGY	Anne Hulett

1. PURPOSE

- 1.1 To familiarize children with and have them become competent users of a wide range of computer software and hardware eg digital scanners, still cameras and video cameras and smartboard technology.
- 1.2 To use tools in ICT such as graphic organisers to help children structure their thinking and investigation.
- 1.3 To use ICT to record decisions and actions when solving problems and clarifying thoughts
- 1.4 To use ICT to create an awareness of, and solution to problems eg a water saving commercial
- 1.5 To save and manage files and be able to retrieve them efficiently
- 1.6 To communicate with others both locally and globally to share and present ideas
- 1.7 To collaborate with others to solve problems and build knowledge on a subject or topic
- 1.8: To use computers to aid learning throughout all learning areas of the curriculum
- 1.9 To provide students with opportunities to generate learning through the DEECD Intranet site

2. GUIDELINES

- 2.1 The ICT domain of AusVELS will be implemented through school based units of work
- 2.2 Each home group will have access to the Computer Lab in the Library/Learning Resource Centre as required both as grade or in small groups
- 2.3 All classrooms will have access to smart board/television technology to enable ICT skills to be integrated in all teaching and learning programs.
- 2.4 A Scope and Sequence Chart will be used as the basis for planning computer activities. Planning will also be supported by the Lalor Gardens Primary School Learning Technologies Curriculum Guideline document.
- 2.5 Children will be encouraged to learn to use the equipment independently. All children will have access to the computers, both in their own learning areas and through the use of the Computer Lab in the Learning Resource Centre.
- 2.6 All children and staff will be given as much time as possible to have 'hands on' experience with the computers
- 2.7 All students will have a log in number
- 2.8 All children will have access to the Intranet

- 2.9 All students from Years 3 – 6 will develop their own digital portfolio as part of their learning plan.
- 2.10 The curriculum will be flexible and accommodate all student capabilities by:
- a) Encouraging an integrated/enquiry based approach to learning
 - b) Encouraging logic based disciplines which emphasize clear thinking and rational break-down of problems.
 - c) Encouraging children to extend their creative abilities in all aspects of computer usage.
 - d) Drill and practice programs which may occasionally be used to provide incentive/motivation but they should be at an appropriate level.
- 2.11 In-service activities will be provided for staff and community members as required
- 2.12 All students will be expected to adhere to the school's computer usage and internet policy.
- 2.13 The Information and Communication Technology Coordinator will oversee the implementation of the school's ICT plan.

3. IMPLEMENTATION

- 3.1 The Information and Communication Technology Coordinator in conjunction with the TSI, will oversee the development and implementation of the school's Policy and Program.
- 3.2 Suitable resources will be provided to assist the implementation of the program.
- 3.3 The Information and Communication Technology Coordinator will determine the professional development needs in the school and carry out these as necessary.
- 3.4 Direct experience will be incorporated within the program.
- 3.5 The program will undergo review/evaluation incidentally throughout the year.
- 3.6 The Information and Communication Technology Coordinator in conjunction with the TSI will oversee the maintenance of equipment and supply new equipment and varied materials and to purchase suitable software as required.
- 3.7 The ICT coordinator will, in conjunction with the TSI at the school develop an ICT implementation plan for the new school to include hardware including the use of netbooks for student use.

4. EVALUATION

- 4.1 The Information and Communication Technology Coordinator will be allocated to the overall monitoring of the program and be responsible for Annual School Reporting processes.
- 4.2 Each teacher will take responsibility for the implementation and evaluation of the program in his/her classroom in liaison with the Information and Communication Technology Coordinator.
- 4.3 Evaluation will be based on the interest and confidence shown by the children and teacher observation of the language used and tasks completed as the children use the computer assisted learning.

Subprogram	PROGRAM	LEADER
4050	VISUAL ARTS	Adele Harris

1. PURPOSE

The arts are unique, expressive, creative and communicative forms that aim to engage students in critical and creative thinking and help them understand themselves and the world.

The Arts Disciplines used include Art, Dance Drama, Media, Music and Visual Communications. The Dimensions of the Arts focus on two main purposes:

- **Creating and Making**
There is a focus on ideas, skills, techniques, processes, performances and presentations. Creating and making art works involves imagination and experimentation, planning, the application of arts elements, principles, skills, techniques and processes, media, materials, reflection and refinement. The purpose is to use the above to both individually and collaboratively enable students to explore their own works and works by other artists working in different historical and cultural contexts
- **Exploring and Responding**
There is a focus on content, interpreting and responding, criticism and aesthetics. Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content and formal aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works also will enable students to draw on the research into the purposes, functions and audiences that the works are created for and presented to. This involves developing an understanding of social, cultural, political, economic and historic contexts and constructs and developing a consideration of ways that arts works reflect, construct and reinforce and challenge personal and cultural values.

2. GUIDELINES

2.1

Art Elements

- Line (Thick/Thin)
- Shape (Round/Square)
- Space (Big Small)
- Texture (Rough/Smooth)
- Colour
- Form (Person/Object)

The children use these elements to create 2 & 3D art works to communicate their observations, ideas and feelings

Forms

- Collage
- Digital Imagery
- Drawing
- Painting
- Photography
- Print Making
- Sculptures
- Construction
- Modelling
- Threads and Textiles

The children learn the skills to manipulate a variety of media and tools

2.2 **Responding to the Arts**

- Students are encouraged to look at and talk about their own and others' works using arts language
- Students observe choices and arrangements of colours, shapes, textures and images and also materials and techniques used
- Students will develop observations and the terms to communicate personal feelings and responses to visual works of art

2.3 **Media**

Children are made aware of art in multi-media forms. These include television programs, films, interactive CD Roms, web pages, magazines, newspapers, photography, digital technology, computer games, comics and animations

3. **IMPLEMENTATION**

Children receive one sixty minute session of Visual Arts each week through timetabled sessions during which they are involved in one of the areas of study listed in the guidelines.

3.1 Within these sessions, activities are organised on a individual/group basis.

3.2 Activities in the Art Room will support the theme work of classrooms when requested and practical.

3.3 Provision will be made in the Arts specialist's time table to allow time for planning, preparation, evaluation and displays of program.

3.4 Assessment will be aligned to Victorian Essential Learning Standards (VELS).

4. **EVALUATION**

Evaluation will consider and develop the skills and interests of students. Emphasis is placed on creating and making, exploring and responding. A record of attainment will be kept for each pupil which will focus on their skill development as outlined in VELs. Where applicable, students will be given the opportunity to participate in extended Visual Arts programs.

Sub Program	PROGRAM	LEADER
4050 or 4051	PERFORMING ARTS	Bev Guest

1. **PURPOSE**

The arts are unique, expressive, creative and communicative forms that aim to engage students in critical and creative thinking and help them understand themselves and the world.

The Arts Disciplines used include Art, Dance Drama, Media, Music and Visual Communications. The Dimensions of the Arts focus on two main purposes:

- **Creating and Making**
There is a focus on ideas, skills, techniques, processes, performances and presentations. Creating and making art works involves imagination and experimentation, planning, the application of arts elements, principles, skills, techniques and processes, media, materials, reflection and refinement. The purpose is to use the above to both individually and collaboratively enable students to explore their own works and works by other artists working in different historical and cultural contexts
- **Exploring and Responding**
There is a focus on content, interpreting and responding, criticism and aesthetics. Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content and formal aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works also will enable students to draw on the research into the purposes, functions and audiences that the works are created for and presented to. This involves developing an understanding of social, cultural, political, economic and historic contexts and constructs and developing a consideration of ways that arts works reflect, construct and reinforce and challenge personal and cultural values.

2. **GUIDELINES**

- 2.1 The Performing Arts encompasses Music, Dance, Drama and Media. In each of these, experience will be provided in:
Creating, Making and Presenting
- * using skills, techniques and processes
 - * arts criticism and aesthetics
 - * past and present contexts

The Performing Arts Coordinator will:

- 2.2 Organise, maintain and upgrade equipment such as:
- i. Instruments
 - ii. CDs and song books
 - iii. A.V. equipment e.g. stereo systems, headphones, microphones, cameras, media
 - iv. Computers and computer software
 - v. Teacher resources (books & CDs)
 - vi. Costumes and props
- 2.3 Develop and encourage singing through the development of a Choir.
- 2.4 Coordinate the Visiting Teachers – eg Keyboard

3. IMPLEMENTATION

- 3.1 Aim to promote enjoyment, satisfaction and a sense of achievement through a sequential program using carefully planned activities utilizing available resources.
- 3.2 Thinking Skills, the use of Quality Tools and rubrics for assessment will be incorporated within the program.
- 3.3 ICT will be incorporated within the program e.g. composition programs and film making
- 3.4 Assessment will be aligned to AusVELS
- 3.5 In every second year, with the support of staff members, a special performance could be coordinated by a staff member, a volunteer from the community or someone with expertise engaged on a contract.
- 3.6 Performing groups will be assisted to perform in front of a variety of audiences within the school and the wider community including 'Goodwill Gathering', School of Rock and the Big Night Out.

4. EVALUATION

- 4.1 Success of the Performing Arts program will be monitored through both feedback and participation levels of pupils, staff and the community.
- 4.2 Digital videoing may be used to help record and evaluate the progress of the program. This would also act as a resource for future use.
- 4.3 The use of resources will be monitored throughout the year.

Sub Program	PROGRAM	LEADER
4150	Literacy P-6	Cassy Hoggins

1. PURPOSE

- 1.1 To provide a stimulating educational environment which will assist the children to obtain fluency and competence in all aspects of the English language - reading, writing, speaking, listening and thinking, so that they may have the ability to develop an understanding of themselves and their environment.
- 1.2 To understand that as language is the basis of all knowledge, our curricula will recognise that children are different and begin school with varying experiences and language competencies integral to themselves, and these will form the basis for extension and development.

2. GUIDELINES

- 2.1 The needs, interests and development of the children and the school's integrated topics will provide the basis for the selection of texts and organisation of the English Program.
- 2.2 The PoLT Principles and the e5 Instructional Model will be the basis of the teaching and learning program in Literacy P-6
- 2.3 AusVELS, ESL and English Continuum, the Early Years Literacy Program documents and WA First Steps documents will be available to all staff. Class programs will be prepared within the guidelines and philosophy of these documents.
- 2.4 The Early Years Program will continue to be refined in P-4. Staff will use the Early Years Model of whole/small/whole to structure and organise classroom activities. The ICPALER Framework will be used during the literacy block to facilitate Speaking and Listening development
- 2.5 The staff will continue to receive PL in Early Years and Middle Years as it becomes available or appropriate.
- 2.6 EAL students identified as at risk will have access to small group and individual teaching as required especially in the Early Years of Schooling.

3. IMPLEMENTATION

- 3.1 All teachers will have access to the AusVELS documentation, WA First Steps books, English Continuum, EAL Continuum and the Early Years Literacy Program, which cover all aspects of the curriculum.
- 3.2 Continue training of staff in Early Years and Middle Years Program as appropriate and when available
- 3.3 The basis of the English Program will continue to be Early Years Literacy Prep-4 and Middle Years approach in 5/6.
- 3.4 Staff will utilise the e5 Instructional Model Learning Journal to track their implementation of this model within their teaching practice.

- 3.5 Targeted Teaching groups within a flexible grouping continue in Reading in 2014 and extending to Writing in 2014.
- 3.6 Teaching practice of Literacy will be continually monitored and improved through mentoring and coaching of teachers by the Assistant Principal, collegiate visits both inter and intra school visits
- 3.7 Teaching Practice will be monitored in conjunction with the School Compact and student achievement targets for Literacy
- 3.8 Activities will be planned, where possible, to support integrated topics and develop skills in reading, writing, listening, speaking and thinking and spelling
- 3.9 The home reading program will be extended to further develop home school interaction, to foster positive attitudes towards reading and to increase reading skills in years prep to six.
- 3.10 All books in the P-4 area will continue be organised into broad banded levels of text based on Early Years model. Year 3-6 texts will be organised in discrete levels and specific genres. A focus on genre in the literacy purchasing program will continue to build up these resources in the P - 4 area over the year.
- 3.11 A wide variety of sets of literature books and resources will be available for all grades.
- 3.12 A variety of writing implements and publishing resources will be provided.

4. EVALUATION

- 4.1 The Assistant Principal, in conjunction with team leaders and classroom teachers, shall continuously monitor all programs being conducted during 2014.
- 4.2 Indicators of success will include the ability of students to gain meaning from increasingly difficult texts, the students' enthusiasm for reading and their regularity of borrowing books and student achievement against Compact targets.
- 4.3 Benchmarks will be established in English to monitor all over school improvement.
 - Benchmarks**
 - All children's progress through AusVELS will be recorded twice a year.
 - Prep children (start of year Prep entry assessment – end of Term 3 Observation Survey and end of year Benchmark texts)
 - Grades 1 - 2 Benchmark texts to establish instructional level (at start and end of year)
 - Grade 3 – 4 (at risk students) Benchmark texts to establish instructional level (at start and end of year)
 - Grade P - 6 children CARS assessment in reading comprehension in terms 1, 2 and 3
 - English Online Interview Prep – 2
 - On Demand Testing Years 3-6 (mid and end of year)
 - Year 5 – 6 children will be tested in Reading and Writing
 - NAPLAN Years 3 & 5
 - Year P-6 PATR Comprehension assessment in term 4

5.

Sub Program	PROGRAM	LEADER
4206	PHYSICAL EDUCATION	Michael De Leo

1. PURPOSE

This AusVELS domain is unique in having the potential to impact on the physical health of students. It promotes the potential for life-long participation in physical activity through the development of motor skills and movement, health related physical fitness and sport education. It also develops confidence, motivation, skills, strategies, understanding, strength, flexibility, endurance that all relate to physical performance. The experience of physical activity in play, recreation, sport, fitness and outdoor environments provides challenge, personal growth and enjoyment. The objectives of the program are as follows:

- To improve the health and wellbeing of the students
- To establish positive attitudes towards health, sport and physical fitness
- To develop motor skills to enable the individual and the team to function effectively and to enjoy participation in a range of physical recreational pursuits
- To develop an awareness of safety when undertaking sporting games and activities
- To develop practices and strategies to ensure that equal opportunity is available to all students

2. GUIDELINES

- 2.1 Health and Physical Education is part of the integrated curriculum and is relevant to the needs of everyday life
- 2.2 The curriculum content taught in Health and Physical Education will ensure that children are active co-learners capable of taking increased responsibility for their own learning and actions
- 2.3 The program will allow children to develop a positive self image and an acceptance of the views of others
- 2.4 Health and Physical Education will be non-discriminatory
- 2.5 The Physical Education program will provide opportunities for the students to participate in a wide variety of physical activities
- 2.6 The Physical Education program will focus on fundamental motor skills and skill development

3. IMPLEMENTATION

- 3.1 The Health and Physical Education program will cover the following areas:
- Health and Physical Education
 - Interpersonal Development
 - Personal Learning
- 3.2 Each grade is involved in 1 x 60 minute session of Physical Education per week
- 3.3 Prep students will receive an additional 2 x 30 minute session of Physical Education per week in the form of PMP.
- 3.4 1/2 and 3/4 Sport will run for 60 minutes for one session per week organised and conducted by classroom teachers.
- 3.5 The following sports will be implemented as follows:
- Athletics
 - Cross Country

- Basketball
- Kanga Cricket
- Camp

3.6 The areas of Physical Education to be covered are:

- | | |
|-----------------|-----------------------------|
| • PMP | • Fitness |
| • Gymnastics | • Dance |
| • Ball Handling | • Swimming and Water Safety |
| • Athletics | • Minor Games |
| • Major Games | • Outdoor Activities |

3.7 Interschool Sport will involve year 5 and 6 students only

3.8 The Sun Smart Policy will be reinforced: No Hat No Play!

3.9 Purchasing of Sports equipment will cater for equal opportunity needs

3.10 Footsteps Movement Program will be organised each year with all children expected to attend

3.11 A Whole School “House” Sports Event will be implemented early in Term 1 as an evening event every second year

4. EVALUATION

4.1 An ongoing evaluation will occur using checklists, anecdotal and cumulative records

4.2 Feedback from teachers, parents and students

4.3 Fitness testing in Years 3 – 6

4.4 Fundamental Motor Skills testing Prep – 6 incorporated into fitness sessions and Physical Education Lessons

Sub Program	PROGRAM	LEADER
4251	SPORT	Michael De Leo

1. PURPOSE

- 1.1 To utilise many of the activities, skills and techniques developed in other areas of Physical Education.
- 1.2 To ensure continuing development of skills.
- 1.3 To help develop a knowledge and give the opportunity for children to become aware of the need for rules, adjudication and teamwork both within and outside the school, together with safety considerations and precautions.

2. GUIDELINES

- 2.1 A wide range of skills will be practised in games situations.
- 2.2 Co-operative group effort and a positive attitude towards good sportsmanship is expected.
- 2.3 To lay a basis for future recreation and leisure activities will be one of the aims of the sports program.
- 2.4 The range of experiences will include:-
 - Ball games
 - Running games
 - Major games
 - Track and Field events
 - Aussie Sports
- 2.5 Because all sports being offered are outdoor activities they will be subject to the availability of suitable venues and the weather conditions prevailing at the scheduled time of play.
- 2.6 Student behaviour within school will be a determinant of student involvement in Interschool Sports program and other sports clinics etc
- 2.6 Decisions on whether intra-school sport will commence or continue will be taken by teachers in charge of teams. In the case of interschool sports, the **district committee will** make and communicate decisions to schools involved.

3. IMPLEMENTATION

- 3.1 The sports program will be initiated by the inclusion of minor games activities from Prep level and continued through years one to six.
- 3.2 At years three and four levels, children will have the opportunity of experiencing a wide range of sports, modified to suit the level of ability of participants
- 3.3 At years five and six children have further opportunity to experience competitive sport through Lalor district interschool sports competition.

3.4 Children in interschool sports teams will be expected to wear a school hat during terms one and 4 while competing. These students will also be expected to wear an appropriate sports uniform and sports shoes. Failure to do so will mean exclusion from the team.

3.5 Interschool sports teams will be selected from those children who elect to participate in:-

Summer Competition

Bat Tennis
Rounders
Athletics

Cricket
Softball

Winter Competition

Football (Aussie Rules)
Netball
Basketball

Soccer
Volleyball

3.6 The children will also be given the opportunity to participate in the L.D.S.A. Athletic Carnival, Cross Country and Hockey Sevens tournament.

3.7 Teams will travel to "away" games by hired bus and will have written permission and indemnity forms signed by parents/guardians returned to the school prior to the bus leaving the school. A teacher will supervise each team.

3.8 For summer sports the children will observe the school's and District Sports Association's SunSmart policies. Summer sports will be held on Friday mornings in first term only.

3.9 Interschool Sport will be a self funded program

4. EVALUATION

4.1 Observation of general enthusiasm and enjoyment shown by children participating in sporting events.

4.2 Observation of team effectiveness and the application of skills.

4.3 'Sporting attitude' evaluation by Physical Education Teacher.

Sub Program	PROGRAM	LEADER
4255	HEALTHY BREAKFAST	Jaiden Vann

1.0 PURPOSE

- 1.1 To provide students with a free healthy breakfast at least 1 day per week
- 1.2 To encourage healthy eating in children
- 1.3 To encourage student to have breakfast every day

2.0 GUIDELINES

- 2.1** The program will give students the opportunity to enjoy a healthy breakfast with their peers
- 2.2** This program will give students the responsibility for starting their day with a healthy breakfast

3.0 IMPLEMENTATION

- 3.1 JSC will assist in the operation of the breakfast club in conjunction with a staff member and student wellbeing officer
- 3.2 Breakfast club will be held at least once a week throughout the school year
- 3.3 The breakfast club will operate from the Hall

4.0 EVALUATION

- 4.1 This will occur through observations of regular attendance of students to the breakfast club

Sub Program	PROGRAM	LEADER
4400	MATHEMATICS PREP - 6	Cassy Hoggins

1. **PURPOSE**

- 1.1 To demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society
- 1.2 To solve practical problems with mathematics, especially industry and work based problems
- 1.3 To develop specialist knowledge in mathematics that provides for further study of the discipline
- 1.4 To see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- 1.5 To be confident in one's personal knowledge of mathematics, to feel able to apply it and to feel able to acquire new knowledge and skills when needed
- 1.6 To be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- 1.7 To develop an understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy

2. **GUIDELINES**

- 2.1 The development of maths through language is essential at all levels.
- 2.2 The development of mathematical concepts will be achieved with the aid of concrete materials throughout Prep – 6 prior to the introduction of abstract concepts.
- 2.3 Mathematical experiences will be designed to encourage the children to perceive underlying patterns, regularities and inter-relationships.
- 2.4 Learning through investigation, problem-solving and co-operative group work will be a focus of the program.
- 2.6 Experience in solving real life problems will be provided at all levels.
- 2.7 Tables and basic number combinations up to 20 will be progressively taught. However, tables will not be taught prior to Year 3.
- 2.8 Calculators and computers will be used throughout the Prep to Grade Six Maths Curriculum.
- 2.9 The Assistant Principal will guide the implementation of numeracy throughout the school.
- 2.10 The PoLT Principles and the e5 Instructional Model will be the basis of the teaching and learning program in Literacy P-6
- 2.11 The staff will continue to receive PL in Early Years and Middle Years as it becomes available or appropriate.

3. **IMPLEMENTATION**

- 3.1 Teachers will be utilise teacher resources including the AusVELS, the Maths Continuum, Maths 300 and Term Planning Documentation and provide detailed information regarding the content and approach of programs to be implemented especially the “Whole, Small, Whole” as in the Early Years Approach.
- 3.2 Teachers will be responsible for the implementation of the program with one hour per day dedicated to the teaching of Mathematics. Three hours per week will be dedicated to the teaching of Number and Algebra concepts
- 3.3 The Assistant Principal will oversee the program, provide support to teachers involved, ensure provision and maintenance of resources, and disseminate relevant information.
- 3.4 Sufficient resources will be provided and maintained.
- 3.5 The Assistant Principal will train all staff in Early and Middle Years Teaching and Learning pedagogy as it applies to Mathematics teaching
- 3.6 Team Leaders will be responsible for the tidiness and operation of the Maths Storeroom
- 3.7 The Early/Middle Years Numeracy Program will continue to be implemented as part of the Teaching and Learning Program within the school.
- 3.8 All staff will be given the opportunity to attend Professional Development related to the implementation of the Early Years Numeracy and Middle Years Maths Program, both school based and external.
- 3.9 Staff will utilise the e5 Instructional Model Learning Journal to track their implementation of this model within their teaching practice.
- 3.10 Alternative models of student grouping and teaching strategies will be further explored throughout 2014 as part of teaching in an open learning environment.
- 3.11 Teaching practice of Numeracy will be continually monitored and improved through mentoring and coaching of teachers by the Assistant Principal, collegiate visits both inter and intra school.
- 3.12 Teaching Practice will be monitored in conjunction with the school Compact and student achievement targets for Numeracy
- 3.13 Targeted teaching groups within a flexible groups environment will continue throughout 2014
- 3.14 As part of the school’s commitment to the improvement in Mathematics Teaching and learning staff will continue the implementation of the Scope and Continuum and learning. This includes using the new AusVELS Numeracy.

4. **EVALUATION**

Evaluation is an ongoing process which will be undertaken in different ways.

Pupil Evaluation

4.1 Each classroom teacher will assess the development of individual children through observation, anecdotal records, Standardised Testing, Early Numeracy Interview, or evaluation checklist booklets which are completed by the end of the year. The children's skills will be assessed twice per year to monitor progress. All Grade 3 and 5 students will sit the NAPLAN. All children will be assessed using a suitable school based testing and the On Demand Testing in Numeracy mid and end of year.

4.2 **Program Evaluation**

The Assistant Principal in consultation with the Team Leaders, will be responsible for evaluation of the overall program and will ensure that any necessary refinements will be made to meet the needs of the teachers, children and the School Compact

4.4 **Maths Week**

This will consist of maths activities highlighting the relevance of maths in real life and will be celebrated through the newsletter.

Sub Program	PROGRAM	LEADER
4500	SCIENCE	Richard Fattibene

1.0 **PURPOSE**

To stimulate, respond to and nourish natural curiosity and questioning in the area of science and to understand the importance of Science from a historical perspective through to new discoveries that will influence our lives both now and in the future.

2.0 **GUIDELINES**

2.1 Within the Science Understanding dimension the focus will be on the overarching conceptual ideas of Science including:

- The nature of the similarities between and the diversity of, living things and their sustainable relationships with each other and their environment
- Concepts related to matter – its properties and uses, and the production of different substances through chemical change
- Concepts of energy and force as a way of explaining physical phenomena
- The place of the Earth in time and space and the interactions between the Earth and its atmosphere
- How scale is important in relating structure to function at microscopic and macroscopic levels

2.2 Within the Science Human Endeavour And Science Inquiry Skills Dimensions, the focus for students will be on experiencing and researching how people work with and through Science. Students will learn to be curious and to use scientific understanding and processes to find answers to their questions. They will design and pursue investigations ethically and safely; generate, validate and critique evidence; analyse and interpret ideas and communicate their findings and ideas to others. They will identify and practise the underlying values, skills and attributes of science.

3.0 **IMPLEMENTATION**

3.1 Where possible, Science AusVELS will be implemented through Integrated Units of Work planned in accordance with the school's Scope and Sequence

3.2 Students will be involved in individual designed scientific investigations on a regular basis

3.3 A Scope and Sequence of required Science learnings at each level will be developed

3.4 Resources to equip a functioning Science program will be built up over time

3.5 Use will be made of digital resources including DoE website

3.1 **EVALUATION**

4.1 An audit of Science teaching and learning practices will be undertaken and recommendations for future Science teaching incorporated into classroom Science teaching programs

Sub Program	PROGRAM	LEADER
4801	Library/Learning Resource Centre	Maggie Dimeski

1. **PURPOSE**

The program aims to encourage teachers, children and parents to use the Learning Resource Centre facilities and to recognise it as a valuable resource. It also aims to:

- Develop in children an appreciation and love of a variety of literature
- Develop their desire to question, research, discover and evaluate topics of interest and importance to them
- Make teachers and children aware of the many different sources of information available to help with research
- Bring to the attention of teachers, parents and children a wide range of new publications as they become available
- Provide ICT access to students to enable them to learn effectively in a digital world

2. **GUIDELINES**

2.1 The Learning Resource Centre contains a wide range of resources - books (picture story, fiction, non-fiction, teacher reference, general reference), maps, pictures, kits and videos, multi-media programs, ICT software and Internet resources etc. Resources are catalogued and repaired as required so that they may be most effectively used.

2.2 Each home group can access the Library to explore the resources and borrow books and other resources as appropriate

2.3 Whole classes or groups of students can access the Library/Learning Resource Centre throughout the day as the need arises for research, literacy/numeracy activities etc. Small groups can be supervised by the library technicians but whole home groups must be accompanied by the teacher.

2.4

Basis of Discretion

This program relates largely to when a teacher has the delegated role of Library Coordinator.

3. **IMPLEMENTATION**

3.1 The Library/Learning Resource coordinator will oversee the day to day running of the facility.

3.2 The home group teacher is responsible for sessions where the whole home group is in the library/learning resource centre.

3.3 When purchasing resources the Library/Learning Resource Centre Coordinator will endeavour to discuss with teachers and to anticipate the book and non-book resources needed to support their classroom programs. Teachers and students may make recommendations.

3.4 Teachers will be made aware of new and current materials through displays in the Library/Learning Resource Centre and/or through announcements at Staff Meetings.

3.5 Library technicians alone will be responsible for the return and borrowing of books from the library using the computerised library system

3.6 Children will be responsible for returning books to the library desk for distribution to shelves by the Library/Learning Resource Centre Coordinator/Technician

3.7 The Library/Learning Resource Centre coordinator may invite parents to help in the facility on various tasks and to view displays of the new equipment and material purchased.

3.8 All new materials across the school curriculum are to be housed in the Learning Resource Centre and processed for the Computer Borrowing System.

4. EVALUATION

The use of the library will be evaluated by:-

4.1 Subjective viewing of borrowing in all areas

4.2 Attitudes and enthusiasm shown by users

4.3 Questioning on the degree of staff and student satisfaction

4.4 User preferences and opinions will be evaluated and considered when implementing new programs

4.5 Proficiency in the use of automated library systems

4.6 Proficiency in computer hardware and software programs by students

Sub Program	PROGRAM	LEADER
4901	INTEGRATED STUDIES	Gina Potter

1. **PURPOSE**

- 1.1 Through the Australian Curriculum – History, Geography and Science and the VELS Humanities Domain, incorporating the strands of Economics, Geography and History as well as the Science/Technology Strands, teachers will plan authentic integrated units of work that develop concepts, attitudes, skills and knowledge that children require in a complex and changing society.
- 1.2 To teach a wide range of thinking skills that enable children to be independent, critical, life-long learners.
- 1.3 To provide children with the opportunity to develop concepts related to their world through a variety of investigations and empirical means.

2. **GUIDELINES**

- 2.1 Within the program, units are arranged into an integrated scope and sequence so that at each year level there is further development of the program.
- 2.2 During Levels 1-3, students will be introduced to basic concepts related to history, geography, economics, science and technology. Each level of Humanities and Science includes a focus statement with standards introduced from Level 3. Specific learning focus statements and standards will be introduced at Level 4.
- 2.3 Through the program, students will learn about their immediate environment and local community and environment. They will be introduced to history and geography of the country and the diversity of culture and environment and scientific and technological investigations. Through structured activities they will learn the concepts of time – chronology and sequencing, change and continuity as well as spatial concepts of location, distance and distribution.
- The Humanities and Science skills dimensions will focus on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about the evidence and presenting information in a variety of ways.
- 2.4 The program will be enriched and supported by research facilities and a wide range of resources within the school's Resource Centre including the Internet.
- 2.5 Direct experience through excursions and incursions are accepted as an important support to the program.

3. **IMPLEMENTATION**

- 3.1 The basic resource used in the program is the Integrated/Thinking Curriculum Scope and Sequence. The children will alternatively study topics in odd and even years.
- 3.2 A variety of approaches are to be used including formal lessons, cooperative group work, Quality Tools and Processes which include Thinking Curriculum activities, integration of topics into discipline and interdisciplinary learnings and project work that caters for a variety of learning styles.

3.3 On Term Planning days, the Integrated Units of Work will be reviewed and refined in line with current teaching and learning innovations.

3.4 Departmental Coordinators will be responsible for the upkeep of their Department files. Copies of planning and documentation is to be kept on Staff Share and a hard copy provided to the Leading Teachers and Assistant Principal.

4. **EVALUATION**

Evaluation techniques used to assess children's learning may include formal and informal testing, observation of children's creative work and contribution to ongoing classroom tasks, questioning of children about their work as well as rubrics, mind maps and lotus diagrams etc..

Sub Program	PROGRAM	LEADER
5101	INTEGRATION	Cassy Hoggins

1. **PURPOSE**

- 1.1 To foster a positive educational environment for the child(ren) receiving Integration support in the regular school.
- 1.2 To ensure support for all staff involved with Integration so that programs can be initiated, implemented, maintained and evaluated.

2. **GUIDELINES**

- 2.1 The program should be relevant to each individual child's needs. (Individualized Education Program)
- 2.2 Parents will be involved as much as possible in the implementation of this program.
- 2.3 Where necessary, advice will be sought from consultants, such as those from; Speech Pathology, Education Psychology, Visiting Teacher Service and outside services such as Austin Hospital School, Royal Children's Hospital and doctors.
- 2.4 Where possible staff will be given the opportunity to attend in-service programs that are applicable.
- 2.5 Annual application should be made for Integration Aides (if applicable) to assist the classroom teacher with the implementation of the Integration Program.

3. **IMPLEMENTATION**

- 3.1 The school will provide educational services that are appropriate to the needs of Integration children through the following:-
 - * Program Support Group meetings.
 - * Consultation with specialists.
 - * Classroom teacher support through employment of Integration Aides.
 - * Regular meetings with staff and parents.
 - All decisions relating to the students' educational progress will be made collaboratively, involving equal participation of all those concerned, and will include shared information, shared decision-making, shared action and shared responsibility.
 - * Assessment shall be continuous and accumulative within the guidelines of DEECD.
 - * Foster current curriculum developments.
- 3.2 The programs will include a wide variety of experiences that are stimulating, challenging, purposeful and comprehensive for the educative and social development of the child.
- 3.3 The services and resources will be to the greatest possible extent, school-based.
- 3.4 A Program Support Group will be formed for each child receiving integration support.
 - 3.4.1 Membership of a Program Support Group will consist of:
 - 1) Parent(s)
 - 2) Parent advocate (where chosen by parent)
 - 3) Class teacher
 - 4) Assistant principal/welfare coordinator
 - 5) Student (where applicable)

Others

- 1) Consultants
- 2) Integration Aide
- 3) Interpreter

They will be responsible to facilitate enrolment, and provide ongoing support for the child(ren) designated to receive Integration assistance.

3.5 An Individualised Education program will be initiated by using the following sequence of steps:

- a) understanding the child
- b) goal setting
- c) program planning
- d) implementation
- e) evaluation

It is the responsibility of the class teacher to design and oversee the Education Program in consultation with the Integration Teacher and Integration Aide.

4. **EVALUATION**

Evaluation will be accumulative and continuous through the following criteria:-

a) Diagnostic Testing

b) Annotated Work Samples

Samples of work that show progress towards set goals

Sub Program	PROGRAM	LEADER
5201	STUDENT WELLBEING/BEHAVIOUR	Cassy Hoggins

1. PURPOSE

- 1.1 To provide an orderly, safe and secure environment for students conducive to positive learning.
- 1.2 To develop self-discipline and confidence amongst all students.

2. GUIDELINES

- 2.1 In preparing children to take their place in society, opportunities to develop increased responsibility for their behaviour, need to be provided within the constraints necessary to maintain order and safety.
- 2.2 In cases of misbehaviour, logical consequences will be applied. Positive results are more likely to occur when the connection between the behaviour and the consequence is understood by the child. Children must accept that there will be consequences, if they choose to misbehave or infringe upon others' rights.
- 2.3 The program recognises the need to prevent misbehaviour occurring. Inherent in this belief are the following conditions.
- 2.4 Parents, teachers and support staff shall cooperate so that the welfare concerns of children are addressed, and both parents and teachers share the responsibility of assisting children with identifying welfare matters.
- 2.5 Students should have a positive self image.
- 2.6 Within cultural and social differences there is a set of mutually acceptable values and attitudes to be developed.
- 2.7 The program will be based on mutual respect and have regard to the rights and responsibilities of those involved.
- 2.8 The importance of the school as a safe, caring and stimulating educational environment for children ought to be reflected in the quality of the relationships which develop between teachers and pupils.
- 2.9 Students should be able to develop skills confidently.

3. IMPLEMENTATION

- 3.1 The School Compact 2014 will focus on Student Wellbeing utilising the DEECD Community Code of Conduct and the School's Community Code of Conduct
- 3.2 A School Code of Conduct will be will be sent home to all families enrolling at the school. It will also be available at the general office to parents on request.
- 3.3 Support will be provided for children with educational, social, emotional, personal and medical problems through the Student Wellbeing Officer, Educational Psychologist, Speech Pathologist and School Nurse

- 3.3 The Assistant Principal as the Pupil Welfare Coordinator will be responsible for coordinating pupil welfare and behaviour and liaising with support services and parents.
- 3.5 “At Risk” forms will be completed by class teachers to assist in identifying the needs of students. The co-ordination of these forms will be the responsibility of the Student Welfare Coordinator.
- 3.6 All students will participate in a “Start Up Program” at the start of the school year. During this program guidelines will be developed by each grade for class values, principles and consequences.
- 3.7 Through the implementation of Blooming Great Kids incorporating PATHS, and other school based programs, the children’s micro-social skills will be developed
- 3.8 All students will be taught to identify and deal with instances of bullying
- 3.9 The School’s Social Skills Program “Blooming Great Kids” that includes PATHS and You Can Do It concepts will continue to be implemented to develop students’ resilience and social/emotional development

4. EVALUATION

- 4.1 Observation by parents, teachers and the general community of the conduct of children within and outside the school environment i.e. corridors, classrooms, sports, excursions, special events, etc.
- 4.2 Formal “At Risk” forms, Behaviour Contracts, Pupil Behaviour Register, class reports, departmental staff meetings, etc.
- 4.3 Parent Opinion Survey.
- 4.7 5/6 Student Attitude to School Survey
- 4.8 CASES21 Student Administration to be utilised to track and monitor incidents of student misbehaviour
- 4.9 Student Bullying surveys to be conducted and evaluated twice yearly
- 4.10 Student Playground Data will be collated and shared with staff

Sub Program	PROGRAM	LEADER
5250 5251	K-P TRANSITION 6-7 TRANSITION	Ann Tarasiuk Charlie Hoyne

1. PURPOSE

To provide opportunities for:-

- 1.1 The parents of new preps to become familiar with the school, its programs and its organisation. The parents of grade 6 children to become familiar with secondary school programs and organisation.
- 1.2 The parents to gain helpful ideas to prepare their children for school.
- 1.3 The transition children to become familiar with the school and the teachers.
- 1.4 The teachers to meet the transition children and their parents.

2. GUIDELINES

- 2.1 Prep and year 7 enrolments will be taken as early as practical - usually August.
- 2.2 Children will take part in a planned transition program which will include a school tour. Grades 5 & 6 children will tour 2 local secondary colleges, upon invitation and at the Grade 5/6 Department's discretion
- 2.3 Opportunities will be provided for parents and teachers to talk together.
- 2.4 The programs will be arranged after consultation with the two local preschool teachers and secondary college teachers.
- 2.5 A booklet and appropriate handouts will be provided to the parents giving detailed information about children starting school. Grade 6 children will receive detailed information about the college they will attend.
- 2.6 Prep Children will begin school at least one day after the children in years 1 - 6.
- 2.7 Prep children will not attend on Wednesdays for the first four weeks unless required for testing appointments.

Basis of Discretion

This program may be modified if there are insufficient non-teaching staff to manage it effectively.

3. IMPLEMENTATION

- 3.1 Preschools will be contacted in July to discuss the transition program and regular contact throughout the school year will be maintained through the K-P transition group.
- 3.2 Enrolments will be requested through the newsletter and local preschools in the 3rd term. The school secretary will personally enrol the children whenever possible and briefly interview the parents.

- 3.3 Storytime sessions will be introduced at the beginning of Term 3 for 3 sessions of 45 minutes. These sessions will involve songs, games, stories and storytelling and craft activities.
- 3.4 Letters will be sent home inviting the children who are enrolled and their parents to the school stating times and dates.
- 3.5 The program will take place during November and early December.
- 3.6 Parent information sessions will run concurrently with the Prep Transition class program. Topics will include school readiness, child development and school culture.
- 3.7 A letter from the child's Prep teacher will be sent home at the end of the school year, advising them of starting times, dates, etc.
- 3.9 Prep children will arrive at ten minute intervals on the first day to allow the teacher time to welcome each child and parent individually.
Grade 6 children will visit their secondary college for an Orientation Day during December.
- 3.10 Year 6 teachers will liaise with secondary teachers about placement of students.
- 3.11 The Integration Coordinator will ensure the smooth transition of integration students.

Sub Program	PROGRAM	LEADER
5350	JUNIOR SCHOOL COUNCIL	Jaiden Vann

1. PURPOSE

- 1.1 To involve children in the democratic process.
- 1.2 To provide opportunity for input of ideas and opinions in the running of the school.
- 1.3 To enable children to develop and exercise their leadership skills.
- 1.4 To provide students with the understanding of the importance of leaders as good role models and citizens

2. GUIDELINES

- 2.1 This program will give children the opportunity to be a part of the decision making process.
- 2.2 This program will provide input to the wider (senior) School Council process.
- 2.3 It gives children some responsibility, under the guidance of a staff member, for decisions made within the school affecting them.

3. IMPLEMENTATION

- 3.1 There will be a representative from each Middle and Senior grades, elected by the students (with consideration to gender balance).
- 3.2 The Junior grades will have a representative from either the Upper or Middle Department who will report to them when required.
- 3.3 The two School Captains will be ex officio members.
- 3.4 Regular meetings of Representatives from grades.
- 3.5 Involve all grade representatives in activities, ideas, fundraising and allocation of funds.
- 3.6 All Junior School Council Members will support the operation of the Breakfast Club one day per week
- 3.7 All Junior School Council Members will participate in a celebration breakfast outing at the end of the breakfast club year.

4. EVALUATION

- 4.1 This will occur through observing the participation in activities organised by the children and the outcomes of these activities.

Sub Program	PROGRAM	LEADER
5501	EMPLOYEE HEALTH (OH&S)	Melinda Serratore

Purpose:

- 1.0 A healthy and safe working environment is vital to the successful functioning of our school. Promotion and maintenance of a safe working environment is a responsibility shared by all.

Guidelines:

- 2.1 To ensure that appropriate standards of workplace safety are maintained at all times.
- 2.2 To raise the profile of Occupational Health and Safety issued within the school.
- 2.3 To create a team approach to health and safety issues.
- 2.4 To prevent accident, injuries and disease in the workplace.
- 2.5 To ensure SunSmart practices are complied with by staff and students

3. Implementation:

- 3.1 Occupational Health and Safety is a shared responsibility of the School Council and all staff. School Council will provide funds to ensure that the appointed workplace Occupational Health and Safety representative receives the appropriate training and accreditation.
- 3.2 An Occupational Health and Safety Committee will be established and it will meet at least once per term.
- 3.4 Adequate resourcing will be available to ensure that the workplace meets the appropriate Occupational Health and Safety standards.
- 3.5 The Occupational Health and Safety representative and principal will conduct regular 'walk through' safety audits using checklists contained on pages 38-50 of the 'OH&S Guidelines – Support Material for Schools' document and draft reports for OH&S committee to act upon.
- 3.6 Issues relating to OH&S, eg building/grounds works, sun safe practices etc will be communicated to all staff via the weekly bulletin, public address announcements, staff meetings etc.
- 3.7 Staff will be expected to comply with the appropriate dress code as outlined in the Staff Handbook as per requirements of the Occupational Health and Safety Act 2004 and DEECD/Cancer Council recommendations
- 3.8 Regulations relating to the correct use of equipment and substances will be communicated to all staff and adhered to.
- 3.9 The required number of first aid trained personnel will be maintained at all times.
- 3.10 All accidents and incidents will be investigated and reported to the School Council president and other appropriate authorities.
- 3.11 A formal process of reporting, recording and investigating incidents, including a First Aid Register and a Hazard Alert Register, will be adhered to and maintained.

- 3.12 WorkCover and rehabilitation issues are to be referred to the Principal or Return to Work Coordinator as necessary.
- 3.13 Victorian WorkCover Authority field officers are welcome at our school. Any resulting Improvement Notices or Prohibition Notices will be complied with, and reported immediately to the DE&T Occupational Health & Safety Unit.
- 3. Evaluation:**
- 4.1 An annual Occupational Health and Safety review will be conducted by the appointed representative in consultation with the Principal and nominees from the OH&S committee or after any serious incident.
- 4.2 The outcomes of this review will be included within the Buildings and Grounds committee's report to School Council and the community. This policy will be reviewed as part of the school's annual review cycle.

Sub Program	PROGRAM	LEADER
5504	FIRST AID	Julie Robertson Maggie Dimeski

1. PURPOSE

To provide the duty of care owed to students in relation to first aid, with staff able to administer first aid when necessary within the limits of their skill, expertise and training.

GUIDELINES

- 2.1 All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.
- 2.2 A whole school approach to implementing first aid procedures is implemented throughout the school.
- 2.2 All staff will be trained to an appropriate level of first aid to deal with minor accidents or illnesses.
- 2.3 Parents will be informed by phone or letter of an illness or injury determined to be more than minor.
- 2.4 Records will be kept through a minor register and/or major accidents requiring notification via CASES injury management system.
- 2.5 First Aid supplies will be provided within the first aid room, bum bags for teachers on yard duty, individual classroom supplies and kits for excursions/camps.
- 2.6 Staff expertise will be updated in basic first aid and specific medical knowledge (eg treatment of asthma, epilepsy, Anaphylaxis, CPR etc).
- 2.7 Students requiring medication will be assisted by staff where the student's continued attendance at school is dependent on this therapy.
- 2.8 The WorkSafe Compliance Code – First Aid in the Work Place will provide the basis of First Aid Procedures at Lalor Gardens Primary School.

3. IMPLEMENTATION

- 3.1 One or more members of staff be allocated responsibility for the overall organisation of all first aid, sick bay supervision and the maintenance of first aid supplies (cabinet, classroom supplies and excursions/camps kits)
- 3.2 All ES staff and key teaching staff (Assistant Principal, PE teacher, Camp Coordinator etc) will be maintained at Level 2 First Aid qualifications
- 3.11 All staff will have current CPR and Anaphylaxis training
- 3.12 A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a cupboard in the first aid room.
- 3.13 First aid kits will also be available in each wing of the school, as well as the staff room and administration offices

- 3.14 Supervision of the first aid room will form part of the daily ES duty roster. Any children in the first aid room will be supervised by a staff member at all times
- 3.15 To assist teachers, parents and guardians will be expected to supply medication in a container that gives the name of the student and the time it is to be given. The name of the medication should be clearly marked on the container.
- 3.16 The use of analgesics will only be provided to students with permission of the parents/guardians and be issued by designated member of staff
- 3.17 Individual Management Plans are to be implemented for students with specific health issues eg: Asthma, Diabetes, Hepatitis and Anaphylaxis, within the guidelines of The WorkSafe Compliance Code – First Aid in the Work Place. These incorporate the use of medications for relief and/or prevention of asthma and other health issues.
- 3.18 For Asthma sufferers, the “puffer” will be used in conjunction with a “spacer” to assist with fast and more effective delivery of the reliever medication.
- If a nebuliser pump is to be used, the parents/guardians will need to negotiate with the principal for at least two willing staff members to be trained in the operation of the pump
- 3.19 All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room
- 3.20 A confidential up-to-date register will be kept of all injuries or illnesses experienced by children that require first aid
- 3.21 All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- 3.22 Minor injuries only will be treated by staff members on duty, while more serious injuries- including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
- 3.23 Any children with injuries involving blood must have the wound covered at all times.
- 3.24 No medication including headache tablets will be administered to children. Parents will be notified for the child to be taken home if the headache continues
- 3.25 Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians will be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child’s head, face, neck or back will be reported to parents/guardian.
- 3.26 Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported on CASES 21 Student Administration.
- 3.27 Parents of ill children will be contacted to take the children home.

- 3.28 Parents who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.
- 3.29 All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- 3.30 All school camps will have at least one Level 2 first aid trained staff member at all times.
- 3.31 A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- 3.32 All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- 3.33 All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- 3.34 A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- 3.35 At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.

4. EVALUATION

- 4.1 The availability and easy access for staff of adequate first aid supplies within the first aid room, classroom supplies and excursion/camping kits.
- 4.2 The number of staff trained Level 2 First Aid and CPR
- 4.3 The efficiency of the first aid procedures at the school
- 4.4 Reporting practices to parents, DEECD (Student Absence and Accident Data)

Sub Program	PROGRAM	LEADER
5509	STAFF HEALTH & WELLBEING	Pamela Walker Caterina Trajcevski

1. Purpose:

1.0 Our staff is our most valuable resource. Their health and well-being is important to us as individuals as well as vital in the optimum delivery of programs for students.

2. Guidelines:

2.0 To develop a staff that values their individual health and well-being, and who are aware of ways to improve their health and well-being, and are provided with the programs and support that will enable each individual to perform both mentally and physically at their very best.

3. Implementation:

3.1 A Health & Well-Being team will be formed each year with the purpose of developing and implementing a strategic plan for the support of staff health and well being across the school.

3.2 All staff will be provided with the opportunity to negotiate role descriptions and personal professional development plans that cater for their individual needs.

3.3 Communication processes throughout the school will be reviewed regularly, with all staff consulted on decisions that affect their daily working lives.

3.4 Staff will be encouraged to pursue employment opportunities such as leadership programs, International Teaching Fellowships, Sabbatical leave, Flexible Work options, study leave etc.

3.5 An active Occupational Health and Safety committee will ensure that staff working conditions comply with acceptable standards, codes of conduct and practices.

3.6 A social committee will organise regular social events, at least one weekend away for all staff per year, and bus trips to major sporting or entertainment events as part of its responsibilities.

3.7 At least one meeting free week will be scheduled per term.

3.8 Public recognition will be given to celebrate the achievements and efforts of staff.

3.9 The annual staff opinion survey will be dissected and analysed by the Health and Well-Being committee with recommendations being made to the principal for consideration.

4. Evaluation:

4.0 This policy will be reviewed as part of the school's annual review cycle.

Sub Program	PROGRAM	LEADER
6050	CONTRACT CLEANING	Cassy Hoggins
6051	CLEANING/SANITATION	Cassy Hoggins

1. PURPOSE

To maintain a clean and attractive environment through an established routine of cleaning duties with emphasis placed on safety, hygiene and security.

2. GUIDELINES

- 2.1 The school will call tenders and select the most appropriate contractor from those applying for the cleaning contract work. The School Council, however, may grant an extension of the current cleaners' term of contract for subsequent years in line with DEECD protocols.
- 2.2 The school shall apply pre selection criteria to applicant firms in order to select the most suitable firm should new tenders be called.
- 2.3 The school will pay the cleaner only against invoices which are to be presented monthly.
- 2.4 The school will purchase and maintain a stock of toilet materials including toilet paper, liquid and cake soap, paper towels and urinal disinfectant blocks as required.
- 4.8 The cleaner will provide all necessary equipment and other cleaning requirements/consumables. The Assistant Principal will be responsible for ordering of other required cleaning consumables.
- 4.9 External glass and external buildings have been included in the Cleaners' responsibilities.
- 2.7 The toilets and drinking areas shall receive special attention to ensure adequate hygiene.
- 2.8 Special attention will also be paid to areas of entry and exit.

3. IMPLEMENTATION

- 3.1 The Assistant Principal will coordinate the cleaning program.
- 3.2 The cleaning program will be followed as part of the Cleaning Contract.
- 3.3 The cleaners will be responsible for the opening and closing of the school unless prior arrangements are made with the Principal.
- 3.4 Duties for both Normal and Low Use areas will be in accordance with Schedule B of the School Cleaning contract designated as Daily Routine, Weekly Routine, Term Vacation Routine and Annual Cleaning.

4. EVALUATION

- 4.1 Evaluation of this program will be an on-going process using several approaches including daily observation by the school community of the security and cleanliness of the school, remarks made by visitors and an assessment of the general atmosphere of the school.

The effectiveness of the program will be indicated by information received by the principal and through the principal's own assessment during supervision.

Sub Program	PROGRAM	LEADER
6101	Urgent Works	Anne Hulett
6201	Planned Maintenance	
6401	Inspections	
6501	Ground Works	
6601	Other Works	

1. PURPOSE

To maintain and improve the buildings and grounds. To maintain and promote a safe and aesthetically pleasing school environment.

2. GUIDELINES

- 2.1 The Buildings and Grounds Sub-committee of School Council will assume responsibility to implement the Buildings and Grounds Program Budget.
- 2.2 To achieve the Programs objectives, continual examination of the following areas needs to be made; oval, playground equipment, garden areas - including mulching, building maintenance, lawn areas, fencing, hard court areas, pathways etc
- 2.3 Where appropriate it will be the responsibility of the principal on behalf of the council, to appoint contractors to maintain and/or repair damage to the school's buildings and grounds. It will also be the responsibility of the principal to report instances of vandalism to the appropriate authorities.
- 2.4 The program will meet the cost of contract maintenance and repairs as necessary.
- 2.5 An inventory of equipment and materials in the school should be maintained and updated on a regular basis in line with DEECD OH&S protocols

3. IMPLEMENTATION

- 3.1 The Buildings and Grounds Committee will present to School Council a maintenance and development plan for 2014. Monthly reports at School Council Meetings that will inform Council members of progress and work undertaken.
- 3.2 The following works will be completed subject to government health and safety regulations. e.g.
 - 1) Storage of garden equipment, mowers etc. in a Shipping Container to be purchased.
 - 2) Maintenance and provision of garden equipment.
 - 3) Landscaping and planting of trees/shrubs where needed.
 - 4) Playground equipment – Relocation of P-2 equipment to the east end of the school
 - 5) Mulch under play ground equipment.
 - 6) Sand - sand pit, long jump
 - 7) Renovation of the Blue Room into a music room
 - 8) Perimeter fencing as required
 - 9) Relocation of the Sand pit to the eastern end of the school
 - 10) Glass tinting to reduce glare
 - 11) Air-conditioning to be installed in one area of the school where possible
- 3.4 Hire of a handyman for garden and ground maintenance on a needs basis

4. EVALUATION

- 4.1 Observation of the use of playground facilities used by children.
- 4.2 Opinions, views and comments made by school community members and visitors.
- 4.3 Accident Register information.

Sub Program	PROGRAM	LEADER
7001	ADMINISTRATION	Anne Hulett

1. **PURPOSE**

The Administration Program provides support for the achievement of school policies and those of the Department of Education. Therefore its purpose is:

- 1.1 To effectively manage and employ all available resources to implement the goals and priorities of the Lalor Gardens Primary School Strategic and Annual Implementation Plans/School Compact in accordance with State Education Policy.
- 1.2 To ensure ready access to both financial and professional information relevant to good decision making.
- 1.3 To ensure that effective communication procedures operate.
- 1.4 To arrange secretarial services such as typing and recording.
- 1.5 To maintain equipment and plan for future needs
- 1.6 To provide organisation and co-ordination of school routines.

2. **GUIDELINES**

The major administration functions will be performed by the Principal and Assistant Principal. Other senior staff, besides their grade teaching responsibilities will lead departments and provide curriculum co-ordination and pastoral care, and when applicable assist in the organisational administration of the school. The principal will adopt a consultative decision making process, by seeking advice from the appropriate committees and personnel.

Regular meetings involving whole staff, curriculum committees and department areas will play an essential part in the communication process as well as in curriculum and professional development. The program should provide organisation of school procedures, routine maintenance items, secretarial services, financial accounting and maintenance of school records.

Educational Support staff, consisting of office staff and integration aides form an integral part of the staff team to facilitate the smooth operation of the school.

The School Strategic and Annual Implementation Plans will be the school's key accountability document.

3. **IMPLEMENTATION**

- 3.1 Achievement of the school's targets will be a major objective of the school to ensure administration practices and procedures are of the highest standard.
- 3.2 Allocation to and documentation of staff roles and responsibilities at the beginning of the school year.
- 3.3 Provision of a variety of communication structures including Meetings, Records, Bulletin, Minutes of Meetings, Curriculum Memos, Newsletters, Calendar of Events and Term Planners.

- 3.4 The Assistant Principal to co-ordinate activities such as Parent/Teacher Interviews, Curriculum Evenings, Circulars and Special Parent Occasions. All staff members will undertake a contributory role in this aspect of the program.
- 3.5 Provision of a Personal Professional Development Plan and incorporating whole school and personal needs via a system of school-based in-service activities and externally organised programs (Region initiated, District Network etc.)
- 3.6 Delegation of responsibilities to provide for student safety (including first aid), medical and para-medical support services, pastoral care and welfare assistance.
- 3.7 Computerisation of Accounts and Staff/Student records. Data provided for these well established procedures will continue to facilitate the functions of reporting, organisation and planning. Word processing of documents will be undertaken, particularly those requiring annual reviews e.g. Program Budgets, Roles & Responsibilities Handbook.
- 3.8 Yearly update of Staff Handbook, Staff Roles and Responsibilities, Program Budget and Starting School Handbook with their respective organisational procedures.
- 3.9 Opportunities will be provided for school community input regarding the effectiveness of aspects of the program, through the Annual Parent Opinion Survey.

4. EVALUATION

- 4.1 Evaluation will be ongoing and both subjective and objective based on feedback from all elements within the school community. Separate surveys will be administered mid year to parents and teachers using the Questionnaires designed by the Office of School Review. The auditor's report will provide feedback on the school's accounting program and procedures for internal control. Staff and School Council Meetings as well as Parent Occasions will provide forums for additional feedback to occur.

Sub Program	PROGRAM	LEADER
7010	PROFESSIONAL DEVELOPMENT	Anne Hulett

1. PURPOSE

Professional Development at Lalor Gardens Primary School aims to:

- 1.1 Develop knowledge, understanding and skills in new areas.
- 1.2 Develop awareness of new methods, materials and ideas in all areas.
- 1.3 Evaluate existing programs in the light of new information.
- 1.4 Assist in bringing about change.
- 1.5 Ensure that all staff members are kept up to date with new policies, initiatives and programs, and the implementation of them where applicable.

2. GUIDELINES

- 2.1 The Principal will coordinate Professional and Curriculum Development within the school.
- 2.2 The Principal and Leadership Team will through assessing the success of the Strategic and Annual Implementation Plans/School Compact, and the Performance Management System will determine to the professional development needs of the school and individual teachers.
- 2.3 Teachers will be provided with opportunities for relevant professional development as part of their Personal Professional Development Plans incorporating Charter goals and priorities, whole school focuses and DEECD initiatives and personal Professional Development needs.
- 2.4 The program will include:-
 - 2.4.1 Three Curriculum Days, the dates to be approved by the school council.
 - 2.4.2 Weekly professional learning sessions after school organised by the management team
 - 2.4.3 In-service opportunities provided external to the school, both during and after school hours.
 - 2.4.4 Utilising the National Partnerships funding to engage a Consultant to focus on improvement of teacher practice in Literacy/Numeracy

3. IMPLEMENTATION

- 3.1 The Professional Development Coordinator will oversee the planning of all Professional Development Programs in 2014.
- 3.2 It will be the responsibility of the Professional Development Coordinator to consult with staff and carry out the following:-
 - 3.2.1 Determine the professional development needs of the school and staff.
 - 3.2.2 Develop a list of long and short term priorities concerning those needs.
 - 3.2.3 Plan the best means whereby the needs may be met through in-service.
 - 3.2.4 Develop proposals for the implementation or review of DEECD initiatives.
 - 3.2.5 Help curriculum coordinators and their departments develop action plans.
 - 3.2.6 Facilitate the planning and running of Curriculum Days, after school sessions and resulting follow-up sessions.
 - 3.2.7 Set the guidelines for the use of CRT days allocated for professional development in line with school and individual needs.
 - 3.2.8 Evaluate the program at the end of the year.
 - 3.2.9 Use the evaluation program to set broad goals for the following year.

- 3.3 Combine professional development with other schools where appropriate.
- 3.4 The Professional Development Coordinator will ensure that relevant satellite professional development programs are taped and made available for staff use.

4. **EVALUATION**

The evaluation would be based on the feedback, responses from staff that the program had met the needs of its purpose, and broad guidelines. The kind of feedback will be determined by the coordinator via the Steering Committee. Consideration will also be given to comments made in mid year reports written by Curriculum Coordinators.

Sub Program	PROGRAM	LEADER
8301	CAMPING/OUTDOOR ACTIVITIES	Charlie Hoyne

1. PURPOSE

The camping program should provide the students with the opportunity to gain experience, knowledge and a sense of achievement through a variety of challenging situations involving contact with the natural environment. Emphasis will be on providing children with a knowledge of the basic skills needed for personal safety management in an out-of-doors environment which will serve as a basis for recreational pursuits in suitable surroundings.

To invite and encourage all students to participate and to develop their social and physical skills in a variety of outdoor situations away from their home environment.

2. GUIDELINES

- 2.1 The program will promote an appreciation of outdoor adventure experiences and an awareness of the natural environment.
- 2.2 Students will be provided with the opportunity to develop confidence in their ability to cope with an environment differing from the home area.
- 2.3 Development of co-operation between members of a group dealing with situations involving the natural environment.
- 2.4 There will be opportunities for students to develop basic personal safety management in a changing environment.
- 2.5 Activities experienced will assist in the acquisition of outdoor education skills.
- 2.6 Activities may assist students by providing a basis for future outdoor recreational activities.
- 2.7 Students will be exposed to a variety of social skills that may assist them to improve their social etiquette.

3. IMPLEMENTATION

- 3.1 Students will be given the opportunity to participate in camping/outdoor programs at year 3, 4, 5 and 6
- 3.2 The 3/4 and 5/6 groups should plan venues a year ahead in order to secure venues at an appropriate time.
- 3.3 Where possible the venues for the programs should consider alternating between locations.
- 3.4 The range of experiences will include - safety, navigation, bush walking, camping, outdoor sports, passive recreation activities, and environmental studies.
- 3.5 The area team leaders will be responsible for the planning of the camping programs.
- 3.6 Instalment payment plans will be implemented for the payment of camp fees early in the school year

4.

EVALUATION

Feedback from parents, students and teachers observations to be noted. Camp organisers will make an evaluative report on the effectiveness of each camp.

Sub Program	PROGRAM	LEADER
8401	EXCURSIONS	Team Leaders

1. PURPOSE

- 1.1 To provide a variety of experiences in stimulating environments as an essential part of the learning process.
- 1.2 To provide excursions that assist in the academic development of children and offer the opportunity for growth in the areas of co-operation, independence and responsibility.
- 1.3 To provide excursions that are organised so that all children are given an opportunity to participate.

2. GUIDELINES

- 2.1 Excursions should provide essential learning experiences in various areas of the curriculum.
- 2.2 Parents assisting with excursions are included in the pupil ratio but are not permitted to bring small children.
- 2.3 The respective team leader will oversee the costing and planning of excursions.
- 2.4 Whenever appropriate, provision is to be made for parents to participate in all excursions.
- 2.5 Excursions can be on a year level or school department level or whole school level, depending on need.

3. IMPLEMENTATION

- 3.1 Permission notes and a list of emergency phone numbers must be taken by all teachers in attendance.
- 3.2 A first aid kit and a mobile phone must accompany each excursion.
- 3.3 A completed excursion organisation form together with a list of children participating in an excursion must be left at the office, as well as organisational details re: left overs, prior to departure.
- 3.4 There will be a maximum of two paid excursions for the year plus an end of the year whole school or department excursion.
- 3.5 All children will wear a school identification card and a school uniform unless an exception is granted by the Principal.
- 3.6 Coordinators organizing excursions are to ensure that all costs associated with the excursion are met within the budget established for each excursion.
- 3.7 The Excursion Program will be self funded. Alternative arrangements for payment of excursions for individual students in need may be made in consultation with the Principal.*

3

EVALUATION

An evaluation should be completed after each excursion within the classroom. This should include relevant data which will be used to indicate the effectiveness of the excursion. Children's observations may also be provided. These will also be housed in a folder in the staffroom to provide all staff with information on the excursions effectiveness.

Sub Program	PROGRAM	LEADER
8501	School Based Activities/Visiting Artists	Bev Guest

1. PURPOSE

- 1.1 To give children an opportunity in their educational studies to see professional artists presenting shows involving drama, dance, music, puppetry, etc as well as being involved in whole school and area specific activities linked to classroom curriculum programs.
- 1.2 To ensure that children have these opportunities by arranging for performers to visit the school.

2. GUIDELINES

- 2.1 All children will be given the opportunity to attend.
- 2.5 Visiting Performers can be organised by Specialists and Departments as required by their specific teaching and learning programs. However, whole school performances are booked by the Performing Arts Coordinator.
- 2.3 Programs will be chosen for their quality but consideration will be given to keeping the costs at a level which is acceptable to the school community.

3. IMPLEMENTATION

- 3.1 Prior to Visiting Performers being booked, they must be approved by the Performing Arts Coordinator.
- 3.2 The Performing Arts Coordinator will ensure that any proposed Visiting Performers are booked as early as possible even a year ahead so that they are spaced between other activities involving a cost and to allow teachers to include them in their planning where appropriate
- 3.3 School wide visiting artists program will be one performance per semester except in a school production year when only one performance can take place in semester 1.
- 3.4 In the event of any accidents, normal school first aid processes are to be applied

4. EVALUATION

The program will be evaluated based by the Performing Arts Coordinator, Specialists and/or Departments to ensure that the programs were worthwhile and relevant to the classroom/specialist program. Children's enjoyment, participation, interest level will be monitored and follow up in the classrooms will be evaluated. Staff feedback will also be utilised to evaluate the effectiveness of visiting performers in enhancing the curriculum programs of the school.

Sub Program	PROGRAM	LEADER
8601	TEACHER ABSENCES (CRTs)	Anne Hulett

1.0 PURPOSE

1.0 To provide continuity of classroom and specialist teaching programs in the absence of the classroom teacher

2.0 GUIDELINES

2.1 All children have a right to continuity of classroom and specialist curriculum programs as part of their schooling

2.2 Teachers who are absent can expect to have their teaching role undertaken by a replacement teacher

3.0 IMPLEMENTATION

3.1. The school will utilise the funding provided by the Department of Education and Training (DEECD) to fund CRT replacement

3.2 Additional funds when available will be allocated to the CRT budget to supplement the amount provided by DEECD

3.3 The Business Manager is responsible for the management of the CRT program

3.4 Teachers are expected to give as much advance notice of absences as is reasonably possible to enable a replacement teacher to be employed

3.5 In the event of the unavailability of any CRT, the grade will be split amongst the other grades within the area as applicable

3.6 Teachers are expected to ensure that a record of the daily work program is available for the CRT to ensure continuity of program implementation. Where the work program is not at school, the teacher is expected to fax or email the school with a copy of the program

3.7 The Principal will be responsible for the monitoring of the CRT budget

3.8 If funds allocated to the budget in any one year are insufficient to cover CRTs then grades will be split amongst other grades in the area

4.0 EVALUATION

4.1 The Principal will evaluate the program including both certificated and non certificated leave as part of the school's annual reporting processes

4.2 The level of school based supplementation to the Teacher Absences budget will be reviewed on a yearly basis to ensure appropriate coverage is maintained

Level 5 Code	PROGRAM	LEADER
8801	ACCOUNTABILITY & REPORTING	Cassy Hoggins

1. PURPOSE

It is necessary to inform parents of the progress and development of their child(ren). This will enable teachers and parents alike to be fully aware of a child's education.

To inform parents and DEECD of the school's progress in relation to the Charter goals and priorities.

2. GUIDELINES

- 2.1 Parents will be informed as to the development and progress of their child(ren) on a regular basis.
- 2.2 The school will encourage parents with concerns to make contact with the school.
- 2.3 Information sessions will be held to allow parents to become more familiar with the school and its policies and programs
- 2.4 The school will give parents the opportunity to meet with their child(ren)'s classroom teacher on a formal and informal basis.
- 2.5 Parents need to be aware of and agree to adhere by the Lalor Gardens Primary School Code of Conduct Policy Statement.
- 2.6 An Annual Report will be compiled in line with DEECD guidelines and requirements. A Triennial Review will be undertaken every three years. These documents will be made available to the parent community.

3. IMPLEMENTATION

- 3.1 The school will contact parents individually on important matters relating to their child(ren).
- 3.2 A weekly Newsletter will be distributed to all families having children enrolled at the school, to inform parents of important school happenings and events.
- 3.3 The development and progress of children will be communicated to parents by:
 - Getting to Know You interview – Term 1
 - Written Report – Term 2
 - Student Led Conference – Term 3
 - Written Report – Term 4
- 3.4 In term 1, the February Interview will enable the teacher and parents to meet and exchange information about the child whilst getting to know each other.

In term 2, a written report will be provided, and Parent Teacher Interviews conducted, where parents will hear about their child's social and academic program and development

The Term 3 Student Led Conference will be an opportunity for the child supported by the teacher to share their portfolio with their parents.

In terms 4, a written report will be sent home to parents on their child's social and academic progress and development.

A copy of the student's June and December report will be retained by the school and filed in the child's individual file. A copy will also be kept on the Curriculum File Server.

- 3.5 Interpreters will be available to assist with interviews in February and Student Led Conferences in September if requested by parents. Translators will be available to read through reports with parents in June and December.
- 3.6 The Parent Information and Code of Conduct Books will be issued to all new families. These will be reviewed on a yearly basis.
- 3.7 A prep orientation program will be organised for term 4. The school will notify persons involved.

4. EVALUATION

- 4.1 Responses from parents with regard to information sent to them will assist in determining the success of the program.
- 4.2 Results from the Parents and Staff Survey will be used.
- 4.3 Triennial Review Verification Report from External Reviewer
- 4.4 Response to use of Interpreters

Sub Program	PROGRAM	LEADER
8850	PARENT COMMUNICATION	Cassy Hoggins

1. PURPOSE

- 1.1 To build a better relationship between the child, the home and the school.
- 1.2 To provide parents with a better understanding of the school's program.
- 1.3 To ensure that the school is seen as an integral part of the local community.
- 1.4 To provide avenues for parents to fully participate in the school's decision-making process.
- 1.5 To enable parents to become more aware of school programs and events so that they will develop a greater understanding of the school and thus create a better relationship between the child, the home and the school.

2. GUIDELINES

- 2.1 To show parents the value of their contribution to their child's learning.
- 2.2 As we have many children at our school who come from Non English Speaking Backgrounds correspondence sent home to parents will be written in simple terms which will be easily understood. Where possible important communications with parents eg. (National Testing results, camp notes) will be sent in the language of those families who do not read English.
- 2.3 The school will inform parents of special events and happenings within the school.

3. IMPLEMENTATION

- 3.1 Parents are actively encouraged to take part and assist in various curriculum areas, e.g. Reading or as guest speakers on set topics.
- 3.2 During the year, Open Days/Nights are held when parents and other visitors may visit the school and attend information sessions presented by teachers, e.g. Transition Programs, Health and Human Relations, Home Reading, Parent/Teacher Interviews.
- 3.3 Information disseminated through Newsletters, Monday morning assemblies, home visits, Parent Information nights, Parent/Teacher Interviews, special notices, school calendar etc.
- 3.4 Invitations extended to parents via Newsletter and at Monday morning assemblies, to special events.
- 3.5 Use of the Directorate's translation service and private interpreters/translators to translate notes and important information for parents of EAL children.
- 3.6 The Parent Education Programs will be run Parent Helpers, Positive Parenting Program when needed and if there is sufficient interest.
- 3.7 The school plans to hold a whole school event each term
- 3.8 Parents with children in grade six will be notified in August regarding secondary education for their children.

3.9 Parents will be issued with a Calendar of Events for the school year in February and dates will be updated via the school Newsletter.

4. EVALUATION

4.1 By comparing levels of parent participation in various programs.

4.2 Indicators

- Parental responses
- Parental enthusiasm
- Development of parental confidence in approaching the school for educational and leisure purposes
- Children's enthusiasm/success
- Success of special programs
- Teacher observations
- Parent survey

4.3 Every year there will be recommendations made in the Report to the School Community.

4.4 Reports of important meetings go to School Council and to staff for further discussions.

4.5 Attendance records will be taken at all parental involvement meetings and programs.

Sub Program	PROGRAM	LEADER
9056	MULTICULTURAL EDUCATION	Caterina Trajcevski

1. PURPOSE

- 1.1 To provide all children, regardless of culture or linguistic background, the opportunity to achieve success.
- 1.2 To ensure curriculum in all key learning areas reflects a commitment to multiculturalism.
- 1.3 To promote within the school community an attitude that cultural and linguistic diversity is beneficial.
- 1.4 To encourage increased participation of all cultural groups in school programs (eg. camps, excursions, swimming, parent helpers)

2. GUIDELINES

- 2.1 The curriculum should provide opportunities for EAL students to develop a level of competency and confidence in using English that allows them to fully participate in social and school-based contexts.
- 2.2 EAL students should develop a pride in their own culture and in the Australian culture.
- 2.3 Special consideration will be given to support newly arrived EAL students.
- 2.4 The school will provide a welcoming and caring environment for all the school community.

3. IMPLEMENTATION

- 3.1 English skills are to be developed through an inclusive curriculum, with an emphasis on oral language development.
- 3.2 Teachers will create a supportive classroom environment in which students actively use English in a variety of contexts for a range of purposes.
- 3.3 The EAL students' progress may be assessed against learning outcomes in the EAL Companion to English.
- 3.4 Where practical, every endeavour will be made to provide appropriate language translations and interpreters to communicate with parents.
- 3.5 A Multicultural Festival will be held as appropriate. On such occasions, funding will be sought from the Multicultural Commission. During Multicultural Week, students will participate in a variety of activities as appropriate
- 3.6 Events on the Multicultural Calendar will be highlighted in the school's newsletter throughout the year.

4. EVALUATION

Indications of the success of the program will include:

- Observation of tolerance and respect students show to each other in the classroom and in the playground.
- Parent satisfaction of the school environment indicated on the annual parent survey.
- Attendance of EAL parents at school functions

Sub Program	PROGRAM	LEADER
9355 9350 9351 9352	STUDENT REQUISITES	Ann Tarasiuk Melinda Serratore Gina Potter Charlie Hoyne

1. PURPOSE

- 1.1 To provide all students with the necessary basic stationery requirements for the 2014 school year.

2. GUIDELINES

- 2.1 Student requisites encompasses the areas of stationery, duplicating supplies and other various materials used by the teachers and students both within the classroom.
- 2.2 The initial expenditure on supplies is not to exceed 60% of anticipated income. The remaining 40% covers contingencies (price rises, additional materials, changing enrolments etc).
- 2.3 Distribution is organised by the team leaders on a grade basis and executed when supplies are ready.

3. IMPLEMENTATION

- 3.1 It is the responsibility of Coordinators in consultation with individual year level teachers to determine both the quantity and variety of student requisites for that year level for the following year in the individual and shared items sections of the booklist. This is to be undertaken early in term four.
- 3.2 The Assistant Principal will collate the individual and shared item needs of the departments and will determine the most suitable source of purchase (after a thorough investigation and/or negotiation of prices).
- 3.3 Orders are to be placed for each year level to enable orders to be delivered to each team area.
- 3.4 Throughout the year Coordinators and program leaders, ensure that orders are placed by the specified times, that expenditure adheres to guidelines (not more than 60% of anticipated income), that due consideration has been given to existing stocks.
- 3.5 To provide sufficient materials to adequately cover all areas of the curriculum - including specialist and support programs, it has been deemed necessary to levy the students an amount determined by the Administration and ratified by the School Council.
- 3.6 Student Levy Forms for the following year are to be sent home in November, and if possible be paid for by the end of the year. An instalment payment system is made available if requested.
- 3 Additional student supplies during the year are the responsibility of team leaders

4. EVALUATION

- 4.1 Each team determines the suitability and quantity of materials included in the individual items section of the booklist.

- 4.2 Each team, by calculating the rates of expenditure of consumable items is able to use this information when re-ordering.
- 4.3 Incidental comments from teachers, students and parents re the variety, suitability and durability of supplies form part of the overall evaluation.

Sub Program	PROGRAM	LEADER
	ANAPHYLAXIS MANAGEMENT	Anne Hulett Cassy Hoggins

1. PURPOSE

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

2. BROAD GUIDELINES

- 2.1 Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children/staff are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.
- 2.2 The key to prevention of anaphylaxis in schools is knowledge of those students/staff who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school.
- 2.3 Adrenaline given through an EpiPen® autoinjector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

3. IMPLEMENTATION:

- 3.1 The Principal will ensure that
 - the Anaphylaxis Guidelines & School Policy are reviewed with all staff, including ESOs on an annual basis
 - that staff are trained in the management of anaphylactic reactions
 - that all staff are aware of the school's emergency procedures
 - that the Office staff are aware of an individual's plan as a part of the enrolment procedure
- 3.2 The AP/Student Welfare Co-ordinator will be responsible for ensuring
 - that the school's Anaphylactic Policy is updated regularly and that information regarding any changes is passed on to the school community
 - that student's/staff individual management plans are updated annually
 - that the Anaphylaxis Guidelines are available to all staff
 - that the school's emergency procedures are clear to all staff
 - that all staff know the students who have anaphylaxis
 - that the student's/staff Management Plan is displayed in the First Aid Room & the staffroom
 - that a copy of a student's/staff plan is included in the attendance roll of his/her class/first aid room
 - that the EpiPen's expiry date is checked regularly and that the parents are contacted when the pen needs replacing
 - that copies of the student's Management Plan and the emergency procedure to be followed are available to all staff who have the student in one of their classes
 - that the EpiPen® is stored in an easily accessible place, known and available to all staff
 - the First Aid Room

3.3 Training for the administering of the EpiPen® will be updated annually along with CPR update training

3.4 If a student/staff has a severe allergic reaction but has not been previously diagnosed with the allergy or as being at risk of anaphylaxis, 000 should be called immediately. Follow any instructions given by emergency services and the school's normal first aid emergency procedures.

3.5 **INDIVIDUAL ANAPHYLAXIS MANAGEMENT PLANS**

AP will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls, and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student/staff has (based on a diagnosis from a medical practitioner).
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions.

Each individual student's/staff member's plan, including photo, will be on display in the First Aid room and on the wall near the phone in the Staffroom. EpiPens® are stored in relevant classrooms, clearly labelled with the student's name.

Note: A template of an individual anaphylaxis management plan can be found on Page 18 Anaphylaxis Guidelines for Victorian Government Schools or the Department's website: <http://www.sofweb.vic.edu.au/wellbeing/support/anaphyl.htm>

3.6 **PREVENTION STRATEGIES**

The key to prevention of anaphylaxis is the identification of triggers (allergens) and prevention of exposure to these.

The following practical strategies will be put into place to minimise exposure to known allergens:

- Identify the allergens involved for individual students/staff members
- Be aware of each student's/staff member's age and the severity of their allergy
- Complete a risk assessment based on the student's/staff member's usual routine
- Plan for special circumstances such as sport days, excursions, class parties etc
- Discuss and establish emergency procedures for the classroom and the playground
- No food bans will be implemented but rather practical age appropriate strategies to minimise exposure

**** Be aware that students in the 10 – 18 age group are at a higher risk of suffering a fatal anaphylactic reaction.**

3.7 **Prevention Strategies in the Classroom:**

- Keep a copy of the student's ASCIA Plan in the classroom
- Liaise with parents about food related activities ahead of time
- Inform parents of classmates in relation to bringing birthday cakes etc to school

- Use non-food treats where possible, but if food treats are used the parent must provide a box of alternative treats. Treat boxes should be clearly labelled and ONLY handled by the student
- Treats for other students should not contain the substance to which the student is allergic
- Never give food from outside sources to a student who is at risk of anaphylaxis
- Be aware of hidden allergens when cooking or in art or science classes eg egg or milk cartons
- Have regular discussions with the class about the importance of washing hands, eating their own food and NOT sharing food
- Ensure information is clearly available in the classroom for CRTs identifying student and outlining emergency procedures

3.8 Prevention Strategies in the Playground:

- Students/staff members who have known anaphylactic responses to insects should be encouraged to stay away from water or flowering plants. Parents should ensure that students wear closed shoes and long sleeves if necessary
- Lawns and gardens should be maintained to reduce risks
- The student should keep all food and drinks covered when outside
- Staff on duty must know and follow the emergency procedure required
 - Use a mobile phone to call the office for a teacher (trained if available) to bring the EpiPen outside quickly remembering an anaphylactic reaction can occur in as little as five minutes
 - Stay with the student/staff member at all times
 - Administer the EpiPen
 - Request assistance from other staff to call an ambulance and contact the parent

3.9 Prevention Strategies for Special Activities:

- If food is involved in any class activity the teacher must consult with the parents prior to the event
- Don't use balloons or swimming caps if student is allergic to latex

3.10 Prevention Strategies for Out of School Settings – Excursions/Camps:

- The student's EpiPen®, ASCIA Plan and a mobile phone must be taken on any excursion or activity outside the school
- Any issues that might arise must be discussed with the parent prior to the outing
- A trained teacher must be present to administer the EpiPen® and the emergency procedure if required
- The student's parent may be asked to accompany the student on the outing
- Staff organising camps must ensure that the Camp is advised of any student with food allergies.
- Staff need to be aware of local emergency services and how to access them
- The EpiPen®, plan and phone must be carried or quickly accessible during all outdoor activities

3.11 LALOR GARDENS PRIMARY SCHOOL EMERGENCY PROCEDURES

3.1.1 Classroom / Specialist Session:

- Teacher sends a monitor to the office with a message 'Code Red Anaphylaxis to Room ...'
- The Principal/AP/Aide or any available staff member will immediately get the EpiPen® from the classroom and attend to the required room
- One of the staff will administer the EpiPen®
- Other attending staff will either stay with the class or attend to the student

- Office staff will be requested to call an ambulance and the student's parents

3.1.2 Any Playground activity such as Sport or Physical Education:

- Teacher to take mobile phone to outside activity and contact the General Office to check availability
- Send another student with 'Code Red Anaphylaxis' message to the staffroom
- That class teacher to set emergency procedures into action by using the PA with the message 'Code Red Anaphylaxis to the Playground'
- Above procedure then followed

3.1.3 Yard Duty

- Use the staff mobile phone and/or send another student to the staffroom – 'Code Red Anaphylaxis to the Oval/Sandpit/front playground area' etc (exact location to be given)
- Any teacher in the staffroom is to respond immediately, get the student's EpiPen® and take it to the yard and administer
- Other attending staff will set emergency procedures in action.

3.1.4 School Community Awareness

- All staff will be briefed annually at a Staff Meeting and training updated annually along with CPR training.
- Teachers who have an anaphylaxis student will be provided with a copy of the individual's plan, including photo.
- The class attendance roll will also have a copy of the student's Plan, with photo, as well as LGPS Emergency procedures, to inform any CRTs who might be working with the class
- The school community will be advised of the school's Anaphylaxis Policy and parents provided with a copy on request.
- All parents of students who have the condition will be provided with a copy of the school's policy
- Photographs of the students/staff members will be updated annually along with each student's Anaphylaxis Management Plan.
- EpiPen® will be checked regularly and parents and affected staff members informed in writing when new pen is required.
- Parents of classmates will be informed in relation to any food brought into the classroom for special occasions
- Regular communication will be maintained with families of students with anaphylaxis.
- Staff members with allergies are to ensure their EpiPen is with them at all times , with a spare in the first aid room and their information is updated on a yearly basis

4. EVALUATION

- 4.1 Staff confidence in using EpiPen
- 4.2 Staff knowledge of correct procedures
- 4.3 Number of incidences

Sub Program	PROGRAM	LEADER
	ASTHMA	Maggie Dimeski

1. PURPOSE

To ensure that Lalor Gardens Primary School students and staff have the right to basic first aid in the case of experiencing an asthma attack

2. BROAD GUIDELINES

- 2.1 First Aid will be administered to student/staffs when in need in a competent and timely manner
- 2.2 Student's health problems will be communicated to parents when considered necessary
- 2.3 The school will provide supplies and facilities to cater for the administering of first aid related to treating asthma attacks
- 2.4 To maintain a sufficient number of staff members trained in asthma first aid with the view to obtain and remain credited as an Asthma Friendly School

3. IMPLEMENTATION

The school will ensure that an effective asthma first aid management plan is implemented. It will include the following:

- 3.1 Every student with asthma attending the school should have a written Asthma Action Plan, ideally completed by their treating doctor or pediatrician, in consultation with the student's parent/carer. This should be attached to the student's enrolment records and updated annually or more frequently if the student's asthma changes significantly. Students with a documented asthma management plan, will be required to ensure that they have access to Ventolin and a spacer at all times.
- 3.2 Where a student has an Asthma Action Plan, the first aid procedures are to be followed immediately. If no Asthma Action Plan is available the steps outlined below should be taken immediately.
- 3.3 If the student's own blue reliever puffer is not readily available, one should be obtained from the asthma emergency kit or borrowed from another student or staff member and given without delay. It does not matter if a different brand of reliever medication is used.
- 3.4 A simple 'warm up period' and premedication, as recommended by the treating doctor, will be provided at least 5-10 minutes before exercise along with 'cool down' period after the exercise as a preventative
- 3.5 As suggested by the Victorian Asthma Foundation students whose asthma has been unstable or are unwell, will be recommended to avoid exercise until their asthma stabilises.
- 3.6 If a student develops exercise induced asthma, they will be asked to immediately cease the activity, rest and take reliever medication. If all symptoms disappear they may be able to resume their exercise activity. However, if symptoms persist, worsen, or reappear, the appropriate Asthma First Aid treatment plan will be put into operation.
- 3.7 In situations where students attend an overnight school activity, accompanying staff will take the appropriate number of asthma emergency kits, including the child's specific medication.
- 3.8 Where a student does not have an Asthma Action Plan, the following four step Asthma First Aid Plan will be put into effect:
 - **Step 1** Sit the student upright and give reassurance. Do not leave the student alone.

- **Step 2** Without delay give 4 separate puffs of a blue reliever medication (*Airomir, Asmol, Epaq or Ventolin*). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.
- **Step 3** Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.
- **Step 4** If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having 'breathing difficulties.' Continuously repeat steps 2 and 3 while waiting for the ambulance. If at any time the student's condition suddenly worsens, or you are concerned, call an ambulance immediately. Contact the student's parent/carer and doctor immediately, after calling the ambulance. The incident should be recorded if the 4 Step Asthma First Aid Plan is used. Even if the student has a complete recovery from the asthma attack do not leave them alone.

3.9 Blue reliever puffers are safe. An overdose cannot be given by following the instructions outlined. However, it is important to note that the student may experience harmless side effects such as shakiness, tremor or a 'racing' heart.

3.10 Where a student suffers from an asthma attack, the parent/guardian will be informed.

4. Evaluation

- 4.1 Level of staff knowledge of Asthma
- 4.2 Level of staff competency in treatment of asthma attacks
- 4.3 CASES data

Sub Program	PROGRAM	LEADER
	DECISION MAKING	Anne Hulett

1. PURPOSE

- 1.1 Decisions within the school community have the welfare of the students as the main priority.
- 1.2 To ensure that, as far as possible, the school community agrees with decisions that are made and that these decisions are well known.

2. GUIDELINES

- 2.1 Parents and teachers in their custodian roles should represent the best interests of the students.
- 2.2 All members of the school community should have access by representation in decision making where appropriate e.g. Fundraising Committee, Junior School Council and School Council working committees, should have access to representation.
- 2.3 Decisions concerning basic policy matters are the responsibility of the School Council and should be publicly justifiable.
- 2.4 The Principal will follow a consultative process when making decisions. Those participating will play an advisory role.
- 2.5 The Principal will have the ultimate administrative responsibility for the implementation of Government policy and the responsibility to make final decisions.
- 2.6 If deemed necessary, an Advisory Committee shall assist School Council and Staff to develop and/or make recommendations in the area of Government initiatives and other related issues.

3. IMPLEMENTATION

- 3.1 A variety of representative committees will be formed early in the year to make recommendations for staff consideration. In 2014 these will include:
 - Leadership Team (Principal, Assistant Principals)
 - Coordination Team (Principal, Assistant Principal and Team Leaders)
 - AEU Consultative Committee
 - Special Events (Ad hoc committees)

The Leadership Team will investigate Ministerial policies and initiatives and make recommendations their implementation

- 3.2 Ad hoc committees will be formed as required to enable the Principal to seek input and advice on specific issues and to utilise the experience and expertise of staff and members of the school community.
- 3.3 Where appropriate staff input will be sought and consensus reached involving all staff members at regular staff meetings.
- 3.4 Various forms of communication will be utilised to ensure that staff are fully informed of decision outcomes e.g. staff notes, bulletin, minutes of staff meetings and department meetings.

3.5 Staff will be informed of decisions made on School Council

3.6 A staff copy of School Council Minutes and agenda will be made available to all staff

4. EVALUATION

4.1 Evaluation of the success of this program will be based on observation of such factors as staff morale, the general atmosphere and tone of the school. The degree by which decisions are effectively put into action will also be a reflection of the effectiveness of the decision making process.

4.2 Parent and Staff surveys.

Sub Program	PROGRAM	LEADER
	EQUAL OPPORTUNITY (Students)	Cassy Hoggins

1. PURPOSE

- 1.1 To ensure that girls and boys are valued equally in all aspects of schooling.
- 1.2 To provide for equality of opportunity and outcomes in education for girls and boys.
- 1.3 To ensure that school provides a challenging, learning environment that is socially supportive and physically comfortable for girls and boys.
- 1.4 To discourage all sex bias and sex stereotyping within the school.

2. GUIDELINES

- 2.1 It will be the responsibility of the administration and staff to create an environment and curriculum which avoids bias in content and practices.
- 2.2 It will be the responsibility of the staff to develop a supportive environment for girls and boys through action in the following areas.
 - School organisation and practice.
 - Social and cultural environment.
 - Physical environment
 - Teaching and learning processes and classroom management.
 - An examination of values and attitudes relating to gender, sexuality and school achievement.
- 2.3 This school will be organised and resources provided and allocated to ensure that the capacities of girls and boys are fully and equally realised.
- 2.4 Encourage girls as well as boys to speak up, have an opinion, answer questions and generally to become more vocal.
- 2.5 Create opportunities for boys and girls to work co-operatively in mixed sex groups or with the same gender.
- 2.6 Girls will be encouraged to participate in activities traditionally dominated by boys and boys will be encouraged to participate in activities traditionally dominated by girls.

3. IMPLEMENTATION

- 3.1 Throughout all areas of the curriculum, children will be provided with models which eradicate female/male stereotypes.
- 3.2 When using new or existing materials, emphasis will be placed, whenever possible, on persons being depicted in non-traditional roles.
- 3.3 In all aspects of the curriculum; studies of the contributions of women in society, currently and historically, will be considered equally and as seriously as those of men. This will include the different roles that women play/have played in different cultures.

- 3.4 Teachers and Librarians will adopt non-sexism as one of the criteria used in the selection and use of materials for the school and will display resources where appropriate.
- 3.5 Individual differences in sporting abilities and interests will be recognised and a program planned which allows for participation and enjoyment for all. Girls and boys will be encouraged to participate in physical activities and will share equally the available equipment and facilities.
- 3.6 Consideration be given to gender balance within each grade, where possible.

4. **EVALUATION**

Observation of equal participation of boys and girls in all curriculum areas. Observation that all children regardless of gender are encouraged to achieve their full potential.

*Books related to Equal Opportunity are purchased through Learning Resource Centre Account.

Sub Program	PROGRAM	LEADER
	HEALTHY EATING	Amy Sneddon

1.0 Purpose

To instil in children the concept that healthy eating leads to improved learning and lifestyle

2.0 Guidelines

2.1 Curriculum programs will highlight that:

- Healthy eating has a long lasting and positive impact on a child's growth, development and health
- Foods eaten by children at school contribute greatly to their daily nutrient intake
- Foods eaten considerably influence eating habits, growth habits, energy, concentration levels and ability to learn

2.2 Parents will be encouraged to include the following food items for their children including:

- Sandwiches or pita bread with cheese, lean meat or salad
- Cheese slices, crackers with spread and fresh fruit
- Washed and cut up raw vegetables or fresh fruits
- Water throughout the year

2.3 Parents are requested to limit highly processed, sugary, fatty and salty foods including:

- Processed meats such as salami and pressed chicken
- Chips, sweet biscuits, muesli and breakfast bars
- Cordials, juices containing sugar

3.0 Implementation

3.1 Water bottles will be encouraged to be used throughout each day in all grades to aid hydration

3.2 Healthy Snack Time will continue to be implemented at 10.00 am each morning with children able to snack on fruit or vegetables

3.3 "Nude Food" Days will be introduced

3.4 No food to be eaten in the yard at any time

3.5 Junk food items will be actively discouraged including fast food delivered to the school by parents

3.6 Parents will be warned of the dangers of salmonella poisoning from fast food items brought to school and left for the children

4.0 Evaluation

4.1 Anecdotal evidence from staff and students regarding healthy snacks and lunches brought to school

4.2 Decreasing number of fast food lunches brought to school by parents

4.3 Increased student awareness of benefits of eating healthily

5.0 Resources

Sub Program	PROGRAM	LEADER
	HOMEWORK	Team Leaders

1. **PURPOSE**

- 1.1 To extend, develop and reinforce the child's interest and knowledge in specific areas.
- 1.2 To facilitate the child's learning by parental encouragement and involvement.
- 1.3 To develop sound study habits and organisational skills.

2. **GUIDELINES**

- 2.1 The children at Lalor Gardens Primary School will be required to do homework on a regular basis.
- 2.2 Generally, homework would not exceed 45 minutes per day in Prep – 4.
- 2.3 The amount of homework and time given to complete it will vary according to age, learning needs and ability.
- 2.4 Teachers will be responsible for previewing and reviewing the homework assignment of each child.
- 2.5 Teachers will coordinate the correction of homework either on a whole grade basis or individually. An outline of homework expectations and how it is corrected is to be put in the newsletter each term
- 2.6 For the purposes of this program Home Reading is part of homework.
- 2.7 Parents will be encouraged to take an interest in their child's homework and to sign it when requested.
- 2.8 Written comments from parents, regarding homework, will be noted and taken into account.

3. **IMPLEMENTATION**

3.1 **Junior Department**

- 3.1.1 Children are encouraged to read widely at home. They should read with a parent for about ten minutes every day and then talk about the story. It is vital that parents are enthusiastic about these reading sessions because the child will acquire the parents' attitude to reading (Home Reading Program).
- 3.1.2 Independent reading should be encouraged as well.
- 3.1.3 Children in Years 1-2 will be expected to learn their weekly spelling words
- 3.1.4 Children will be expected to complete school unfinished work at home

3.2 **Middle Department**

- 3.2.1 Homework may consist of revising past work and skills through a weekly literacy and numeracy activity from the previous week's work and weekly spelling words
- 3.2.2 Children are expected to complete uncompleted school work at home
- 3.2.3 "Home Reading" as outlined in 'Junior Department (3.1.1)' above, will be continued and extended at this level.
- 3.2.4 Independent reading at home is an expectation of Year 3 & 4 students.

3.3 Upper Department

- 3.3.1 Increased emphasis will be placed on homework set on a regular basis with consolidation work in mind. Children may be required to complete unfinished class activities and work on class projects.
- 3.3.2 Children are expected to complete the weekly homework sheet
- 3.3.3 Children are expected to learning their weekly spelling words
- 3.3.2 Independent reading at home will continue.

4. EVALUATION

4.1 Junior, Middle and Senior

Monitoring of set tasks at home by parents and teachers.

4.2 Monitoring of parent involvement.

4.3 Collection of reading records.

5. RESOURCES

As homework is a consolidation work covered at school, resources will be directly related to those used in each curriculum area within the school and resources required taken from Departmental requisite budgets.

Sub Program	PROGRAM	LEADER
	INCLEMENT WEATHER	Anne Hulett/Cassy Hoggins

1.0 Rationale:

Schools have a duty of care to staff and students at all times. This duty of care includes protection against inclement weather during times when students would normally be outside.

2.0 Guidelines

- 2.1 Ensure the wellbeing of students and staff during times of inclement weather by consistently implementing a planned management strategy that will cater for all circumstances
- 2.2 Inclement weather is generally defined as extreme heat, rain, lightning, high winds or any other condition that is considered by the Principal to be unsuitable.

3.0 Implementation:

- 3.1 As part of the usual yard duty timetable process, an inclement weather timetable will be developed by the school for when conditions outside are considered to be unsuitable for students and staff
- 3.2 Where inclement weather is obvious prior to children being dismissed for a recess or lunch break, an announcement will be made by the Principal/Assistant Principal advising class teachers to follow the inclement weather time-table until further notice.
- 3.3 In such cases, teachers will supervise a number of home groups (as previously agreed to by the teachers concerned), for half the recess or lunch break, then swap over.
- 3.4 All children will be confined to classrooms unless permission has been granted by a teacher to leave temporarily, e.g. toilet break.
- 3.5 Children will be expected to walk indoors at all times and undertake appropriate indoor games and activities.
- 3.6 In the case of inclement weather during a recess break, a yard duty teacher will inform the Principal/Assistant Principal of the possible need to activate the inclement weather timetable
- 3.7 The Principal / Assistant Principal will assess the situation and make the decision to call the children inside, or alternatively, to seek adequate shelter, in which case the yard duty teachers will continue to supervise outside
- 3.8 In the event of children being required to come inside the school buildings, yard duty teachers will supervise entry to the school briefly while designated teachers make their way to the classrooms, or other areas, that they are required to supervise
- 3.9 All staff and students are required to wear broad-brimmed hats during terms 1 and 4 consistent with the school's SunSmart policy.
- 3.10 Scheduled sport, physical education or other outside activities will need to be rescheduled or alternatively organised during times of inclement weather.

4.0 Evaluation:

- 4.1 This policy will be reviewed on a yearly basis as part of the school's annual policy review process.

Sub Program	PROGRAM	LEADER
	INTERNET BANKING POLICY	Anne Hulett

1. RATIONALE

An internet banking policy is a requirement of the Department of Education and Early Childhood Development (DEECD) as part of Internal Control procedures. It aims to give clear, unequivocal guidelines to the school community, Principal and Council as to management of internet banking.

2. PURPOSE

To provide internet access to bank account statements, to electronically transfer funds owing to creditors using the “Pay Anyone” facility in payment of invoices, electronically deposit payroll into employees” bank accounts.

3. BROAD GUIDELINES

Lalor Gardens Primary School will utilise the internet to access statements and transfer funds to creditors in line with DEECD requirements and school Internal Control procedures.

4. IMPLEMENTATION

4.1 At Lalor Gardens Primary School internet banking will be transacted using COMMBIZ, a DEECD approved package

4.2 The Principal and 2 other School Council signatories will hold an electronic token containing “one-time” passwords and will authorise all transactions

4.3 A combination of any two of the signatories will authorise all transactions using the “Pay Anyone” facility and sign a Transaction Report and appropriate CASES21 documents to ensure validation of all transactions

4.4 Tokens will be kept in a secure place by each holder

4.5 The Business Manager will have authority to operate the COMMBIZ package including liaising with Commonwealth Bank, authorising users, maintaining levels of access and creating transactions

4.6 A register of authorised users will be maintained

4.7 The Business Manager will authorise appropriate administration office staff to use the COMMBIZ package to download statements, create creditor payments from CASES21 Finance and to create payroll transactions

4.8 The Business Manager is not authorised to approve transactions as she is not an account signatory.

5. EVALUATION

This policy will be reviewed regularly by School Council on a yearly basis

Sub Program	PROGRAM	LEADER
	MEDICATION (STUDENTS)	OFFICE STAFF

1. RATIONALE:

Teachers and schools are often asked by parents to administer medication for their children while at school. It is important that that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

2. Purpose

To ensure the medications are administered appropriately to students in our care.

3. Broad Guidelines:

3.1 Children who are unwell should not attend school

3.2 School practices in relation to the administration of medication to students is done so in a manner that is appropriate and ensures the safety of students and fulfils the duty of care of staff

4. IMPLEMENTATION

4.1 Only staff designated by the Principal will be responsible for administering prescribed medications to children.

4.2 Non-prescribed oral medications (eg: head-ache tablets) will not be administered by school staff.

4.3 All parent requests for prescribed medications be administered to their child must be in writing on the form provided and must be supported by specific written instruction from the medical practitioner or pharmacist's including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).

4.4 Requests for prescribed medications to be administered by the school will be considered depending on the medical issue

4.5 All student medications must be in the original containers, must be labelled, must have the quantity of tablets confirmed and documented, and must be stored in either the locked office first aid cabinet or office refrigerator, whichever is most appropriate.

4.6 Consistent with our Asthma policy, students who provide the school with written parent permission supported by approval of the principal may carry an asthma inhaler with them.

4.7 Classroom teachers will be of prescribed medications for students in their charge, and classroom teachers will release students at prescribed times so that they may visit the school office and receive their medications the designated staff member.

4.8 All completed Medication Request Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential official medications register located in the first aid room by the designated staff member in the presence of, and confirmed by, a second staff members.

- 4.9 Students involved in school camps or excursions will be discreetly administered prescribed medications by the 'Teacher in Charge' in a manner consistent with the above procedures, with all details recorded on loose-leaf pages from the official medications register. Completed pages will be returned to the official medications register on return of the excursion to school.
- 4.10 Parents/carers of students that may require injections are required to meet with the principal to discuss the matter.
5. **Evaluation:**
Parent Opinion Survey
School Data

Sub Program	PROGRAM	LEADER
	PROMOTION OF THE SCHOOL	Nicolette Emma Wilks Heidi Yule

1. **PURPOSE**

- 1.0 To raise the profile of the school throughout the wider community.
- 1.1 To promote the positive aspects of the school, including the programs that we provide and achievements of the school, its staff and the students.
- 1.2 To maintain or increase student enrolment numbers.

2. **BROAD GUIDELINES**

- 2.1 Promotion of the school's achievements across the wider community raises the school's public image, improves staff morale, provides public recognition where deserved, and assists to provide long term viability by means of increased student enrolments.
- 2.2 Lalor Gardens Primary School does not condone any activity that implies direct or indirect criticism of another school or promote the school's qualities above neighbouring schools
- 2.3 In our school community there is a healthy diversity of political view points and in respecting this the school will strive for political neutrality within its promotional material.

3 **IMPLEMENTATION**

- 3.1 A sub-committee will be formed each year with the role of promoting the school to the wider community.
- 3.2 The sub-committee will develop a strategic 'School Promotion' plan which it will present to the Principal by the end of term one, each year.
- 3.3 The plan must detail all proposed promotion strategies (particularly prep enrolment strategies) including timelines, intended outcomes, personnel involved, costs and target audiences.
- 3.4 Typical promotion activities include regular newspaper, radio and television articles, cinema advertising, public performances by students, promotional material at high profile venues such as kindergartens and day care centres, an up to date and vibrant web site, a strong presence at local agricultural shows and similar activities, uniforms for school sporting teams and music ensembles, open evenings to highlight school programs for prospective and current parents, erection of enrolment banners, school visits to kindergartens, achievements highlighted in the school foyer, and the publication of enrolment packages for prospective parents.
- 3.5 A budget will be allocated for the purpose of implementing the agreed school promotion strategy.
- 3.6 Parents of newly enrolled students will be asked to complete a questionnaire to determine why they enrolled their children at our school, and which, if any, promotional activities influenced that decision. Data to be interpreted by the School Promotion subcommittee with interpretations and recommendations presented to the Principal for consideration.

4 **Evaluation:**

Sub Program	PROGRAM	LEADER
	RACISM	Anne Hulett

1. PURPOSE:

To enjoy a school environment that values, encourages and celebrates racial diversity.

2. BROAD GUIDELINES:

- 2.1 Racism has a negative and detrimental impact on staff, students and school culture.
- 2.2 Racism compromises the ability of students to learn, creates unhappiness and distrust, destroys confidence and relationships, and has a negative effect upon the ethos, tone and values of our school.
- 2.3 Racist comments, behaviours or practices are unwelcome at our school and will not be tolerated
- 2.4 Racial diversity enriches our school community.
- 2.5 The cultural mores/heritage of the many cultures at our school will be acknowledged and celebrated

3. Implementation:

- 3.1 Racist comments, behaviours or practices are unwelcome at our school, must be reported to the principal, will be investigated and dealt with accordingly
- 3.2 Under the federal *Racial Discrimination Act 1975* and the *Victorian Equal Opportunity Act 1995*, it is unlawful to discriminate against a person or group on the ground of their race.
- 4.2 Staff, students and members of the school community will be familiar with the school's approach to racism and will be provided with information relating to their rights and responsibilities.
- 4.3 Our school will ensure that all groups who are affected by decision-making outcomes are consulted, will be represented as members of decision-making bodies, will have their input treated fairly, and all decision-making processes and outcomes will be meritorious and non-racist.
- 4.4 The school curriculum will be free of racist content but will discuss and analyse instances of racism, effects of racism, advantages of multiculturalism and inclusiveness, and will assist students to further develop attitudes and skills that discourage, challenge and report racist practices.
- 4.5 Multiculturalism will be celebrated in our school community, particularly during Harmony week. Whole school multicultural days will showcase our various community cultures. Visiting artists from a variety of cultural and linguistic backgrounds will be invited to the school. Parents of all students will be invited to participate in school activities, including camps, excursions and committees.
- 4.6 Students from non-English speaking backgrounds will have access to EAL (English as an Alternative Language) programs.
- 4.7 Essential notices, newsletters, student reports, permission forms etc will be provided in languages consistent with the needs of community members.
- 4.8 Interpreters will be arranged where required.

4.9 School Council president will be informed of all reported incidents of racism as a matter of urgency.

4. Evaluation:

4.1 Level of incidence of racial discrimination

4.2 Student Attitudes to School Survey

4.3 Parent Opinion Survey

Sub Program	PROGRAM	LEADER
	SCHOOL UNIFORM	Anne Hulett

1. PURPOSE

- 1.1 To generate a feeling of unity and pride in the school.
- 1.2 To ensure students are adequately dressed to meet weather conditions and for sporting activities.
- 1.3 To increase the safety factor (by identification) when children are going to and from school and whilst on excursions.
- 1.4 To help parents in the decision making process of clothing their children by lessening the anxieties associated with clothing fashion.

5. GUIDELINES

- 2.1 The wearing of a uniform is compulsory.
- 2.2 The wearing of the school uniform will be promoted to parents of Prep children through the Prep Transition program.
- 2.3 A non discriminatory policy will be adopted.
- 2.4 Uniforms will be of a high quality but reasonably priced and sold by Northern Regional Uniforms
- 2.5 Where possible the school will assist families facing exceptional financial difficulties.

3. IMPLEMENTATION

- 3.1 The Compulsory Uniform policy has been fully implemented
- 3.2 School Hats form part of the school uniform and must be worn in Terms 1 and 4 each year.
- 3.3 During 2014 the staff will ensure procedures are followed to ensure full implementation of the Compulsory School Uniform.
- 3.4 Students who provide a letter from their parents requesting non compliance on reasonable grounds will be exempt.
- 3.5 A used clothing store will be established from clothing made available by parents of exit students and students who have outgrown their uniform.
- 3.6 The uniform will be red and black
- 3.7 Sports uniforms including school hats in terms 1 and 4 must be worn at interschool sport.

4. EVALUATION

- 4.1 Observation of the number of children wearing the school uniform.
- 4.2 School Community feedback.

Sub Program	PROGRAM	LEADER
	STUDENT BULLYING AND HARRASSMENT	Cassy Hoggins

Definition:

A person is bullied/harassed when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

1.0 Rationale:

1.1 The school will provide a positive culture where bullying/harassment is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

2. Purpose:

- 2.1 To reinforce within the school community what bullying is, and the fact that it is unacceptable
- 2.2 Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- 2.3 To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
- 2.4 To seek parental and peer-group support and co-operation at all times.

3 Implementation:

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

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and the strategies that counteract them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving eg PATHS
- Incursions such as "Bully No More" performances
- A bullying survey and yard survey will be administered and acted upon twice annually.
- Lalor Gardens PS "Blooming Great Kids Program" that incorporates "PATHS" and "You Can Do It" programs implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Junior School Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- Electives and structured activities available to students at recess and lunch breaks.

B. Early Intervention:

- Promote children reporting bullying incidents involving themselves or others.
- Classroom teachers on a regular basis remind students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.
- A designated safe and quiet place for children to access at recess and lunch times.

- Public recognition and reward for positive behaviour and resolution of problems.
- School Council will be informed of all bullying incidents.

C. Intervention:

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

D. Post Violation:

- Consequences may involve:-
 - exclusion from class.
 - exclusion from yard.
 - school suspension.
 - withdrawal of privileges.
 - ongoing counselling from appropriate agency for both victim and bully.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

4 Evaluation:

- Student Attitude to School Survey
- Parent Opinion Survey
- CASES21 Student Administration Data reviewed
- Review of Bullying Survey results

Sub Program	PROGRAM	LEADER
	STUDENT SUPERVISION	Anne Hulett Cassy Hoggins

1. Rationale:

Adequate supervision of students in the school is a requirement of the school's duty of care.

2. Broad Guidelines

To provide adequate and appropriate supervision of students in the school yard and in classrooms.

3. Implementation: Yard Supervision:

- 3.1 Supervision of students is the responsibility of all staff
- 3.2 A roster system will be used to time-table staff members for yard supervision.
- 3.3 Yard supervision will include before school, recess and lunch breaks, and after school.
- 3.4 Parents will be informed regularly via the newsletter that staff members are not rostered to take yard duty until 8:45 am each morning. Parents are discouraged from sending their children to school before this time.
- 3.5 Parents will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3.45 pm each day. Parents are required to make sure that their children have been collected or have left the school grounds by this time. Students still in or about the school yard after that time will be brought to the school office by the supervising teacher and parents contacted.
- 3.6 The yard supervision roster will basically require staff members to undertake yard duty before school, for half of recess or half of lunch-time, or after school on specific days.
- 3.7 The Assistant Principal will be responsible for coordinating the roster, and for negotiating specific duty times or days with individual staff members.
- 3.8 The roster will require a minimum of three staff members on duty at any one time, each responsible for supervising a designated area of the school.
- 3.9 Yard duty staff members will be provided with a bum bag containing basic first aid supplies, pad and pencil, and mobile phone.
- 3.10 In addition, Level 2 first aid trained staff members will be responsible for supervision of the first aid room during recess and lunch times.
- 3.11 Yard duty staff members will keep a record of individual student behaviour.
- 3.12 Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing

- 3.13 Staff members who are aware that they cannot fulfil their yard duty obligations due to appointments or excursions etc are required to either make a swap with another staff member, or discuss the matter with the Assistant Principal.
- 3.14 Staff will be expected to wear sunsmart appropriate clothes with hats and use sun-block for when on duty in terms 1 and 4.
- 3.15 Staff on yard supervision must approach intruders or unknown people in the yard, or alternatively use their mobile phone provided to seek assistance.

Classroom Supervision

- 3.16 It is the responsibility of teachers to ensure that the children in their care are under constant supervision within the classroom and in specialist programs. Teachers cannot transfer this responsibility to any ES staff. If a teacher needs to leave the room for any reason, they must ensure the grade is supervised by another teacher possibly in the adjoining room
- 3.17 Specialist/Classroom Teacher Responsibility for Supervision
 - 9.00 Specialist picks up children
 - 10.00 Teacher collects grade at the end of APT. Teacher from next grade delivers students to the Specialist
 - 10.50 Specialist brings students back to the grade and supervises their playlunch and sends them outside at 11.00
 - 11.30 Specialist picks up the children from line. Teachers collect grade at the end of APT. The next teacher will drop his/her class off
 - 12.30 Teacher collects grade at the end of APT Teacher from next grade delivers students to the Specialist
 - 1.30 Specialist brings students back to the grade and teacher supervises the eating of lunch and sends students outside at 1.40
 - 2.30 Specialist picks up the children from line. Specialist teacher marks the roll and dismisses the students with their belongings at the end of the school day

4. Evaluation:

- 4.1 Staff Meeting discussion
- 4.2 Staff Opinion Survey
- 4.3 Playground Behaviour data

Sub Program	PROGRAM	LEADER
	SUN SMART	Aneta Tasevska

1. PURPOSE

- 1.1 To ensure all children and staff are aware of the dangers of UV. rays to the body.
- 1.2 To have children and staff to fully participate in the Sun Smart policy in Terms 1 and 4.

2. GUIDELINES

- 2.1 The school adopts the Cancer Council slogan for its skin cancer prevention program, “Slip”, “Slop”, “Slap” for staff and students.
- 2.2 A whole school approach will be implemented through:
 - Curriculum Programs
 - Environmental aspects
 - Behaviour-implementation of Sun Smart practices by staff and students

3. IMPLEMENTATION

3.1 Curriculum

- 3.1.1 Sun Smart programs will incorporate programs on skin cancer and protection from the sun into the curriculum.
- 3.1.2 Sun Smart Behaviour will be regularly reinforced through
 - Newsletter articles
 - Parent meetings
 - Student and teacher activities within classroom programs
 - Whole school activities
 - Whole school announcements
 - Yard duty teachers
 - Role Modelling by staff by wearing of appropriate SunSmart clothing
- 3.1.3 Inter-school sport in Term 1 will be from 10.00am to 12 noon.

3.2 Environment

- 3.2.1 Where possible, excursions and camps will be arranged at venues with adequate shade available
- 3.2.2 The school will continue to enhance its playground environment to increase the number of shelters and trees/shrubs in order to provide adequate shade
- 3.2.3 The school will ensure that hats which provide adequate protection for the face, neck and ears will be available for purchase at the office
- 3.2.4 The school will ask families to provide their children with school hats and sunscreen during terms one and four
- 3.2.5 Parents will be requested to ensure that their children have school hats in their school bags so that teachers can develop good habits in having children automatically use school hats at each break
- 3.2.6 Where possible teachers will timetable outdoor activities before 11.00 am during terms one and four.
- 3.2.7 Teachers will make sure children are wearing school hats before going outside during terms one and four
- 3.2.8 Children without school hats, will be required to use the shaded areas during recesses and lunch and cannot participate in outdoor activities during class times and at recess and lunch

3.3 Behaviour

The following strategies apply to all school excursions and outdoor activities such as camps, tours, sport, swimming and physical education sessions during terms one and four

- 3.3.1 A Sun Smart program will operate during terms one and four each year
- 3.3.2 All participants are to wear appropriate clothing. On camps wide brimmed hats or legionnaire style hats are compulsory
- 3.3.3 All participants are encouraged to use a 15+ broad spectrum sun screen on all exposed areas of skin
- 3.3.4 Where swimming is involved on camps, participants will be encouraged to wear a T-shirt in the water (if appropriate to the type of activity and permitted by the pool management).
- 3.3.5 All children are to wear school hats during recess and lunch periods
- 3.3.6 All staff to wear appropriate headwear that shades their face, ears and neck (No baseball caps to be worn)
- 3.3.6 All children participating in physical education sessions, inter and intra school sports activities are required to wear school hats
- 3.3.7 Children will be encouraged to apply sunscreen before going outside to play
- 3.3.8 Children will be encouraged to use the shaded areas around the school and thus discourage unnecessary exposure to the sun

4. EVALUATION

- 4.1 Teacher observations at both a classroom and yard duty level
- 4.2 Surveys of children wearing school hats and using sunscreen over a specified time

Sub Program	PROGRAM	LEADER
	Workplace Bullying	Anne Hulett

1.0 Purpose

To provide all employees with a work environment that is safe, equitable and free from discrimination and harassment.

2.0 Guidelines

- 2.1 The Workplace Bullying policy and procedures are guided by the Victorian Occupational Health and Safety Act of 2004
- 2.2 The policy is designed to prevent and respond to workplace bullying from an occupational health and safety perspective
- 2.3 Workplace bullying can also be covered by laws and agencies other than WorkSafe Victoria
- 2.4 Workplace bullying is characterised by persistent and repeated negative behaviour directed at an employee that creates a risk to health and safety
- 2.5 OHS law places duties on employers to eliminate, so far as is practicable, risks to the health and safety of their employees
- 2.6 OHS law places duties on employees to take reasonable care for the health and safety of persons who may be affected by their acts or omissions at the workplace and to cooperate with their employer's actions taken to comply with the OHS Act
- 2.7 Professional standards of behaviour in line with DEECD, VIT and AITSL will be expected of all staff
- 2.8 A workplace procedure will be implemented to ensure a consistent and fair approach to incidences of workplace bullying

3.0 Implementation

- 3.1 Staff professional standards will be clearly articulated within the School Roles and Responsibilities document and relate to DEECD, VIT and AITSL professional standards requirements
- 3.2 All new staff to the school will be provided with appropriate information related to workplace bullying
- 3.3 Information and training sessions will be held each year to outline the policy and procedures to be adopted in respect to workplace bullying
- 3.4 All staff will be provided with relevant information as to how and where to report workplace bullying
- 3.5 Employees will be encouraged to report incidences of workplace bullying to the OHS representative, Assistant Principal and/or Principal
- 3.6 Workplace bullying may be raised with the relevant personnel in a number of ways including:
 - A written or verbal report
 - Directly observing the behaviour
 - Health and Safety
- 3.7 On becoming aware of any bullying behaviours the Principal will take the following actions
 - Early Intervention – addressing the whole staff re possible workplace bullying and incidences noted and statement of expectations of staff professional behaviour
 - Self-management of the issue by the staff member who is experiencing the negative behaviour, with the staff member telling the other person that the behaviour is not welcome and it should not happen again
 - Staff member asking another staff member to act on their behalf in speaking to the staff member initiating the negative/bullying behaviour

- For continued acts of negative/bullying behaviour or for a serious allegation, an investigation is to be initiated. Such an investigation will be used:
 - For reports that cover a long period of time
 - For reports that include threats
 - For reports against a number of employees
 - When an early intervention approach has not resolved the issue
- If a formal investigation is instituted, an impartial and experienced person (someone neutral to all parties who has no conflict of interest) will be appointed
- The investigating officer will:
 - Set the scope of the investigation by determining what allegations will be tested
 - Set the process (who will be interviewed, when and how long it should take)
- The investigating officer will:
 - Treat all matters being investigated seriously and confidentially
 - Examine the matters impartially and in a timely way
 - Allow for appropriate time
 - Identify and speak to relevant witnesses
 - Inform everyone involved of the possible investigation results and outcomes
 - Assess reports on their merits and facts
 - Hear parties separately (versions of what allegedly happened may differ)
 - Record the facts surrounding the matter
- The investigating officer will:
 - Ensure the investigation process is conducted in a fair, objective and timely way to ensue the respondent:
 - Is fully informed of the allegations against them
 - Is fully informed about the investigation process and the possible outcomes (eg disciplinary action)
 - Has an opportunity to seek independent advice and representation
 - Is given full opportunity to reply to the complaint(s)
 - Has their confidentiality maintained
 - Is informed how they can seek a review of the decision
- The investigating officer at the end of the investigation will submit an objective report that:
 - Describes the allegations/what was reported
 - Describes the investigation processes
 - Outlines all relevant evidence (including who was interviewed)
 - Concludes whether workplace bullying can or cannot be substantiated
- The investigating officer and or Principal will communicate in a sensitive way the key findings to both the complainant and the respondent
- Where the report finds that workplace bullying cannot be substantiated then no further action will be taken
- Where the investigation finds workplace bullying has occurred recommendations will be made as to the actions that will be taken to finalise the matter. In such cases, the recommendations will be communicated to the relevant people (eg the complainant, the respondent and other relevant parties).

3.8 Options used to resolve a substantiated complaint will vary according to the nature of the situation and on a case-by case basis. Actions taken to resolve substantiated complaints and detailed below can be combined and taken at both the individual and organisational level. These include:

Organisational Level	Individual Level
Run an awareness session	Direct and employee to stop the behaviour
Run training sessions (eg communication skills, conflict management, interpersonal skills – this can be done for one person, a work group or organisation wide	Invite an apology
Ongoing monitoring of the affected work group	Individual training
Review of the workplace policy with employees and management	Provide mediation or other dispute resolution processes
Review the workplace prevention measures	Coach, counsel and/or mentor an employee(s)
Review workplace procedures and improve the process in consultation with employees	Use disciplinary action

3.9 Disciplinary action will be taken in conjunction with the DEECD Conduct and Ethics Branch

4.0 Evaluation

- 4.1 Annual number of complaints of workplace bullying
- 4.2 Staff feedback as to the level of workplace bullying
- 4.3 Annual review of the policy and procedures set out above

5.0 Resources