



2022

PARENT HANDBOOK

ORBOST PRIMARY SCHOOL PROFILE

Orbost Primary School is a proud member of the Snowy River Education Community (SREC), which includes Orbost North Primary, Marlo Primary, Newmerella Primary and Orbost Secondary College. Our alliance purpose is to collaboratively and generously provide the highest quality education for all students in our alliance.

Orbost Primary School is proud of the achievements of the students and staff. The school offers an extensive education program in a caring and supportive environment.

Orbost Primary School has four key **Values** that underpin “*the way we do things around here*”:

- **Community**
- **Challenge**
- **Creativity**
- **Curiosity**

These values support our classroom teaching and learning as well as our relationships and interactions with each other.

Alongside our Values, our four-year **Strategic Plan** sets high expectations of student academic achievement, particularly in Literacy and Numeracy. At the beginning of each year our **Annual Implementation Plan** sets more specific goals and targets for student achievement and the professional development of our staff.

The school community works together to prepare our students to be ‘*Life Long Learners*’. We believe education is a partnership between the school and home. To this end parental involvement is valued and encouraged in program development, resourcing and active support for their children’s education. Parents are always welcome to talk to teachers, to support our extra-curricular activities such as sport, excursions and special days, as well as in our classrooms as Parent Reading Support and Mentors.

Student **learning needs** are met through carefully prepared curriculum that caters for the individual needs of each student. We strive to challenge all students and provide support for those students who need it. At the same time we provide an engaging curriculum for all students that is relevant to their learning needs today, and into the future.

Our teachers are regularly stimulated and challenged through a comprehensive **Professional Learning Program** which includes collaboration with SREC Schools as well as Professional Learning Teams in literacy and numeracy which meet weekly to discuss teaching and learning strategies and student achievement.

State of the art **Technology Resources** provide access to ICT in the form of iPads, class sets of netbooks and a growing fleet of other devices and resources. There are interactive whiteboards in all classrooms, and we utilise video conferencing between schools in our region, which is a thoroughly enjoyed aspect of the learning at OPS. We also have a **classroom music Program**. We balance our academic program with Art Classes and PE classes. We encourage interschool sport competition and have been State Finalists in Hockey, T-Ball, Cricket, Golf and more. Each term we have a cultural

presentation through the Arts Council, which exposes our students to other forms of music, dance and cultures from across the world.

Student well-being is of a high priority at OPS and is guided by Student Well-being, Anti Bullying and Student Engagement Policies. We have high expectations of positive student behaviour and work ethic in our classrooms. We work closely with families to ensure that the well-being of all students is catered for with Parent Teacher Interviews and written reports twice a year.

Student welfare is supported by a Chaplain who is employed part-time, a Koori Education Support Officer and by the teaching of values in the classrooms, to support a safe school environment. We also utilise external presenters to deliver Life Education Programs and Personal Development for our senior students. We provide extra support for students through a referral system that includes counselling, speech pathology and psychological assessments where needed.

Our **school building** is an open plan design, which facilitates a flexible approach to teaching and learning styles and incorporates a well resourced library and specialist art/craft room. Our learning is set in an attractive and safe playground environment offering space for ball games, a range of climbing equipment and a fitness trail in a landscaped setting.

The school also offers **Outside School Hours and Vacation Care Programs** and students have access to private **music lessons** through Orbost Secondary College Music Program.

Welcome to Orbost Primary School!

Peter Nicolson
Principal



SCHOOL CONTACTS

PRINCIPAL	Peter Nicolson
BUSINESS MANAGER	Angela Camilleri
SCHOOL PHONE	(03) 5154 1119
SCHOOL MOBILE	0447 032 027
EMAIL	orbost.ps@edumail.vic.gov.au
SCHOOL ADDRESS	10 Ruskin Street, Orbost. 3888
POSTAL ADDRESS	P.O. Box 151, Orbost, 3888

TERM DATES – 2022 FOR STUDENTS



Term 1	Monday	31st January	Friday	8th April
Term 2	Tuesday	26th April	Friday	24 th June
Term 3	Monday	11 th July	Friday	16 th September
Term 4	Monday	3rd October	Tuesday	20 th December

Teachers return on 28th January for Professional Development and preparation.

TIMETABLE

8.30am			Yard supervision
8.55 am			School commences
10.30 am	to	10.55 am	Morning recess
12.35 pm	to	1.45 pm (inside)	Lunch
12.45pm	to	1.20 pm (outside)	Lunch
2.10pm	to	2.30pm	Afternoon Recess
3.20 pm			Students dismissed

Yard supervision commences at 8.30am, so we request that children ***do not arrive before that time.*** Afternoon supervision at the bus stop concludes at 3.40pm.

It is most important that children arrive prior to school commencing – 8.55am
When our children arrive late to school they miss out on important instructions for the day, and may disrupt the other children in the grade.



ATTENDANCE

If your child is absent from school, please contact the office by phone or text to mobile 0447 032027 on the morning of the absence or log on to Compass to login your child's absence details. Unexplained absences are followed up by phone calls from our office at 9.20am each day

2022 Staff Roles

<u>Staff Member</u>	<u>Grade</u>	<u>Extra Role</u>
Peter Nicolson		Principal
Angela Camilleri		Business Manager (Tues-Thurs) (Mon-Wed)
Lorraine Felton	12F	Maths /Grad Mentor
Sue Legge	Prep1L	Literacy PLT Leader
Celeste O'Connell	6O	PE/Sport/Daily Organisation HSR
Imogen Hodson	2/3 H	Middle School PLT Leader
Belinda Kleinitz	Prep1 (Friday)	Maths/PLT Leader / Respectful Relationships
Erin Voss	45V	Senior PLT Leader/student Leadership / Repsectful Relationships
Kassandra Collins	Information Technology	
Sue Taylor	Music	
Di Munn	Integration Aide	
Janet Munn	Teachers Aide / After School Hours Co-ordinator	
Melissa Adams	Teachers Aide / Chaplain / Student Welfare / PSD	
Kaye Savory	Library	
Sean McGuinness-Harvey	Teachers Aide	
Peter Stam	ICT Support	
Bev Tyler & Bev Weir	After School Care	

Parent Communication

We use a number of methods to communicate with parents. The **newsletter** is published every second Wednesday. The newsletter is uploaded to Compass, and printed copies are **available on request**.

There is a link on our website to **Compass**. This is an important school management platform we use for a number of purposes including roll marking, reporting and booking parent teacher interviews. You will receive information about this later this term with your login details so that you can book your child's conference at the end of term.

We also use **text messages** from time to time when important information has to go out quickly. Please make sure we have your most up to date mobile number on file to ensure you get these messages.

Our **Facebook** page is another source of information and communication. If you haven't already 'liked' us, please do if you are a Facebook user.

Finally, the best form of communication is face to face. If you have a question or a concern, please feel free to organise a convenient time to see your child's teacher either before or after school.

Curriculum and Student Learning

Orbost Primary School offers a comprehensive curriculum to all students across all grade levels based on the Victorian Department of Education's curriculum framework known as the Victorian Curriculum. All information is available at www.victoriancurriculum.vic.edu.au

Teachers at Orbost Primary plan their work programs on a term, weekly and daily basis to ensure they are teaching to each student's current point of need. Much emphasis is placed on knowing where each student is at with their learning so that the teacher knows what the student is then ready to learn next.

Our curriculum covers the following key learning areas and capabilities in line with the new Victorian Curriculum:

- English – including Reading and Viewing, Writing and Speaking and Listening. All students have a literacy-based lesson every day and the whole school undertakes 25 minutes of reading each afternoon.
- Mathematics – including Number and Algebra, Measurement and Geometry and Statistics and Probability. All students have a numeracy-based lesson every day from their classroom teacher.
- The Arts – Visual Arts is taught as a classroom subject by a specialist teacher. Students also have the opportunity to participate in other areas of The Arts through our school production, music lessons and performances funded by the Arts Council.
- Health and Physical Education – all students have a weekly Phys Ed lesson from a qualified specialist teacher. Health topics are covered by the classroom teacher and whole school events such as the Life Education Van and Personal Development seminars run by Orbost Regional Health.
- Science – classroom teachers incorporate Science lessons into their work program focusing on the strands of Science skills and inquiry.
- Language – Language lessons are in combination with online learning platforms when suitably qualified teachers are available.
- Humanities – this learning area incorporates Geography, History, Economics and Civics and Citizenship. Lessons covering these areas are planned and run by the classroom teacher for each grade and usually have a thematic focus. Extra-curricular activities, camps and excursions also cover this learning area.
- Digital Technology – students have access to a range of digital technologies including desktop computers, netbook computers and iPads. They are taught and develop skills in using digital technologies effectively and as a way of engaging with the broader local community. In 2021 we have employed staff to specifically teach and promote Digital Technology across the school.



Student Engagement and Well-being Policy

PURPOSE

Students are better prepared for learning when they are healthy, safe and happy; therefore, student well-being is the responsibility of all staff and parent communities working in a supportive whole school context. Our approach to student wellbeing requires us to differentiate between student needs as well as having a degree of consistency that is supportive of a safe environment.

AIM

Orbost Primary School aims to develop a sense of belonging. We value self-motivation and active participation in order to provide every opportunity to learn so that everyone can be the very best person they can be.

The children will be expected to adopt behaviours that:

- Are outlined in our school values and promote 4 “C’s”
 - ✓ **Community**
 - ✓ **Challenge**
 - ✓ **Creativity**
 - ✓ **Curiosity**
- Develop good work habits and the qualities of good learners
- Lead to a healthy lifestyle
- Respect individuals and the differences between student and staff members and other adults
- Develops positive relationships between student and students and students and staff members or other adults

IMPLEMENTATION

Our focus is on primary prevention, which is the broadest area of activity relating to all students. The main message is on building, belonging and promoting well-being by: -

- Teaching of the school values and the expected behaviours
- Using positive behavioural management strategies which will be established at the beginning of each year for each class in consultation with students and will be provided to parents
- Providing a number of school programs promoting a safe and secure environment
- Ensuring playground supervision is thorough and prompt responses to inappropriate behaviour are adhered to
- High expectations for regular attendance and punctuality
- A commitment by parents/guardians to work in partnership with the school on issues around student wellbeing

1. **Mutual conflict** - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
2. **Social rejection or dislike** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

IMPLEMENTATION

Preventive measures

- Comprehensive record keeping of incidents on COMPASS (Student Management System) are maintained and followed up.
- Teaching of school values and the expected behaviours is vital in the prevention of bullying, including the importance of student bystanders in reducing bullying. All classroom teachers model appropriate social behaviours and aim to create environments that allow students to learn as well as feel emotionally and physically safe.
- Life Education Van and Secret Agent Society Programs take place on an annual basis with a focus on positive self esteem
- Negotiated classroom rules based on mutual respect
- Tips on how to assist students if they are being bullied are regularly put into the school newsletter along with tips on how to develop resilience, good social skills, and assertiveness, making friends, conflict resolution, non aggressive anger management and empathy
- Staff professional learning on bullying and harassment and proven counter measures.
- Provision of programs that develop positive social and emotional wellbeing in students including camps and outdoor activities, mindfulness, personal development and excursions that link in with the wider community.
- Buddy program involving Grade 6 students working with students in the junior school.
- The school has access to a range of wellbeing professionals to provide assistance and support for students who are the victims of bullying and also the bullies themselves who often need support to deal with their behaviour.

Managing bullying situations

- When bullying incidents are reported to a member of staff they will speak with the targeted student at a time as close to the incident as possible and reassure them that the school has no tolerance for bullying and that action will be taken to ensure no further bullying occurs. Bullying incidents are then drawn to the attention of the classroom teacher.
- The classroom teacher will initiate the most effective procedures to assist the victim and the bully including:
 - Non punitive approaches such as mediation, the support group approach, method of shared concern, restorative justice
 - Use of sanctions-loss of privileges or exclusion from school activities
- Parents of bullies are informed as soon as there are any repeat incidents of bullying, and a plan is established to prevent any further incidents reoccurring
- Parents of victims are informed, and support put in place to restore a sense of belongingness and safety for the child
- Support from the Principal or external support providers may be required in some circumstances

EVALUATION

Teachers and School Council review the Student Attitude to School Survey on an annual basis.

Bullying surveys conducted regularly to review bullying incidents and monitor our anti-bullying policy.

RESOURCES

Bullying Solutions, Safe Schools are Effective Schools, www.bullyingnoway.com.au

STUDENT ENGAGEMENT

Every member of the Orbost Primary School community *has a right to fully participate* in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity and valued as an individual.

Our purpose, which is inclusive of students, staff, parents and the wider school community, is to develop a sense of belonging, values self motivation and active participation, provides every opportunity to learn so that everyone can be the very best person they can be.

Our school Values of Community, Challenge, Creativity and Curiosity underpin our student engagement practices. Teachers also teach our whole school positive behaviours of “Be Safe” “Be Respectful” and “Be a Learner” to create safe and secure classrooms and encourage a learning environment where all students can succeed. They also plan and prepare lessons and activities that are designed around best practice for teaching and learning.

A variety of data from students, parents and staff is used annually to inform our engagement strategies.

Definition

We have the understanding that student engagement can be defined as three interrelated components behavioural, emotional and cognitive.

Behavioural engagement refers to student’s participation in education, including the academic, social and extra curricula activities of the school.

Emotional engagement encompasses student’s emotional reactions in the classroom and the school. It can be defined as a student’s sense of belonging or connectedness to the school.

Cognitive engagement relates to students investment in learning and their intrinsic motivation and self regulation.

Rights and Responsibilities

At Orbost Primary School, we believe that all students have the right to learn and that all teachers have the right to teach. Everyone has the right to feel physically and emotionally safe.

Teachers have a responsibility to maintain a safe and orderly learning environment in their classrooms. All students have a responsibility to behave in a manner that allows others to learn and teachers to teach.

If students do not behave in an appropriate manner, the following procedure is followed:

1. Warning and reminder of appropriate behaviour and redirection to remain on task.
2. Relocation in the classroom and second warning.
3. A student or aide is sent to office to advise the Principal. Disruptive student is removed from class and placed in either another class or suitable isolated space until the next break. Teacher follows up with restorative conversation based on exit reflection form. Lunchtime detention for 25 minutes. Exit is recorded in “Exit Book” at General Office.

4. Removal from class second time – parent is contacted to inform them of behaviour. Teacher follows up with restorative conversation.
5. Removal from class three times in a term will result in an internal suspension for one day.

Students who are violent, who display aggressive behaviour towards staff and/or students or who swear directly at a staff member will be immediately exited from class and sent home. DET suspension procedures may apply.

Rights and Responsibilities

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the School’s educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • Demonstrate respect for the rights of others, including the right to learn • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community
Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy • Know how students learn and how to teach them effectively • Know the content they teach • Know their students • Plan and assess for effective learning • Create and maintain safe and challenging learning environments • Use a range of teaching strategies and resources to engage students in effective learning
Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Access information on the learning progress of their children 	<p>Parents/carers have a responsibility to:</p> <p>Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours Ensure their child’s regular attendance</p> <ul style="list-style-type: none"> • Engage in regular and constructive communication with school staff regarding their child’s learning • Support the school in maintaining a safe and respectful learning environment for all students.

Promoting Positive Attendance



Regular school attendance and punctuality enables students to maximise their full potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at a risk of missing out on fundamental aspects of their educational and social development.

Primary prevention strategies employed at OPS include:

- Roll marking completed accurately twice daily with the absence codes used consistently
- Attendance data including lateness is analysed regularly for early identification and follow-up
- Parents and students are regularly informed about school expectations and the benefits or regular attendance and being punctual
- Attendance is positively promoted and encouraged through a variety of mediums strategies which support all families.
- Individual student attendance data is officially reported to parents twice a year

If your child is absent from school –

please contact the office via phone on the morning of the absence or provide a written note of explanation.



A COMPASS entry for absence can be done by parents from home.

A text message to the school mobile 0447 032 027 is also an appropriate form of contact. Unexplained absences are followed up by phone calls from our office at 9.20am each morning.

If student absences become a concern, the school will do the following:

- phone call requesting explanation of absence
- Support meeting with teacher, welfare team, parent and student
- Professional advice from DET, DHHS, Community Services.



NOTE: Being late to school means children miss vital introductions to the day's learning. Lateness and absences interrupt the learning program for all children. Late attendance is recorded on the roll. Our target is 95% attendance or a maximum of 10 days absence per year.

SCHOOL POLICIES:

All policies are available to parents upon request and include:

- ◆ Equal Opportunity Policy
- ◆ Homework Policy
- ◆ Sunsmart Policy
- ◆ Uniform Policy
- ◆ Medication Policy
- ◆ Occupational Health & Safety Policy
- ◆ Sexual Harrassment Policy
- ◆ Working With Children Check Policy

SCHOOL COUNCIL

The role of the School Council: - Section 14 (1a) of the Education Act provides that a School Council “shall determine the general education policy of the school within the guidelines issued by the Minister”.

This means that the school level decisions about the school curriculum, school practices and the use of resources available to the school are made by the School Council on behalf of the school community, within the framework of legislation and Ministerial guidelines.

COMPOSITION:

The School Council shall consist of no more than 13 members and shall be constituted as follows:-

- (a) Not more than 6 members shall be elected by the parents of the students at the school.
- (b) Not more than 3 members shall be elected by staff of the school
- (c) The Principal
- (d) Not more than 3 members may be co-opted by School Council

The School Council meets on the third Monday of each month at 7pm in the school staffroom. Parents are welcome to attend meetings as observers. The annual reporting to parents meeting and the annual elections for School Council are held in Term 1.



The members in 2022 are:-

President	Matt Jenkins
Vice President	Tric Christy
Treasurer (Co-opted)	Andrew Phillips
Secretary	Kirsty Herbert
Parent Rep	Lee Anne Robinson
Parent Rep	Abby Ilton
Co-opted	Peter Morrison
Staff Rep	Melissa Adams
Staff Rep	Erin Voss

“The following sub-committees will operate”: - Finance, Buildings and Grounds & Parents & Community Sub-committees.

Each sub-committee tries to meet at least once between School Council meetings.

Sub-Committees will consist of a minimum of two parents, two teachers and at least one council member who will act as convenor.

PARENTS’ CLUB & COMMUNITY SUB-COMMITTEE

P & C is a very valuable and supportive group that provides many of the extra items and services the school needs. P & C offers the opportunity to provide very valuable input and support to the school in a sociable and positive way.

The annual meeting is held in February each year. Office bearers for the next year are elected at the annual meeting, as well as deciding the day and time for monthly meetings.

At present P & C meetings are held in the staffroom at school

VOLUNTARY HELPERS

At the beginning of the school year parent helpers are sought to assist in the various school programs; Physical Education (swimming), reading, gardening, excursions and classroom activities. If you would like to assist, please either contact your child’s class teacher or the principal.

(Working with Children Check required – applications are available online)

VISITORS BOOK

- **A book at the front door is signed as you enter and ticked when you leave so that our legal obligations are met. Please collect a visitor’s lanyard to wear while you are in the school to easily identify volunteers.**



FOUNDATION (PREP) ORIENTATION PROGRAM



Our Foundation (Prep) orientation program begins in Term 3 with “Let’s Play Schools”. Informal sessions are offered to parents throughout all the cluster schools giving parents the opportunity to visit schools and make an informed decision on which school their child will attend.

In Term 4 we run our formal Foundation (Prep) orientation program over 7 weeks, which provides children with real school experiences and is our opportunity to provide parents with information about our school’s policies and programs and ways to assist children to make a smooth transition to school.

To support Foundation students’ transition to school, children will attend only 4 days per week at the beginning of Term 1 until notified by their classroom teacher. (Usually about 5 weeks on). Parents will be scheduled to bring their children to school one day during Term 1 for an interview and assessment, usually on a Wednesday. The classroom teacher will conduct interviews with parents and the children to gain as much information as possible to tailor the best learning program for each child. Information will be provided at the beginning of the year and during Orientation in November/December.

COLLECTION OF CHILDREN

Please send a note or phone the general office: -

- if someone different is collecting your child
- if their bus travel is changed
- if they are staying at someone else's home.



BUS TRAVEL



Information on eligibility for bus travel is available at the General Office and included in your enrolment package. A note is required when a child, who is normally a school bus traveller, will not be travelling on the school bus. (*Bus notes available from notice board in the foyer*).

Other arrangements out of the ordinary, regarding bus travel, must be followed up with the bus co-ordinator, at the Orbost Secondary College on 5154 1084 before 11am the previous day.

LUNCH ORDERS

Lunch orders are available on **FRIDAY** through the Rosie's Bakery. Children are supervised while they eat their lunch from 12.35pm to 12.45pm in their room.

Please make your child's teacher aware when your child is having a lunch order for the first time

LUNCH ORDER PROCEDURE

The lunch order along with the child's name and grade is written on the outside of a paper lunch bag with the correct money placed inside the bag. The lunch order is then placed in the lunch order box (in each classroom) at school. Lunch orders must be placed in the order box before 9.30am. Lunch orders are delivered to school at approximately 12.30pm. A new lunch order price list will be forwarded to each family early in the school year. **Children who do not put their lunch order in prior to recess will be provided with a sandwich.**

LIBRARY

Very soon after commencing school, Foundation (Prep) children will be borrowing picture books from the school library to take home and share with you. Each Prep student will receive a library bag for protection of library books, supplied by the Department of Education. There will be a weekly session during school time for the return and borrowing of library books. The library is open during specific lunchtimes.

SCHOOL UNIFORM

A uniform dress code reinforces a student's pride in their appearance, instils recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of equality, health and safety and expense are also factors that contribute to the establishment of the Dress Code. All items of clothing **must be named**. Uniform items may be purchased from Land & Surf or Donchi Clothing.

It is expected that all children will wear school uniform. Also, during Term 1 and from September 1st a hat is essential for students to play in the school yard.

Tights for girls uniform is Green ONLY

Skivys & Under shirts are to be Green or Yellow only.

“Orbost Primary School’s SunSmart Policy has been developed to ensure that all children attending this school are protected from skin damage caused by the harmful ultra-violet rays of the sun. It is implemented throughout the year but with particular emphasis in Terms 1 and 4.”

Shoes

It is expected that children wear appropriate footwear to school this includes black school shoes, **school sandals with closed in toes**, runners or school boots. (No open toed shoes are allowed due to safety reasons)

LOST PROPERTY



Please name all items of clothing that children wear to school, as well as all other property children bring to school. If clothing and items of property are named, the owner can be found.

Any items found in the school grounds are placed in the Lost Property area located in the sick bay. If any of your child’s property has been lost, please ask them to check with the general office.

At the end of each term all unclaimed lost property items will be donated to one of the local charitable institutions.

Private property brought to school by students is not insured and neither the school nor DET is responsible for any loss.

*****Any money should be handed to the class teacher for safekeeping*****

REPORTING TO PARENTS



Planned activities:

Term 1

- Parent/Teacher interviews for Foundation (Prep) students, as scheduled by teacher
- Parent/Teacher information newsletters for each class detailing expectations/learning plans/timetables/up-coming activities
- Parent/Teacher interviews Grades 1-6 at the end of term

Term 2

- NAPLAN (National Assessment Plan Literacy and Numeracy) Grade 3 and 5
- Semester 1 Student Reports available at the end of term

Term 3

- Parent/Teacher interviews for all students at the end of Term 3
- NAPLAN results available to parents

Term 4

- Semester 2 Student Reports available at the end of term

CONCERNS?



If you have a concern about your child and/or school please ask your child's teacher or the principal for a suitable time to discuss the problem.

Problems only have a tendency to get **BIGGER** if you keep them to yourself

Share your problem with *someone on school staff* who can help you.

BOOK CLUBS

Ashton Scholastic Book Club materials, 'Wombat', 'Lucky', and 'Arrow', are sent home on a regular basis.

A selection of the current books available for sale in these book clubs are displayed outside the library. You are welcome to come and browse.

'Earlybird' and 'Puffin' book club materials are also forwarded home on a regular basis.

NEWSLETTER

The school newsletter is published fortnightly and is emailed or forwarded home with the eldest child in the family at school, every Wednesday. Paper copies on request.

Other important information is forwarded home when necessary.

Copies of the newsletter (other notices, bus notes, cash envelopes) are available from the foyer. The newsletter is also uploaded to Compass each week.



CONTACT PHONE NUMBERS

It is of **vital importance** that we have **current contact numbers** for all parents and emergency contacts. This includes your workplace, your mobile and your email if available.



A situation may arise when we need to contact you. Sometimes children become sick at school and we do not have the facilities or the expertise to care for sick children. There may be other situations that also require urgent contact with you. If your details change, please notify the general office immediately.

CHILDREN TRAVELLING TO AND FROM SCHOOL BY CAR



If you drive your child to school or collect them after school by car, 5 Minute Drop Off Zones are available on the school side of Ruskin Street. Before and after school are busy times, and by using the school side of Ruskin Street or Farmers Lane Gates for delivery and collection of children, means that children do not have to cross the busy road. Do ***not*** double park and please obey the parking signs and the bus only zone. Some parking is available in the lane behind the school, but restricted parking signs must be respected.

BICYCLES

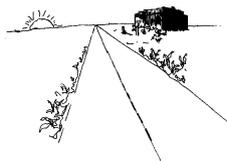


Children in Foundation, Grade 1, 2 or 3 who are unsupervised by an adult, are advised to be supervised to ride bicycles to school alone.



If your child is riding a bicycle or scooter at any time, **an approved helmet MUST be worn.** Secure bike rack storage is available at the school.

CAMPS AND EXCURSIONS



Children will be involved in several excursions during the year. For walking and bus excursions within the town one general excursion permission note, completed at the start of the school year will be required.

For each excursion to areas outside the town a separate permission note signed by either a parent or guardian is required. No child may participate in an excursion unless a permission note signed by either their parent or guardian is provided. All excursions will be on a user-pay basis.

The school offers a number of extra curricular activities, which vary each year. We generally have overnight camps from Grade 2-6, while our junior students will have local activities and a sleepover at school. Details of these are available at the start of the year in the classroom information newsletters, and on the Parent Payment form.

WET DAY PROGRAM



On days when it is raining children remain inside under supervision during recesses. Please make sure your child has appropriate clothing on such days.

SWIMMING PROGRAM



All children Foundation (Prep) to Grade 6 will be participating in the school's swimming program, which will be during Term One. All children are expected to go swimming. If your child has a legitimate reason for not going swimming a note of explanation must be sent to the child's class teacher.

Parental help with the swimming program is needed. If you are willing to help, please contact either your child's teacher or the principal.

STUDENT ASSEMBLIES



A whole school assembly is held each Monday morning at 8.55am led by our Grade 6 students. The National Anthem is sung and an Acknowledgement of Country is recited to keep us mindful of our history and culture.

It is important all children are at school on time to attend these assemblies. Parents are also most welcome to attend. Achievement Awards based on our school values are handed out to students regularly.

DENTAL HEALTH is available through ORH, Boundary Road, Orbost.

Eligibility

All primary school children in Foundation (Prep) to Grade 6

Accessing the School Dental Service

Phone: Orbost Regional Health 5154 6625.



Your child will be registered on the School Dental Program and contacted when an appointment is available. A consent form is required to be completed at the first appointment.

INFECTIOUS DISEASES IN SCHOOLS: *Exclusion from School*

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

Schedule 7 Minimum Period of Exclusion from Primary Schools and Children’s Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Covid 19	Exclusion mandatory in line with DHHS Guidelines. Reporting to DHHS and Edusafe	Any children showing Covid 19 symptoms fever, temperature cough and cold symptoms excluded, family and household contacts also excluded
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two	Exclude family/household contacts until cleared to return by the Secretary.

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
	negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	
Hand, Foot and Mouth disease	Exclude until all blisters have dried.	Not excluded.
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Human immunodeficiency virus infection (HIV/AIDS)	Exclusion is not necessary.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary.	Not excluded.
Measles*	Exclude for at least 4 days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Meningitis (bacteria - other than meningococcal meningitis)	Exclude until well.	Not excluded.
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
Pertussis* (whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.

CONDITION	EXCLUSION OF CASES	EXCLUSION OF CONTACTS
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.



Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
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PRIMARY SCHOOL NURSING PROGRAM

The Primary School Nursing Program offers Victorian families the opportunity to consult with a School Nurse in their child's first year at school. In addition, a referral and follow-up service is provided to children in other year levels. The program provides parents/guardians, teachers and nurses with an opportunity to work together for the wellbeing and educational progress of children.

Services provided by the School Nursing program include: -

A health assessment of all Foundation (Prep) children with parent consent.

The assessment is based on:

- Information provided by parents/guardians in the School Entrant Health Questionnaire
- Distance vision screening
- Hearing test/oral health check if parent, teacher or nurse has identified any concerns
- Information provided by teachers
- Clinical observations and examination as indicated by parent or teacher concerns

The school nurse, with written parent/guardian consent will see students in any grade where a parent, teacher or nurse identifies a concern and will provide:

- Health assessments for students referred by class teachers, parents and other health professionals
- Health assessments for newly enrolled students from overseas
- Follow-up of children with previously identified needs

Additional services provided by Primary School nurses include:

- Provision of information to teachers and parents to help understand children's individual health needs
- Health promotion, health education and provision of resources
- Linking families and schools to community services

LEAVING OF SCHOOL DURING SCHOOL HOURS

Children are not permitted to leave the school early or at any time during the school day unless the parent has made a direct request, preferably in writing, to either the child's class teacher or the principal. If your child normally goes home for lunch, one request at the beginning of the year is sufficient.



If a student is leaving the school for a music lesson, doctor or dental appointment, please sign the book in the foyer noting reason of absence, and if the child will be returning to school)

HELPING YOUR CHILD WITH MATHEMATICS

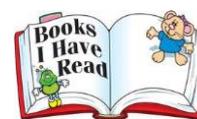


All children participate in the six areas of Maths. These are number and algebra, measurement and geometry, statistics and probability. The focus on Number during the early years relies on oral instructions and involves children using various materials to assist their understanding. During the early years you can assist by talking to your children about what they have done, get them to help count things for you and use words like before, after, more and less. Enjoy counting rhymes together, reading number books and set aside some time to play simple games such as Snakes and Ladders, Trouble and UNO.

During Middle and Senior years find some time to share their homework and encourage them with their work through a positive interest.

Engaging online Maths programs may be used to reinforce the mathematical concepts taught in class.

HEARING CHILDREN READ



When Children Read To You

Always give them your close attention and display interest in the story.

When children are unable to identify a word, remind them of the strategies they can use.

- Re-read and think about the story
- Guess what the word might be
- Use the initial letter as a clue

Use the three P's

PAUSE
PROMPT
PRAISE

give your child time to work it out
remind them of the strategies listed above
all attempts

If children self correct to regain meaning, praise - e.g. 'Good, now that makes sense'. When children lose meaning of what is being read ask a question which focuses on the MEANING, e.g. 'Does that make sense?' 'Would the bear really do that?'

BE PATIENT as your child endeavours to work at the text. Allow them to try out the strategies they have developed for understanding the text.

Show enthusiasm about children's attempts to make sense out of the text, e.g. 'I like the way you . . .'

Encourage children to read:-

- to other children
- their favourite part of the story
- themselves, then tell you in their OWN WORDS about the story



IT IS NOT NECESSARY FOR CHILDREN TO READ EVERY BOOK TO YOU.

EXTRA CURRICULAR ACTIVITIES

- Cultural and Artistic - arts performances, student performances and choir.
- Sporting and leisure - swimming, cross country, athletics, Kanga cricket, winter sports.
- Education enhancement - responsible pet ownership, Life Ed Van, personal development.
- Social Service - targeted fundraising – decided by Junior School Council and School Council
- Leadership - Junior School Council, buddy system, Cross-Age tutoring, student mediation.
- Camps and Excursions - tours, day excursions to local points of interest, camping.
- Celebrations - fitting into Local, State, National and International events, Book Fair, Koorie days.
- Community - Choir, School Production, Flower Show, Junior Rotary, End of Year Concert

Extra Curricular activities form an important part of the school program at Orbest Primary for all grade levels. Students take part in many activities outside the classroom to develop important social and personal skills and to ensure they see and experience a world that is wider than the one they spend most of their time in.

Parent help is often a crucial element in running these extra-curricular experiences successfully. If you have any particular skills and/or interests that may be relevant to any of the above-mentioned activities (or any others) please contact your child's grade teacher to discuss with them.

