Parent Information BOOKLET

Small School, Big Achievements
Bayles Regional Primary School

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We are here to assist your family.
Our aim is to make your school experience a positive one.
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Welcome

Welcome to Bayles Regional Primary School. We understand that choosing a school for your child is very important.

This Information Booklet is intended to familiarise parents with the routines and organisation of the school. Our dedicated staff work as a co-operative team within the guidelines of the School's Policies. This is the framework upon which the teachers care for every student, developing in them core values and skills to help them through adulthood.

Bayles Regional Primary School is committed to the development of each student. Each pupil at our school is encouraged to achieve their best through a varied curriculum, encompassing the fundamental core subjects as well as many stimulating and exciting activities. We work to create an atmosphere in which each child's talent will be nurtured, so that all children will reach their full potential and feel secure in the community in which they live.

You, as parents have an important place in the Bayles Regional Primary School community. In order to achieve our aims, a close working relationship between you and your child's teacher is essential. With communication and involvement, this relationship will be rewarding and fulfilling. The influence of the community at large is significant. Parents are supported and encouraged to become involved and assist where possible.

If at any stage you have concerns about any aspect of your child's school life please contact the school and speak with the class teacher, office staff or the Principal. Most issues can be resolved quickly. Our aim is to ensure that your child has a safe and happy experience at school. We look forward to getting to know your family and developing a relationship which supports your child's education.
Dear Parents/Guardians/Care Givers,

I would like to offer you a very warm welcome to Bayles Regional Primary School.

You and your child are preparing for school. This is a very exciting and important step in your child's development. My staff and I wish to offer your family all the support you feel necessary to ensure that this transition into school life is a smooth and positive experience. We look forward to getting to know your family. I encourage you to ask questions and/or come for another tour. We are here to support your child’s transition.

I am very proud of our school’s community. Our staff are committed, hard working and ready to give of themselves to ensure every child at Bayles Regional is always encouraged to be their best. We constantly strive for excellence and we encourage the children to do likewise. Students are treated with respect and therefore learn to give respect in return. Our students are happy, very capable young people who are given opportunities to be their best, developing the confidence required to become valuable members of the community.

At assembly each week the entire school recites our school oath. In this school oath we make promises “to care for each other, our community and the environment”. We also promise “to strive to be all that we can be”. This is who we are, every day at Bayles Regional.

Another important group which completes our school’s community are our parents; grandparents, friends and community members. We value any and all parental involvement. We understand many parents are working and unable to give very much time. Any amount of time is fantastic, because we know from experience that when a parent is involved in their child’s education that child has a greater likelihood of achieving their best. Many of our parents are involved in a number of ways throughout the school. Please feel free to chat with your child’s teacher, office staff or myself about how you might like to be involved.

I feel privileged that you have chosen Bayles Regional Primary School for your child. I also feel very confident that the relationship you and your child have at Bayles Regional will be a rewarding and happy one.

Yours sincerely,

Mathew Anderton

Principal
Bayles Regional Primary School
Starting Foundation (previously called Prep) or transferring schools can be a big transition for some children. There are many things that you can do to make the transition to school a smooth one.

Where possible deliver and collect your child to and from the classroom during the first weeks of school or until your child is comfortable to travel on the school bus. Be consistent, bright and cheerful to reassure your child that school is a good place to be. Please be on time prior to school commencing and at the end of the school day. Call the office if you will be late at pick up time, so we can inform your child.

Be familiar with and talk to your child about the school/classroom rules and why they are important. Be aware of the timetable at the beginning of the year. Foundation students attend Monday, Tuesday, Thursday and Friday during February. Wednesday is their rest day. One Wednesday during the early weeks of the year, an appointment will be made for your child to come to school for an assessment which takes approximately one hour. This assessment will assist in establishing your child’s learning requirements. Each child will be assessed individually by their teacher. Parents are welcome to wait in the staff room (have a cuppa) during this time.

Ask your child’s teacher when special events occur such as library day (to return books) and PE day (to wear runners). Try to give your child advance notice about weekly and upcoming events so they will feel properly prepared.

Be aware that your child will probably be more tired than usual. Ensure that they get plenty of rest, especially when the weather is hot. We suggest you monitor how your child is coping and adjust their schedule accordingly.

Please let us know if we can assist you and your child in any way. If there are any changes to your situation or you have any special needs regarding your child, please speak to your child’s class teacher.
Term Dates

Term dates for 2016 are as follows: -

**Term 1** 28th January to 24th March
Teachers and staff begin Term 1 on 27th January

**Term 2** 11th April to 24th June

**Term 3** 11th July to 16th September

**Term 4** 3rd October to 20th December

School is closed on all Public Holidays

School Hours

School commences ........................................... 9.00am
Recess snack is eaten in the classrooms ........... 10.50am - 11.00am
Morning recess ................................................ 11.00am - 11.30am
Lunch is eaten in the classrooms....................... 1.20pm - 1.30pm
Lunch recess is held between ......................... 1.30pm - 2.30pm
Dismissal................................................................. 3.30pm

It is important for children to arrive at school on time in the mornings. It is upsetting to the child and disruptive to the class if your child is late. Children who arrive late must be signed in at the office by their parent and collect a late arrival pass which is then given to your child’s teacher. If you arrive at school anytime after 9am please bring your child to the office to collect the late arrival pass.

Children are not supervised at school before 8.30am or after 3.45pm and for safety reasons should only be at school **between** these times. On the last day of terms 1, 2 and 3, prior to school holidays, school will dismiss at 2.30pm, and at 1.30pm on the last school day of the year.

If you need to pick up your child early (eg. for emergency appointments that cannot be made out of school hours) we encourage you to inform their class teacher in advance where possible. You will need to sign your child out at the office, collect an early leavers pass which is given to your child’s teacher, then collect your child from the classroom. Please note that if anyone other than the child’s parents need to pick your child up they must be listed as an emergency contact and must see the office staff first.

Book Collection & Payment of Fees

Book Collection and Fee Payment days will be towards the end of the Christmas holidays. Parents will be notified during Term Four of the dates. **All School Fees must be paid** at the time of book collection. **Books cannot be collected at any other time. Please note that the school does not have EFTPOS or credit card facilities.**
Preparing for School
“Giving every child a good start …”

When children are about to begin full-time schooling, it gives them a good start if they are able to:

Literacy at School
- recognise and write some letters of their own name
- notice signs, symbols, letters and words that they see often
- pay attention to and comment on repeated sounds in rhymes, jingles and stories
- tell stories about events in their lives in sequence
- listen with interest and courtesy when other people speak
- follow simple instructions
- talk about favourite stories and describe some of the characters or things that happen
- hold a book the right way up and trace their finger from top-left to bottom-right as they “pretend to read”
- have experience with drawing, scribbling and making marks on paper that they would like to carry meaning.

When reading to your child encourage thinking by asking questions about the story or ask your child what he/she thinks might happen next.

Numeracy at School
- talk about their age and recognise some numbers
- count a group of objects up to 10 and then beyond
- sort things into “similar” and “different” groups, talk about why
- use words to compare items - “this is the biggest”; “this one is short”; “my drink is empty”; “I would like the longest one”
- use words to describe the position of objects - “it’s under the chair”; “beside the doll”; “on top of the table”

Social Skills at School
- cooperate with other children
- take turns and join in activities and games
- express their feelings and opinions in a happy, caring way
- use their words to sort out problems, instead of acting aggressively
- be able to say sorry if and when it is necessary
- ask questions and follow instructions
- ask for assistance when they need it
- follow rules and routines
- know when and how to give answers including their own opinions
- accept other adults direction about their behaviour or learning
- “have a go” at things they are not sure about
- keep going until the task is finished
Foundation Transition Check List

Prior to Starting School:

The following suggestions will make the transition to school easier:

- Provide the school with all enrolment forms and relevant up to date emergency contact information.
- Provide the school with your child’s Birth Certificate and Certificate of Immunisation.
- Be familiar with the Parent Information Booklet, all relevant dates and information is listed within.
- Ensure you have purchased the correct books for your child through the school booklist.
- Speak to your child about bringing home notices and letters and returning readers and library books on time.
- Talk to your child about school. “School is the place where you will meet your friends, play games, learn exciting things, sing songs and make things”.
- Show an interest in your child when looking at books, drawing or writing. Admire and display some of their work.
- Foster confidence by giving your child simple duties around the house.
- If possible, allow your child to stay with a relative or a friend for a short period so they will become familiar with being away from you.
- Read to your child often - this is an important introduction to school language work. Select suitable stories and TV programs that will support positive learning.
- Ensure that your child receives sufficient sleep.
- Buy footwear which is easily put on and taken off. Ensure all uniform/clothing is clearly named and that your child can identify their name on the clothing, school bag and hat.
- Train your child to look after his or her belongings. This is the beginning of learning responsibility. Teach them to do up their own pants, buttons, shoelaces and to be independent.
- Make sure your child knows how to use a handkerchief or tissues, wash their hands and flush a toilet. Explain to your son the purpose of a urinal.

Once your Child has Started School:

- Provide healthy snack and lunch options for your child to eat each day. Show them what food you have packed each morning and say when you would like that food to be eaten (recess/snack or lunchtime). Please remove as many wrappers as possible from your child’s snacks.
- Please do not include in your child’s school lunch food that contains nuts, eggs or peanuts, as some students at Bayles Regional have severe or life-threatening allergies. Refer page 7.
- Familiarise yourself with the homework expectations for your child’s grade. Children from every grade are required to read each night.
- School uniform is to be worn every day to school. School hats are to be worn between September and April.
- Prepare a named plastic bag containing a spare uniform to give to your child’s teacher on the first day.
- Read the school’s newsletter and website to ensure you are up to date with school activities and announcements.
- Explain to your child where you will meet him/her each day when school is finished. This is very important, for your child to feel secure, so please be on time.
- To avoid disappointment, make sure all permission slips and payments (excursions etc) are returned to your child’s classroom teacher on time.
- Sign your child IN and OUT at the office if you are late or if your child is departing school early.
- Fill in an absence note or send a Tiqbiz Notification each time your child is away from school for an entire day.
- Regularly check your child’s hair for head lice.
Play Lunch / Lunch

During lunch and playlunch eating periods all children are supervised in their classrooms. No food with wrappers is to be taken outside. We encourage children to bring a small, but nutritious lunch including a piece of fresh fruit and a drink in a named plastic container. Children will be encouraged to eat a piece of fresh fruit or vegetable during ‘fruit break’ (not dried or packaged). Let your child know what is to be eaten at morning recess and lunchtime. Please make sure that your child’s lunch box, drink container etc., are clearly named. No glass containers are permitted.

Bayles Regional Primary School currently have a number of students that suffer from the potentially life threatening condition Anaphylaxis. These students are allergic to a variety of different things, including (but not limited to) peanuts, nuts and eggs. We ask that all students and families be aware of this when packing their snack and lunch for the day. It is strongly advisable that none of these foods are brought to school at any time.

During suitable weather classroom teachers may choose to supervise children eating in designated areas outside. Students who do not finish eating during allocated supervised time will be given an area to sit and finish their food before they play. Any uneaten food is to be left in their lunch boxes and taken home.

On Fridays, lunches can be ordered directly from the Bayles General Store before 11.00am. Bus travellers have the option of bringing their lunch order to school in an envelope with the order written on the front and correct change enclosed if possible. Lunch orders are delivered to school at lunchtime. This arrangement is made directly with the store. The DET (Department of Education and Training) has issued instructions to all schools not to allow soft drink and or confectionary as a part of students lunches. Please remember this when packing and or ordering your child’s lunches.

CLASS STRUCTURE

Class structure may vary from year to year depending on enrolment numbers in each year level and staff entitlement provided (DET). The Principal has the responsibility for setting class structure and allocating teachers. Staff input into this process is exceptionally valuable and imperative to ensure we provide the best scenario possible.
School Uniform

The wearing of the school uniform at Bayles Regional Primary School provides the opportunity for all families to be seen to be equal in social and economic circumstance. It provides the school with an avenue to develop a sense of identity with a consequential positive effect on tone and discipline. There is no defined changeover period between Winter and Summer uniform apart from the wearing of hats between September and April) parents may chose according to their child’s comfort levels.

Winter Uniform
- Tunic - predominantly navy blue
- Navy blue pants (track pants, cords, drill pants)
- Navy blue crew neck windcheater with logo
- Navy blue jacket with logo
- White or navy skivvy
- Long sleeved white or navy blue polo shirt with or without logo
- Navy blue beanie, scarf and/or gloves

Summer Uniform
- Blue and white check summer dress
- Navy blue shorts or “skorts”
- Short sleeved white or navy blue polo with or without logo
- Bayles Regional navy blue sun smart hat (must be worn from September to April)

Sports Uniform
- White polo with logo
- Navy blue shorts or sports skirt
- Navy blue Sun smart hat with logo must be worn from September to April.

Footwear
- No bright or patterned foot wear
- When visible, socks should be navy blue, black, grey or white
- For safety reasons **shoes must not** have platform soles or open toes
- For PE and PMP suitable sports footwear must be worn

**ALL Excursions and School Photos** Full School Uniform
- White polo with logo
- Navy blue (skort, tunic, track pants, shorts, cords, drill pants)

**Grade 6 Graduation Windcheaters**
Each year, Year 5 parents will be given the option of purchasing a Year 6 unique windcheater. Colours and design will vary each year. The school logo will be positioned on the front as per standard uniform and the back will be printed.

**General**
NO BRAND logos should be visible on any uniform item. Screen printed uniform is available from Beleza Discount Clothing & School Uniforms - Shop 2/56 John Street, Pakenham

**Change of Clothing**

Our school ground often becomes wet and muddy during winter months and accidents can occur. We request that children in Foundation and Years 1 and 2 have a LABELLED change of clothes either in their bags or kept in the classroom to enable us to cater for most situations. It does not hurt for older children who like to play sport during lunch/recess to have a change of clothes as well (especially pants and socks). Please speak to your classroom teacher to identify the best way to store this change of clothes. The wearing of gumboots outside is highly recommended during the wet months and children are encouraged to bring along a pair of slippers to wear indoors.
Attendance “Every Day Counts”

Is regular attendance at school important?
Yes – from the first day. If your child misses the basic skills in primary school they can experience difficulties with their learning. Regular attendance is essential to make sure learning is not disrupted. Regular learning provides building blocks for the future. Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem.

What is my responsibility as a parent / caregiver?
- Make sure your child attends school on ALL school days
- Make sure your child is on time every day
- Provide the school with an explanation if your child is away
- Contact the school if your child does not want to go to school
- Arrange doctor and dentist appointments out of school hours
- Arrange personal shopping trips with your son / daughter or birthday celebrations out of school hours. Please avoid allowing your child to stay home for minor reasons.

Must I send my child to school every day?
Yes! Unless, your child is too sick or injured to go to school; your child has an infectious disease or the principal is provided with any other genuine and acceptable reason for absence. The government target is to have a 95% student attendance rate in schools.

Do I need to let the school know if my child has been away?
Yes! For the wellbeing of your child, the DET has an attendance policy and teachers and schools are required to follow up student absences. When a child is absent a note is required on the child’s return even if you have let the teacher know verbally. This could be in the form of an absence note or notification via Tiqbiz.

If your child is going to be absent for a length of time it would be appreciated if you informed the school. If your child is away for a short absence, please send a note with the child on his/her return to school or by Tiqbiz. Unexplained absence letters will be sent home monthly - these are required to be filled in and returned to the school. This is a requirement set down by DET.

Punctuality
Punctuality is highly encouraged and expected at Bayles Regional Primary School. In order for the school to fulfil its responsibility for the safety and welfare of students, the school requires punctual attendance. It is important that children arrive at school in time to commence the day’s activities. When children are late they have an unsettled start to the day, and miss important instructions. Children that arrive on time have a smooth start to the day.

Students arriving late are required to be escorted by their parent/carer to the office so a Late Pass can be completed. This late pass is then given to your child to be handed to their class teacher. This enables us to fulfil all DET attendance requirements.

Lost Property
Lost property is stored at school. Parents and children are advised to check lost property if items of clothing have been lost. All garments should be clearly named before they are worn to school that way they can be returned to the child directly. Any unclaimed lost property will be sent to the local Op Shop at the end of each term or sold at second-hand stalls held at various school events throughout the year.
Student Banking

If families wish to, students may start an account with the Bendigo Bank. Student banking day is Monday. The School Office does not handle any of the money, it acts only as a courier for this service. Any discrepancies please contact the Bendigo Bank directly.

Book Club

Book Club and a Book Fair are conducted throughout the year through Scholastic Books. Your child will receive brochures and/or information to take home explaining the process and which books are on offer. To avoid disappointment, orders are to be returned to school with payment (to your child’s classroom teacher) prior to the cut off date. Late orders cannot be accepted.

Our school directly benefits from each order placed by receiving special offers and books for our library. However, there is absolutely no pressure to purchase any of these materials, as this is an additional service we provide to our school’s families.

Parent Teacher Interviews/Reports

Information sessions for parents will be held at the beginning of Term 1, and Parent-Teacher Interviews are held after reports are distributed at the beginning of Term 3. This ensures that parents are well informed of the teachers’ expectations for their child. Written reports are issued mid year and at the end of the year. Bookings for these sessions are done online—instructions on how to book will be given to all families when the dates are announced.

The teaching staff continually evaluate the children's progress and if problems do become apparent, parents are made aware of the situation. This applies not only to academic subjects, but also to all aspects of the social and physical well being of the children. If at any time you are concerned with the progress of your child, please speak to the class teacher about it. A formal interview can be arranged at any time throughout the year.

Assembly

Every Friday a whole school assembly is held in the Jane Coupe Music Centre at approximately 3.00pm.

During assembly the entire school sings the National Anthem and recites our School’s Oath, followed by Principal and teacher announcements, reminders of upcoming events and house points. Awards are presented to various students and on occasion performances either by a grade or individual students are held. Assembly is an excellent way to keep in touch with our school’s progress and events. Parents/grandparents and caregivers are very welcome to attend. Assembly takes place for approximately 30 minutes.

Tiqbiz

Communication with families is primarily by a tool called Tiqbiz which is accessible from either a computer or smartphone. With this tool the school is able to send out reminders, newsletters, photos etc, while families are able to inform us of absences or send us a message/contact requests. At the start of each year families will be given the information needed to log in to their child’s class group, as well as to the whole school.
Bus Travel

The large majority of our children travel on one of three buses to and from school each day. Buses are free if Bayles Regional Primary School is your closest government school. If this is not the case and you wish your child to travel on the bus, you will need to contact the Bus Co-ordinator at Koo Wee Rup Secondary College, and if a seat is available, there will be a charge per term. If you feel your child may be eligible to utilise this service please check with the Business Manager in the School Office. Foundation children may be a little hesitant to catch the bus, particularly early in the year. If your child is concerned about this, please let us know and we will set up a ‘buddy’ system with an older child who catches the same bus.

THE SWAMP BUS SYSTEM

The Swamp Bus System Policy:

**Safety Measures / Bus Rules**

- Bus travel is a privilege not a right. Students who are repeatedly a safety hazard will not travel on the system.
- Students must follow the bus driver’s and bus captain’s instructions the first time they are given, get on and off safely, **wait for the bus to drive on at least 100 metres before crossing the road (this was the cause of the most recent fatality in the area in 1992)**.
- While at the bus stop, stay off the road and wait quietly and sensibly.
- While travelling, behave safely and remain in an allocated seat.
- Students must **NOT** eat/drink on the bus, put any part of their body out of the bus, shout/scream, use bad language, throw anything from the bus, or fight.
- **Bus Captains** will be appointed. Reliable senior students will be trained early in term one to fulfil this role.
- **Bus Seating Plan** - each student is allocated a seat for the year.
- **Bus Drivers** and/or **Bus Captains** are to report misbehaviour on the bus.
- **Misbehaviour** - students will be dealt with by their schools for misbehaviour at bus stops, and on the bus.
- **Serious incidents** - serious incidents (e.g. endangering others, distracting the driver) will result in suspension from bus travel for 3 to 5 days.
- The first minor incident reported will result in a verbal warning and the parents being contacted.
- Second and subsequent minor incidents in a school year will result in suspension from bus travel.
- All parents will be contacted about any such incidents.

The Swamp Bus System Policy is developed and supported by the school’s Principals and Councils, Department of Transport and local Bus Proprietors.

Bayles Regional Primary School is not responsible for the Swamp Bus System. This system is coordinated by the Koo Wee Rup Secondary College and any enquiries should be directed to them.

Traffic Safety

The school has one supervised crossing directly outside the school which leads to the car park that is available to parents during pick-up and drop-off times. Parking in the staff car park is only permitted between 10.00am and 2.30pm. Parents must not double park in either car park - there are very sound legal and safety reasons for making this request. There is also a pathway down to the General Store if parents wish to park there and walk their children to and/or from school.

Please remind your child to be very careful when moving through the car park and crossing the road.
House System
Students are divided into four different school houses: Blackfish (red), Kookaburra (yellow), Swamp (blue) and Ti Tree (green). Children participate in a number of events throughout the year in house groups such as the swimming and sports carnival. There is healthy competition between the houses. Merit points for behaviour and achievement are collected in each classroom during the week, these are read out at our weekly assembly. A running total is included in our School Newsletter, a trophy with the winning house for each year is displayed at school.

Students are assigned to a School House randomly on entry to school, however, once a student has been assigned, any younger siblings will automatically become members of the same house when they begin school. Each year there is a process for nominating and selecting the House Captains and House Vice Captains. It is their role to support and encourage their fellow house teams and give speeches at assembly.

Camps and Excursions
Excursions and camps form a very important part of a child’s total educational program. They are organised to enable the children to have first hand contact with a variety of experiences. As with the classroom programs, camps and excursions are part of a learning sequence; each experience building upon a previous one. All students in Years 3 - 6 are invited to attend our annual three day school camp.

Parent permission is obtained prior to each excursion being undertaken out of the immediate area. Parents are responsible for the payment of costs involved e.g. transport, admission etc. Children will not be taken on excursions without a consent form. All payments and consent forms must be returned by the due date. Unfortunately no late payments will be accepted unless arrangements have been made with the Principal. Families may be eligible for the Camps, Sports and Excursions Fund - see page 17 for more information.

Social Service
Bayles Regional encourages support for a number of selected appeals (e.g. Make a Wish Foundation, World Vision). Children are given the opportunity to donate small sums of money as part of their training in good citizenship. We organise a few events each year for this purpose. Our aim is to teach that giving is fun.

The fun part is the theme we set for the day: Crazy Hair Day, Footy Day, Free Dress Day and Harmony Day. These events are not compulsory.

Strategic Plan
In 2013 we developed our four year Strategic Plan that outlines the school’s direction.

The following outline our goals for the next four years:

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<th>Student Learning</th>
<th>To continue to improve student outcomes in literacy and numeracy within a rich curriculum.</th>
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<tr>
<td>Student Engagement and Wellbeing</td>
<td>Assist all students to become confident, engaged and resilient members of a unique learning community.</td>
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<tr>
<td>Student Transitions and Pathways</td>
<td>Ensure all students are able to successfully transition along planned pathways throughout their schooling and beyond.</td>
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For further information about our school priorities, Policies, or a copy of our Strategic Plan, please speak to our Office Staff.
The comprehensive curriculum offered at Bayles Regional covers all areas in the Victorian Essential Learning Standards which describe the essential knowledge, skills and behaviours, students need to prepare for further education, work and life.

We place particular emphasis on:

- **The writing processes** - Narrative, Procedure, Report, Recount, Persuasive, Personal and Poetry
- Spelling
- Reading Comprehension
- Numeracy
- Digital technologies
- Environmental Science

At Bayles Regional we have a strong emphasis on developing the core areas of Literacy and Numeracy. Every school day, every class has a two hour literacy block and one hour (minimum) numeracy block. Children are taught at their individual level to enable every child to experience success.

We provide an interactive and engaging ICT rich learning environment where children access a range of technologies to support their learning. This includes the use of class computers, interactive whiteboards and iPads.

We proudly offer a diverse integrated curriculum program, which appropriately targets the needs of our students at their different year levels.

We provide a strong specialist support program that includes **Physical Education, Performing Arts, Language (Chinese) and Library**. Students have the opportunity to learn the guitar, recorder or join the choir (refer to Music, for more details).

There are many extra curricular activities for children to be involved in. Some of these include: **Public Speaking, Leadership Opportunities, School Camp, Sleepover, Fun Runs, Carnivals** (swimming, athletics, cross country, interschool sports), **Musicals, Rotations, Victorian Premiers Reading Challenge etc.**

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<th>Learning areas</th>
<th>Capabilities</th>
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<tr>
<td>The Arts</td>
<td>Critical and creative thinking</td>
</tr>
<tr>
<td>English</td>
<td>Ethical understanding</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Intercultural understanding</td>
</tr>
<tr>
<td>The Humanities: Economics and Business; Geography; History; Civics and Citizenship</td>
<td>Personal and Social Capability</td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Technologies: Design and Technologies; Digital Technologies</td>
<td></td>
</tr>
</tbody>
</table>
Environmental Focus

Bayles Regional Primary School has always had a strong environmental focus within the school. Students are involved in a variety of projects including; growing and harvesting the veggie patch, litter reduction, chook shed, a worm farm, caring for live animals and cultivating the wetlands (The Frog Bog). The children’s vegetable gardens were established in the mid 1990s and have been tended by successive years of Year 3/4/5 children ever since. The children each ‘own’ a section of the garden and are able to choose what they grow providing they do the necessary work on the ground, which includes digging in the school compost and chook shed contents each year. Most plants are grown from seed. Produce is eaten at school or taken home. Students have even enjoyed a three course luncheon made almost entirely from school produce.

In 2007 the school achieved accreditation as a Five Star Sustainable School. This involved focusing on the four areas of Waste, Water, Energy and Biodiversity. We encourage our students involvement in many programs and competitions including Plant Savers, Garden of the Year, EPA Calendar Competition and the ‘Sustainables Challenge’ with the aim of assisting the children to become more environmentally aware.

Digital Technologies

Bayles Regional recognises that ICT and digital technologies have become an integral part of daily life. It is becoming more important for the future of our students, to be developing their ICT skills. Developing computer skills will benefit our children’s future employment opportunities.

The school is extremely excited to be part of the New Pedagogies for Deep Learning research project. ‘Pedagogy’ is the term used to describe the science of teaching. One helpful analogy is that of the dance. Think of pedagogy as the steps in the dance, the body movements, and so on. You cannot dance knowing the steps alone; you also need music. And you need the right music for the steps (or vice versa); salsa dance steps will not work with waltz music. In our analogy, music is the content or topics taught. When you put the music and the steps together, you can dance. Similarly, when you put the pedagogy and the content together, you can teach and students can learn. The NPDL is a three year project aimed at developing new approaches to teaching and assessing using technology. Bayles Regional PS is now a member of the Australian cluster which consists of 100 schools in Victoria and Tasmania; we are also one of 1000 schools globally: quite an achievement for our little school I think!
Homework

Homework, in its many forms, is used as a way to practice and deepen knowledge at home. The school’s expectations for homework are as follows:

- Children should be encouraged to read at home every day. Research shows that children who read on a daily basis have a greater chance of experiencing academic success.
- Practice of mental maths and quick recall of number facts should happen every day. This includes counting (including skip-counting) from any given number, reciting times tables facts, adding objects together and discussing problems that might involve some kind of mental calculation (e.g. A toy costs $14.50. How much change would I get from $20?)
- Practice of sight words/common words, especially for junior school students who use the Magic Words (coloured word charts)
- Kids should be given the freedom to play and do outside-school activities as a way of enhancing their physical and social learning.

We recognise that homework should be a positive experience, free from stress and anxiety (for kids and parents!) Children who need further support, whether that be remedial or extension work, will have an Individual Learning Plan (ILP) where the at-home tasks are specifically designed for that student and are within the capacity of the parents to provide the support. This will be discussed with you and your child’s teacher and is monitored on a termly basis. Parents who request additional homework will be provided with it.

Library

Our school is fortunate to have a fully resourced library that is stocked with books and computers for students to develop their reading and researching skills. Children regularly visit the library to borrow and read books. In addition to this we have the MARC library van attend the school each week. Children receive a weekly library session which focus on literature skills and researching.

Music

We provide a music program whereby students participate in hands-on sessions using the school’s comprehensive supply of percussion instruments, both tuned and non-tuned. The program covers the musical elements of beat, rhythm, dynamics, tempo, pitch, form, texture and style. Movement, dance and musical games are incorporated into the lessons.

As children progress through the school, musical opportunities become available for those who wish to partake. Instrumental lessons may be offered from grade 3 and the school choir is currently made up of interested children from Years 4 - 6. Each year is different and much depends on the interests of the children at the time.

Performance opportunities occur throughout the year – from the fairly informal assembly items to those with an outside audience, for example: Koo Wee Rup Carols, Killara Nursing Home etc.

Each year brings something new and exciting to the music program.
Birth Certificate & Certificate of Immunisation

A copy of your child’s Birth Certificate is required at the time of enrolment. Children cannot start school without an Immunisation Certificate. Please endeavour to obtain one as soon as possible. www.medicareaustralia.gov.au or phone 132011. A Certificate of Immunisation is a compulsory requirement for enrolment.

Emergency Information

We hold the Emergency contact details for each child. This includes an emergency contact telephone number (neighbour, relative, or friend) as well as the home and work number of parents. Relevant addresses, including that of your family doctor are also included.

*It is absolutely crucial to the welfare of your child that the School Office is notified immediately of any change to your address or telephone numbers.*

Court Orders/Restraining Orders

It is very important that parents holding Court Orders or restraining Orders forward a copy of these documents for the Principal to keep on file. We recommend that if you have any information which pertains to your child in this regard, you make an appointment with the Principal to clarify the situation.

Please note: *If the school has no record of these documents, staff are unable to refuse either ‘parent’ from taking the child from the school.*

Privacy Policy

Bayles Regional Primary School has a Privacy Policy which has been approved by School Council and is in line with the guidelines from the Department of Education and Training. ALL School Policies can be viewed by members of the school community. Please make your requests known at the School Office.
Booklists/Parent Contributions

The government provides basic funding direct to the school and the school community is asked to complement this funding, in support of the provision of a higher quality program.

A booklist is distributed to all parents towards the end of the year. The associated costs include each student's personal books and requisites, supplies for general classroom use, duplicating and printing costs, paper, art and craft supplies, class texts, reading materials, Life Education classes.

Each year School Council invites parents to contribute a voluntary amount of $20.00 per child. This money will help maintain and increase the facilities of the school, thus enhancing your child’s education.

<table>
<thead>
<tr>
<th>Essential Education Items</th>
<th>$ 50.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Extras</td>
<td>$135.00</td>
</tr>
<tr>
<td></td>
<td>$185.00</td>
</tr>
</tbody>
</table>

**Voluntary Financial Contributions**

| Buildings, Grounds and Maintenance | $ 20.00 |

**Total** $205.00 per student

**PLEASE NOTE:**
Book Collection and Fee Payment day will be held on Thursday 21st January 2016 between the hours of 10.00am - 2.00pm. *Books cannot be collected at any other time.*

School Newsletter

The School Newsletter is published fortnightly on our school Website at www.bayles.ps.vic.edu.au under “News and Events” as well as being sent to all families via Tiqbiz. It includes information about upcoming events as well as details of events that have taken place in the school community. The newsletter is an important method of communication between the school and parents, so please read it carefully to avoid missing vital information. Reminders will be sent to families via Tizbiz and/or email to let you know when the latest newsletter has been published.

Money

All money requested for excursions, incursions, camps, special lunches etc. must go through the class teacher’s ‘Cash Book’. Encourage your child to become responsible for this by reminding him/her to hand in all notices and money to the class teacher at the start of the school day.

Please endeavour to have correct money at these times as the school does not carry a float, and enclose the money in a clearly marked envelope. The only money accepted at the School Office are the yearly fees, which are to be paid on book collection day.

Camps, Sports & Excursions Fund (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum. CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount for primary school student will be $125. For application forms or for more information, please contact the school office, or visit www.education.vic.gov.au/csef
Permission Slips and Notices
The school endeavours to only send permission slips and notices home one day per week (usually a Friday). Please make sure you read all notices carefully and take notice of “return by” dates. It is the responsibility of the family to make sure that all permission slips and payments are sent to the school (via the classroom) by the due dates - the office will not chase up overdue payments and permission slips. Failure to have permission slips and payments in on time will mean that your child will not be able to participate in the event.

School Photos
School photos are taken annually. Parents are asked to make every effort to ensure that their children are dressed in School Uniform for the photos. Notices will be sent home and reminders will be included in the School Newsletter. Payment for photos is directly to the photographer on School Photo Day.

Visitors to the School
Parents visiting the school during school hours or helping in classrooms are asked to sign in at the School Office and collect a badge. This enables us to be aware of who is at the school at certain times. We appreciate your assistance in this matter.

Please DO NOT go directly to your child’s classroom for any reason - if you need to drop something off for them, bring it to the office and we will take it to the classroom at a convenient time. Similarly, if you need to collect your child early an “Early Leaver” note needs to be signed at the front office first.

No child is to leave the school grounds during school hours for any reason UNLESS signed out by a parent (or authorised person). Please DO NOT collect children during recess or lunchtime without signing them out and notifying their teacher.

Personal Items brought to School
Any private property brought to school is the responsibility of the student, and should be named clearly. Students should not bring any form of computer game or inappropriate toys or literature to school.

Private property brought to school by students is not insured by DET. We strongly advise parents to discourage their children from bringing valuable items to school, as the school will not be responsible for any loss or damage to the item.

Transfers
If your child or children are leaving the school, a transfer note must be obtained from the School Office and taken to the new school.

If reasonable notice can be given, this enables the office staff and the class teacher to organise the transfer, and gather the child’s work books and belongings. This also allows teachers to write reports for the new school.

Conveyance Allowance
An allowance from DET is available to families who meet the strict criteria for travel expenses to schools. You are eligible if you live more than 4.8 kilometres from your nearest government school or from your nearest bus stop. The allowance is paid to the claimant in four installments during the year. If you think that you may be eligible please contact the School Office for more information or to obtain a claim form.
School Oath

*We love our small school and celebrate our big achievements.*

*We promise that we will try our hardest to help our school, our community and the environment.*

*We will try to be good friends and always try our best.*

*We strive to be all that we can be.*

School Values

The Bayles Regional Primary School Community Values:

- **Respect** - for self, others and the environment
- **Integrity** - to be honest and ethical in all we do
- **Excellence** - in all aspects of our community
- **Persistence** - to always give our best

*Developed by staff, parents and students - 2008*

School Rules

It is our goal for each individual to be able to pursue both work and play without interruption.

*To ensure this outcome, the following rules have been formulated:*

- **Respect Yourself**
- **Respect Others**
- **Respect the Environment**

*These encompass the following:*

- Be Co-operative
- Be Courteous
- Be Safe
Student Code of Conduct

The Student Code of Conduct will comply with DET guidelines. The School Council believes that Bayles Regional is to be a happy and caring learning environment that meets the needs of our children at all levels of their primary school life. School Council, teachers and students will be made aware of their rights and responsibilities under the Racial and Religious Tolerance Act 2001. Vilification of any form and particularly on the grounds of race or religion is unlawful and will be dealt with accordingly.

Our policy is based on the following rights for students to be:

- Safe
- Treated with respect and courtesy
- Treated fairly
- Able to work and play without interference from others
- Able to talk with others about problems
- Able to receive assistance from others
- Able to expect that personal property is safe

Standards

Bayles Regional Primary School:

- Values and promotes positive approaches to managing behaviour
- Fosters in students self discipline and the capacity to accept responsibility for their actions
- Values and implements strategies to improve self-concept and to develop responsibility in students for their own learning
- Values and implements strategies which develop respect and acknowledgment of differences
- Encourages friendship
- Encourages sharing, tolerance and compassion among all students
- Encourages strong parent-teacher partnerships
- Applies consistent and fair logical consequences
- Encourages organised and responsible play within our playground
- Encourages students to exhibit pride in their school.

Students are taught and encouraged to:

- Treat other children and adults with respect
- Move and play safely
- Respect all property
- Work as well as they can and allow others to do the same
- Be aware of school rules and expectations.

Teachers are to:

- Give positive feedback
- Set a positive example in manners, behaviour and appearance
- Seek parent / teacher contact
- Use a consistent, fair approach with all students
- Encourage awareness and understanding of school rules
- Continually evaluate teaching and management strategies
- Provide supervision
Discipline Procedures

Bayles Regional Primary School has developed a reputation for firm discipline with a well established Student Code of Conduct. The “Assertive Discipline Model” of classroom management is used throughout the school. This is based on rewarding positive behaviour and clearly and consistently dealing with negative behaviour.

In the classroom, students are given a verbal warning for an inappropriate behaviour. If it continues they receive timeout in the classroom followed by timeout in another classroom.

In most cases of playground misbehaviour, appropriate disciplinary action can be instituted “on-the-spot” with either a warning or time out from play. The yard duty teacher may record playground incidents on tracking sheets in the yard duty folders. Where several occurrences of playground misbehaviour occur in a short period of time, the Principal may institute an extended time-out.

Major Incidents

Listed are the Major incidents which will normally incur an immediate time-out and will be dealt with by the Principal.

Violence: Fighting, hitting, kicking, spitting, throwing objects and swearing.
Destroying or attempting to destroy school equipment or school property.
Being rude to or not obeying a teacher.
Bullying or harassing any member of the school community.
Leaving the school grounds without permission.

Bullying

At Bayles Regional we have a ZERO TOLERANCE TO BULLYING. Every student, staff member and all members of our community have the right to be treated with respect. This is our goal and what we strive for.

No Put Downs!

Teachers practice and remind students regularly about the use of positive language at school. All school buildings and playground areas are declared as ‘No Put Down’ zones. This means students are not permitted to use negative language or gestures to judge or describe others.

Students are reminded of our school values and rules by having class discussions and/or designing posters which are displayed at various times, throughout the school.

Student Wellbeing

Our school is fortunate to have a Student Wellbeing Officer (SWO), who is available to all students and their families. Our SWO works with students supporting them with friendship, connectedness and social skills. Assisting students to resolve personal friendship and playground issues, enabling them to develop resiliency. Our SWO is also available to support parents and families if and when needed.

Being happy at Bayles Regional is very important, for every student at every grade level. So please, contact the school sooner, rather than later, if your child is experiencing any kind of difficulty.
Every Students Welfare

What is most important for your child in the first year of school or if transferring from another school, is having a sense of well being and involvement. You will know if this is happening because your child will be: having fun; making friends; wanting to go to school; enjoying new things; liking their teacher.

At Bayles Regional we care about the welfare of every child. With your assistance by being positive and giving value to what is happening at school we can establish a fantastic learning environment for your child. Children are more likely to have confidence in and commit to the school experience if their parents are supportive of them, their teachers and their school.

Student Recognition

Acknowledging students for displaying socially appropriate behaviour and working to the best of their ability promotes a sense of self-worth. This also teaches and promotes each student to accept and appreciate each other. Bayles Regional implements a number of strategies to promote student well-being and achievement, which are based on personal and team recognition.

Students are consistently recognised for individual and team achievements through verbal praise, encouragement and positive reinforcement from their teachers, aides, Principal, administration staff, and peers. Continual effort is made to recognise and acknowledge desired behaviours.

Each week at assembly, one student is selected from each class, as a form of recognition for a positive achievement, and awarded with a “Student of the Week” certificate, trophy and small gift. The “Principal’s Award” is given to students who best display the values of the school.

One student per term is nominated by their classroom teacher to receive a “Super Kid” award which is in recognition of consistent cooperative and positive classroom / yard behaviour. These students are seen as role models for their peers. They receive an award at assembly and a special lunch with the Principal.

Friendly Schools and Families

Students are encouraged and reminded regularly about our Friendly Schools and Families Program. Our staff practice and promote a positive and caring attitude, setting a fantastic example for our students.

At Bayles Regional we have a zero tolerance to bullying. As a result we have very positive, happy, friendly students and a warm school atmosphere.

Problem Resolution

Naturally there can be times when a child is unhappy and problems arise. At Bayles Regional we always strive to resolve every problem as it arises. We encourage you to let us know if your child has any difficulties. Happy students are more productive.

The best solution is to first speak with your child’s classroom teacher. If you feel the matter needs further attention please make an appointment to see the Principal. Most problems can be resolved quickly without interruption to classroom procedures.

If school can be an extension of the family home this produces the best results for students. Teachers and parents need to work together for the benefit of the child.

When possible please speak with teachers when they are free of classroom responsibilities. Appointments can be made at the School Office.
Foundation Orientation

Introducing children to school during their final year of kinder is very important. At Bayles Regional we have a number of activities, Transition and Orientation Days giving these young children opportunity to experience school life in small quantities. They will meet their teacher and friends, while sharing some fun activities. We have found this gives young children a great deal of confidence when starting their Foundation year. Parents will have the opportunity to speak with the Principal and Office Staff about any questions they may have.

BUDDY SYSTEM

Year 6 students will be given the responsibility to buddy a Foundation student. Activities will be organised during Foundation Orientation for future Foundation children to get to know their older buddies. Buddies are students who will look out for and give a hand if needed, providing a friend in the playground.

Year Six Student Leadership/Transition

Current Year 5 students will be given leadership training in preparation for Year 6. The purpose of leadership training is to give the students an introduction to the roles and responsibilities that are necessary for Year 6. Current Year 5 students will be involved in activities including: identifying the characteristics they possess to make a good leader, how to build confidence, how to speak successfully in public and a great deal more. These future Year 6 students will also be given the opportunity to select which leadership roles they would like to volunteer for, example: School Captains, House Captains, Gardening Club, Monitors, Meeter and Greeters etc.

During Year 6, students are given many opportunities to display and develop personal skills. For example: conducting assembly, public speaking, responsibilities around the school, buddy to a Foundation student etc.

Year 6 Graduation is something to look forward to. Every year our graduation class celebrates and reflects on their primary school achievements. This night is filled with presentations and is enjoyed by the staff, graduating students and their families, and is usually catered for by the current Year 5 parents. More information on this night will be given to parents later in the year.

Local Secondary Colleges provide Information and Transition Sessions for Year 6 students giving them and their families the opportunity to visit and experience the Secondary Colleges. Our Year 6 teacher and Office Staff will organise and provide this information to all Year 6 students and their families.

Internal Transitions

At Bayles Regional we recognise the importance of Orientation Days for our Foundation students and our Year 6 students. We also realise how important it is for all other students to prepare for the move into their new year levels. It is our aim that all internal year levels will be given the opportunity to become acquainted with their new teacher and/or different classroom.

Where possible, students will spend a number of sessions with their new teacher. They will receive instruction about cooperative learning, social skills, the level of Maths and English that will be taught, homework/reading expectations, special events and some of the concepts and ideas they will face in the coming year. We have found that this approach gives our students and their parents the answers required to come back the following year, happy and confident.
Opportunities for Leadership training begin in the first year of schooling at Bayles Regional Primary School, with students participating in a variety of activities that assist in developing leadership skills. These opportunities give students skills in organisation, confidence, public speaking, team work and responsibility - the ‘building blocks’ of leadership. Below are examples of the many different opportunities that students have the choice to participate in.

<table>
<thead>
<tr>
<th>FOUNDATION</th>
<th>Year 1 and 2</th>
<th>Year 3 and 4</th>
<th>Year 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present to class</td>
<td>Present to year level</td>
<td>Present to year level</td>
<td>Present to whole school</td>
</tr>
<tr>
<td>Participate in peer support groups inside and outside of classroom eg. Yr 6 Buddies.</td>
<td>Participate in peer support groups inside and outside of classroom.</td>
<td>Co-lead in peer support groups.</td>
<td>Lead peer support groups, eg. Peer Mediators.</td>
</tr>
<tr>
<td>Assist a small group activity eg organise resources, help with task.</td>
<td>Assist a small group activity eg organise resources, help with task.</td>
<td>Lead a small group activity eg. Reciprocal Reading.</td>
<td>Lead a small group activity eg. Literature Circles and Reciprocal Reading.</td>
</tr>
<tr>
<td>Assist a classmate.</td>
<td>Assist a classmate on a specific Activity.</td>
<td>Tutor a classmate or Buddy of a lower year level on a specific learning need</td>
<td>Tutor a student, extending to outside the 5/6 level, eg. Buddy System</td>
</tr>
<tr>
<td>Participate in assembly with peers and teachers eg. Sharing achievements, work etc.</td>
<td>Participate in assembly with peers and teachers eg. Sharing achievements, work etc.</td>
<td>Participate in assembly with peers and teachers eg. Sharing achievements, work etc</td>
<td>Lead assembly and special events with peers. Monitor the behaviour of the school and community group, eg giving directions to sit quietly.</td>
</tr>
<tr>
<td>Welcome visitors to their classroom.</td>
<td>Welcome and show their classroom to visitors.</td>
<td>Show visitors their sub-school area.</td>
<td>Conduct School tour for visitors (Meeters and Greeters).</td>
</tr>
<tr>
<td>Make announcements to their class.</td>
<td>Read prepared announcement to their class.</td>
<td>Read announcements daily in their class.</td>
<td>Read announcements daily in their class and to the school where appropriate.</td>
</tr>
<tr>
<td>Rotate opportunities for classroom leadership positions, eg. leader of class line, hand out notes and other monitor duties.</td>
<td>Rotate opportunities for classroom leadership positions, eg. Organise resources for regular group work, distribute and collect cash book and roll, leader of class line, hand out notes and other monitor duties.</td>
<td>Lead classroom activities and co-lead school wide initiatives.</td>
<td>Lead and co-lead school wide initiatives with groups from other levels, eg. Collecting house points, leading mixed year level groups on special activity days, PALs Program etc.</td>
</tr>
<tr>
<td>Present acknowledgements of appreciation to classroom helpers/visitors on behalf of the class.</td>
<td>Present acknowledgements of appreciation to classroom helpers/visitors on behalf of the class.</td>
<td>Present acknowledgements of appreciation to helpers/visitors on behalf of the school.</td>
<td>Present acknowledgements of appreciation to helpers/visitors on behalf of the school in a public forum.</td>
</tr>
<tr>
<td>Present information to a small group on a personal topic, eg. My holiday.</td>
<td>Present information to a large group on a local topic, eg. Animals, transport. Participate in school public speaking.</td>
<td>Present information to a large group on a variety of predetermined topics of community interest. Participate in school public speaking.</td>
<td>Present information to a large group on a variety of predetermined topics of community interest. Participate in school and/or district public speaking.</td>
</tr>
<tr>
<td>Welcome new students into their class, explain play areas and boundaries.</td>
<td>Conduct a school tour for new student, explain play areas and boundaries and the general running of the school.</td>
<td>Conduct a school tour for a new student around the school, explain play areas and boundaries and a variety of school activities.</td>
<td>Conduct a school tour for new student and parents. Invite students in Orientation visits of new Prep students - Prep Buddy etc</td>
</tr>
</tbody>
</table>
Bayles Regional Primary School has a very strong support network of volunteers who greatly contribute to the quality of education we are able to provide our students. School Council, Parents and Friends Association, Art/Craft Rotations, working bees and classroom helpers are just some of the opportunities parents have to be involved in their child’s schooling.

Working With Children Check

If an adult wishes to assist at school e.g. excursions, classroom helper etc., they are required by law to have a current “Working with Children’s” (WWC) check. All applications and renewals are now to be completed online at http://www.workingwithchildren.vic.gov.au. The Working With Children Check is current for five years.

Parents and Friends Association

The Parents’ Club is a subcommittee of School Council whose primary purpose is to fundraise for the benefit our school and it’s students.

It is a valuable and informative way to be involved in your child’s education as well as a great way to meet and develop friendships with other parents.

Our Principal attends Parents’ Club meetings to share with parents upcoming events and to hear parents suggestions and ideas for future fundraising activities. Meetings are held once a month at school and are very friendly. Our School Newsletter includes Parents’ Club News, dates of meetings and upcoming events.

Please remember that this is a “Parents and Friends Association”, and we welcome all members of the school community (Mums, Dads, Grandparents, Friends etc.) to become involved in this valuable group.

Working Bees

At various times during the year working bees are organised by School Council. These help keep the grounds looking neat as well as carrying out general maintenance. This is a good chance for parents to get involved, so come along - your support is appreciated.

Assistance by Parents

If you have a particular interest or expertise in areas such as a craft, musical instrument or a trade (or able to source people who do) please suggest them to either your child’s class teacher or to our principal.

Throughout your child’s time at Bayles Regional Primary School there will be numerous ways and opportunities for you to be involved and assist, not only the school as a whole, but also your own child’s classroom activities. Teachers may request parental assistance within your child’s classroom, rotations, excursions and various other activities. Bayles Regional appreciates any involvement parents/grandparents are able to give.
School Council

School Councils are corporate bodies constituted at Victorian Government schools under legislation. They are representative in nature, with a membership reflecting the educational partnership of student, teacher and the home. School Council has an important obligation to consult with and report to the school community (the wishes of the school community). Government schools in Victoria have the responsibility to develop their own educational programs within Government policies and guidelines. The School Council is the focal point for shared decision making at the school. Bayles Regional Primary School Council meets regularly to discuss various issues concerning the school community. Parents are welcome to attend these meetings as observers. Please inform the principal if you wish to attend. Meeting times are advertised in the school newsletter.

Bayles Regional Primary School is fortunate to have an enthusiastic and dedicated group of people who make up School Council and various Sub-Committees, and we would welcome your participation and input in any of these areas as new parents coming into the school community.

As we see it, the school is very much a community, made up of students, teachers, parents and other interested members of the community. Having said that, it is our common goal to provide the best possible education and social skills to our children. If you are interested in becoming involved in School Council, please speak to the principal.

What is a School Council?
A school council is a body elected by the school and supported under the Education Act (1958). It is made up of Parent Representatives, DET (Department of Education and Training). Representatives, including the Principal, and Co-opted Representatives (members of the general public or local businesses, service clubs, etc.) Our school council has twelve members and meets at least twice each school term.

How Can I Get Involved?
School Council elections are held every year, usually in March, and half the members must stand down at this time, but are eligible for re-election. Nominations are called for the impending vacancies and an election amongst the parents of students and staff attending the school is held. Please note that all positions are a two year term.

As well as School Council, all members are expected to join one sub-committee. These sub-committees usually meet briefly the week before a school council meeting or more frequently if required as in the case of our tireless fundraising committee! The following sub-committees currently exist at Bayles Regional: Buildings and Grounds, Finance, Education, Marketing and Parents' Club. The Committees all report to council on a regular basis.

What does School Council do?
The major responsibilities of councils in Schools of the Future include:
- representing the school and its community in reaching agreement with the Department of Education & Training (DET) on the school charter
- determining the education policy, goals and priorities of the school within the framework of the school charter and state wide guidelines
- approving the school budget, which includes school generated funds and any sponsorship arrangements, consistent with the school charter
- entering into contracts for purposes consistent with the school charter
- maintaining and improving buildings and grounds
- reporting annually to the school community and to the DET
- making a recommendation to the DET on the appointment of the school principal
- authorising the employment of non-teaching staff and any staff for short-term projects
- developing the school’s Dress Code
- developing the school’s Student Code of Conduct as part of the school charter within guidelines set by the DET.

In Conclusion
It may sound a little complicated to some of you, however, let me express that all the above activities take place in a spirit of fun and co-operation. I am sure there are many of you who can support Bayles Regional, making it possible for us to strive for excellence.

I sincerely hope you and your family benefit from our Foundation Information Booklet and I look forward to welcoming you as part of our “growing family”.

Kind Regards,
School Council President

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Illness
Bayles Regional Primary School supports the notion that sick children should not be at school. The best place for a sick child is home in bed because infection spreads quickly at school.

Furthermore, in compliance with the regulations, pupils with certain infectious diseases are to be excluded from school for set periods of time. In a few cases, the contacts are also to be excluded. Students who are not immunised, or who have not provided the school with an up-to-date Immunisation Statement, are required to be excluded if an outbreak occurs. You are advised to telephone the school for more details if your child is ill with any of the diseases listed:

**INFECTION DISEASES - EXCLUSION FROM SCHOOLS** (See table on page 33)
Chicken Pox, Diphtheria, Viral Hepatitis, Impetigo (School Sores), Leprosy, Measles, Meningococcal Infection, Mumps, Pediculosis, Whooping Cough, Poliomyelitis, Ringworm, Rubella, Scabies, Streptococcal Infections (including Scarlet Fever), Tuberculosis, Typhoid and Paratyphoid Fever.

**ASTHMATICS** - An Asthma Management Plan needs to be completed by parents of asthmatic children. These forms are available from the office. Parents will be reminded at the start of every year.

Medicine
Children may **NOT** take medication unless written authorisation is provided by the parent. All medication must have a Pharmacist label, stating their name and dosage required. Medication must be brought to the School Office by the parent, where it will be placed in a secure storage area. No medicine of any kind will be given without the written permission of the parent.

All relevant forms can be obtained from the School Office and on our School Website under Administration.

Accidents at School
If a child is ill or is injured at school the child will be taken to the First Aid Room and attended to by a staff member trained in First Aid (Level 2). When necessary, parents will be contacted as soon as possible. In cases of extreme emergency, an ambulance will be called and the parents informed immediately. It is not the policy of the school to leave sick or injured children at school, as we do not have a nurse to care for them. Please note that students are **NOT** covered by insurance within DET. Please obtain personal insurance if you require this.
School Nurse

Each year, the ‘School Nurse’ visits the school. This annual visit serves two purposes:

- to conduct medical examinations on all Foundation students (pupil medical history is obtained first)
- to conduct the Grade Five and Six personal development sessions.

These visits are held at the school and parental approval is obtained first. Whenever necessary, the nurse will contact parents to arrange an interview. This service is free.

A complete report of those pupils with medical problems is left at school and class teachers are made aware of any issues that may relate to teaching that child. This can be helpful to the teacher - for example: by placing a hearing or sight impaired child near to the front of the room so he/she can maximise their learning.

Head Lice

Head lice are friendly little creatures, which show no particular bias to whose head they are attracted. *Having head lice is no indication of lack of cleanliness and should not have any social stigma attached.*

The school proactively attacks this issue by implementing our School Based Head Lice Program. Our aims are to de-stigmatise and eradicate Head lice from our school (within all realistic limits). Please check your child’s hair every week and particularly if he/she seems to have an itchy scalp.

If lice are found, please treat your child’s hair. Children should be excluded from school until treatment has been carried out and treatment continued until no eggs can be found.

Please contact the school should you become aware of a head lice problem, as we may need to have all children checked to prevent a major outbreak.

Emergency Management Procedures

A practice fire drill and emergency evacuation is conducted regularly. Depending on the type of emergency, children are either “locked down” in the classrooms, assembled on the oval, assembled in one building or taken over the road into a neighbouring paddock.

All teachers have a copy of our DISPLAN document. Staff are very familiar with the contents of this plan and as a matter of good practice ensure the children in their care are also familiar with the correct procedures.

Extreme Weather Conditions

On wet days the children won’t be playing outside but will have supervised indoor activities in their classroom.

On excessively hot days the children are encouraged to remain in the air-conditioned comfort of their classrooms.
Sun Smart

The school community is very conscious of children being exposed to the sun and is taking steps to promote “Sun Smart” behaviour. We have a large playground to the front of the school, which is covered with shade sails where children are encouraged to play on hot days.

Children wear a Bayles Regional School sun smart hat when outside. This is compulsory between September and April.

Teachers also wear hats while on Yard Duty Supervision between September and April.

Children without a hat between September and April will be asked to play in a shaded area. The school does NOT supply any spare hats to students due to hygiene issues.

Dental Service

The School Dental Service (S.D.S.) is a service for primary school children and is staffed by Dentists, Dental Therapists and Dental Nurses through Dental Health Services Victoria.

Great importance is attached to the prevention of dental disease, through preventive procedures such as fissure sealants, topical fluoride applications and through education and motivation of children, teachers, parents and the community. Additional dental care provided by S.D.S. includes; examinations, radiographs if necessary, scaling and cleaning, fillings and extractions both on permanent and deciduous teeth where necessary. Further information is available on the Dental Health Services website at www.dhsv.org.au or by contacting 1300 360 054 or your nearest clinic:

- Pakenham: 6B Henry Street, Pakenham - 5941 2644
- Cranbourne: 140-150 Sladen Street, Cranbourne - 5990 6226

Stranger Danger

We are constantly reminded of the problem of strangers approaching children, particularly on their way to or from school. The school teaches the children to be aware of this danger and we encourage parents to reinforce this with their children.

Yard Supervision

As pupil safety is of the utmost importance, staff (on a rostered basis) supervise the school grounds before school from 8.30am to 9.00am, at recess, lunch periods and from 3.30pm until 3.45pm, each day. Please do not bring your child to school prior to 8.30am and or leave your child at school after 3.45pm.

Parents should telephone the school if they are going to be late collecting their child. This will allow us to make suitable arrangements for supervision and avoid unnecessary worry on the part of the child.
Infectious Diseases

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

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

<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Patient shall be excluded from school</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken-pox</td>
<td>Until fully recovered or at least one week after the eruption first appears.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until receipt of a medical certificate of recovery from infection, excluded until investigated by the medical officer of Dept. of Health and shown to be clear of Infection.</td>
<td>Domiciliary contacts</td>
</tr>
<tr>
<td>Giardiasis (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis (infectious hepatitis)</td>
<td>Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Until recovered from acute attack.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection.</td>
<td>Non-immunised contacts must be excluded for 13 days from the first day of appearance of rash in the last case unless immunised within 72 hours of first contact.</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving eradication therapy.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pediculosis (head lice)</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
<td>Exclude unimmunised household contacts aged less than 7 and close childcare contacts for 14 days after last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rotavirus (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least 5 days after onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Shigella (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal Infection (inc. scarlet fever).</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Until receipt of a medical certificate from a health officer of the Department that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded unless the Paratyphoid medical officer of the Health Department considers exclusion to be necessary.</td>
</tr>
</tbody>
</table>