Welcome to
Guthridge Primary School

FAMILY INFORMATION BOOK
Guthridge Primary School
Dawson Street
Sale Victoria 3850
Telephone: (03) 51443633
Web: guthridgeps.vic.edu.au
Email: guthridge.ps@edumail.vic.gov.au

Principal: Sue Burnett
Assistant Principal: Emily Streitberg
CONTENTS

• About Us ........................................... Page 3

• Welcome Letter from Principal .................. 4

• A-Z of School Organisation and Administration .. 5

• Student Welfare .................................... 13

• Infectious Diseases Exclusion Table .............. 15

• Student Engagement and Wellbeing ........... 17

• Our Expected Behaviours Matrix ............... 26

• Transition ......................................... 29

• School Uniform ................................... 31

• Homework ......................................... 32

• The Guthridge Song .............................. 33
About Us

Purpose: Our purpose is linked strongly with our vision statement “Securing the future through active learning”. We provide a curriculum that is dynamic and interesting with a wide variety of educational opportunities for each child. We are developing an ongoing partnership between home and school which nurtures the social, emotional, physical and academic growth needed to become valued members of the local and global community.

Environmental Context:

Guthridge Primary School was established in 1961 and has a current enrolment in excess of 400 students. Our location adjacent to Sale College maximises the school’s opportunities to share resources and to engage in cross-age tutoring and transition programs.

The school has high expectations of all its students and aims to provide an opportunity for each of them to develop as learners, now and in the future. Both Parents’ Club and School Council provide strong support to the school.

In 2004 a refurbishment of the north wing was completed. This resulted in a new library/resource centre, computer laboratory, administration area, 6 classrooms, and internal toilets. All classrooms are air-conditioned. A $2.6 million building including six classrooms, a designated art space plus additional learning areas and toilet facilities was opened in 2011, which was a great present for our school’s 50th Birthday!

In addition, specialist activities operate that promote the individual child’s health, well-being and self-esteem. These include the Instrumental Program, Year 5/6 Annual Student Musical Production, Pre-Foundation Developmental Year, Inter-School Sport, comprehensive camping program at all levels from Grade 3 through to Grade 6 and a whole school Social Skills Program. A Student Wellbeing Officer is also available for additional support three days a week.

Literacy and Numeracy Intervention is available for those children with special needs. Gifted and Talented children are also effectively accommodated through special classroom programs designed to extend and challenge, through an emphasis on open-ended activities and “thinking skills”. In 2016 specialist classes are provided in Art, Music and Physical Education. The intensive Pre-Foundation - Year 6 Swimming Program operates in our own enclosed, heated swimming pool with qualified instructors. The Multi-Purpose Hall is a perfect venue for our highly acclaimed annual musical production and cultural performances.

The construction of a Fitness Centre in July 2014 provides a purpose built facility for developing fitness and Physical Education skills. The school is also complemented by extensive sealed playing areas, football oval, soccer field, netball and volleyball courts as well as established playground equipment and newly landscaped grounds. A synthetic sports field, four lane running track and long jump pit was completed in 2017.

Guthridge Primary has a well established Program for Students with Disabilities with a philosophy of full integration in the classroom.

Our school has a very experienced, committed and professional staff team, both in terms of teaching staff and non-teaching staff.
WELCOME TO GUTHRIDGE PRIMARY SCHOOL!

On behalf of our school community, I extend to you and your child a very warm welcome to our school.

The aim of this booklet is to provide you with detailed information so that your child can start their education feeling confident at our school. We are proud of the exciting learning opportunities that are provided for all our children, within a safe and caring environment at Guthridge Primary School.

Our Guthridge Primary School Core Values

At Guthridge Primary School, our Core Values guide our behaviour and how we should treat each other. They are at the centre or core of what makes us who we are when we are part of the Guthridge Team.

- **Show respect** – this is about how we talk to and treat each other in this school. It’s also how we respect property (yours and others), respecting our school and our environment.

- **Have a go** – Don’t give up before you even start! Have a go. Take the risk of being wrong. Mistakes are how we learn.

- **Keep trying.** Sometimes things are hard, so we have to keep trying. Sometimes things are REALLY hard, but we still keep trying. We don’t give up. We ask for help. Only when we know we have tried our hardest, do we really know we have done the best we can.

- **Bounce back** – Life is hopefully full of lots of good things, but sometimes we can experience difficulties, frustrations, disappointments and hard times. We need to be able to build our resilience skills and bounce back from these challenges. Resilient children who can “bounce back” have much better coping skills to equip them for life.

- **Work as a team.** When we work cooperatively and help each other, we are learning how to get along with each other. People who are good at getting along with each other, are good at making and keeping friends.

**BE YOUR BEST!**
(This means be the best that YOU can be! It’s all about high expectations of ourselves in everything. It’s pride in yourself and pride in our school.)

We have three behaviour expectations which encompass all of our school rules. So easy to remember and practise!

*Be Respectful  Be Safe  Be Responsible*

We hope your family has a long and happy association with our school. Please do not hesitate to contact us at any time if you have any queries or concerns. At Guthridge Primary School, we really value the home-school partnership and encourage you to be actively involved in your child’s education.

Regards
Sue Burnett (Principal)
A-Z OF SCHOOL ORGANISATION AND ADMINISTRATION

• ABSENCES
Our school strongly supports the message that *It’s Not OK To Be Away*. Regular attendance and punctuality is absolutely vital to your child’s progress in both academic and social areas, even in their first year at school. If your child is absent due to illness or other unavoidable reason, we request that you send a written note or email guthridgeps@edumail.vic.gov.au, explaining the absence. You can also notify us through our FlexiBuzz app. It is also most important that parents notify the classroom teacher of impending absences, including those resulting from family holidays taken outside the scheduled school holiday vacations.

• ATTENDANCE
To maximise student learning opportunities and performance we need to ensure that children attend school regularly, punctually and without unnecessary absences. Parents should exercise caution to determine if their child’s illness is contagious. If children are genuinely sick, they should be at home. If in doubt, parents should contact their doctor for further advice and contact the school for a list of exclusion times for communicable illnesses. This information is also available in the Family Information Booklet, a copy of which can be obtained from the school office or on our web-site at www.guthridgeps.vic.edu.au

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find “catching up” difficult. Absenteeism contributes significantly to student failure at school. All enrolled students are required to attend school unless reasonable and valid reasons exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly and punctually and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note explaining why an absence has occurred.

It is a legal requirement for schools to account for all absences. The Principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated. Unresolved attendance issues may be reported by the principal to the Department of Human Services.

All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES database and communicated to Department of Education and Training (DET). The Department of Education and Training may seek student attendance records.

Student attendance and absence figures will appear on student half year and end of year reports. Aggregated student attendance data is reported to DET and the wider community each year as part of the Annual Report.

Strategies used to encourage regular attendance will include:
• Phone calls or visits to home to investigate concerns of lengthy or unexplained absences
• Student Well-being Officer to offer support and strategies to parents
• Reinforcement of the “It’s Not OK To Be Away” message
• Certificate recognition for perfect attendance each term and vouchers for perfect attendance for the year
• BUS TRAVEL
There are privately run “town buses” which operate to Sale College, next to our school, which you may use. Students residing more than 4.8 km. from our school may be eligible for travel on Government subsidised buses as long as Guthridge P.S. is the nearest school. If you think your child may be eligible, discuss this with the Principal or Assistant Principal.

Students living 4.8 kilometres from their nearest school, or nearest bus stop, are eligible for a conveyance allowance. (See Principal for appropriate forms)

• COMMUNICATION BETWEEN PARENTS/CARERS AND SCHOOL
Please keep in touch with our school by contacting your child’s classroom teacher, the Principal, Assistant Principal, Student Wellbeing Officer, school councillors or by attending Parents Club. Feel free to telephone the school or email to arrange an appointment.

Your comments, questions or concerns are important to us however; please note teachers and Principals will not be available after school on Monday and Tuesdays due to staff meetings.

We also use our FlexiBuzz app to communicate with families. The FlexiBuzz app is a fantastic way of instantly communicating with our school families to let them know of any up and coming events.

To get connected, it is really easy:

**Step 1** Search ‘FlexiBuzz’ in your app store. Go to web.flexibuzz.com and click ‘Sign Up’.

**Step 2** Select the ‘Search’ icon and type in ‘Guthridge PS’. Select ‘Guthridge PS’ from the results.

**Step 3** Click on ‘Add’ icon beside the communication groups that apply to you – Prep/Foundation, Foundation/1, Grade 1, Grade 2, Grade 3/4, Grade 4/5 and Grade 5/6.

**Step 4** Click the ‘Home’ icon to view our recent posts.

For further information or assistance please visit www.flexibuzz.com or email support@flexibuzz.com

If you would like your device to beep and a message to appear instantly on the screen when something is sent through from the school, it is VITAL that when you download the app, when asked whether you want to receive PUSH NOTIFICATIONS that you answer YES. If you answer NO, the message will still come into the app, but without the notifications. Also ensure that in your device settings, notifications are enabled.
• **CURRICULUM PLANNING DAYS**

School Council approves the closure of the school for a number of curriculum days allocated by the Department of Education and Training and planned by staff. These days are used by teaching and ancillary staff to take part in whole school professional development programs, to plan for the future and to review and/or develop curriculum and welfare programs. Curriculum Day dates are notified through the *Guthridge News*.

• **CUSTODY**

If there are any issues with custody of, or access to children, please inform the school of such situations. Copies of custody orders need to be seen by the Principal and filed at the school.

• **EARLY DEPARTURES/LATE ARRIVALS**

Children leaving school early or arriving late must be signed out at the office in the *Sign Out Book*. Where possible, we would really appreciate it if appointments could be made out of school hours as we really like our students here for the whole day of learning.

• **EDUCATIONAL SUPPORT SERVICES**

Personnel to assist schools in both Education Programs/Assessments and Student Services (Counselling and Guidance / Speech Pathology) are available, after consultation with the school.

*If you feel that your child may need any of these or other services, please contact the Principal or Assistant Principal. At times, teachers will initiate the contact with other educational or medical professionals, but only with parental consent.*

• **EMERGENCY INFORMATION**

Please fill in all emergency contact details on your enrolment form and notify the office immediately of any changes. This information is absolutely vital when an emergency arises. It is also important that your child knows your whereabouts during the day – shopping, visiting etc.

We cannot stress enough how important it is that all emergency contacts have a phone, live locally and can pick your child up from school if the need arises.

• **ENROLMENT REQUIREMENTS**

Children who are to be admitted to school must have their fifth birthday on or before April 30th of the year of admission. (An Immunisation Certificate, which can be obtained from the Health Department, Shire of Wellington, and a Birth Certificate, must be presented at time of enrolment).

• **EXCURSIONS**

Excursions are related to class programs and are an important part of a child’s education. Some are short walks around Sale. Others are taken on buses to see places, people and things of interest and educational value.

Parents pay the costs of excursions as they occur and these must be paid prior to the event. Parents can expect to be notified, in writing, in advance of any proposed excursion and should understand that no child can be taken on an excursion unless written permission and authority to take emergency action in case of illness is received from that child’s parent. Only students wearing uniform are permitted on excursions.

An approval for local excursions can be completed on enrolment.
• HOURS OF ATTENDANCE
School begins at 8.45 a.m. On Mondays we have a Whole School Assembly in the Hall at this time. It is important for all students to arrive by 8.45 a.m. in order to deposit bags / other personal belongings, set up necessary materials for the day, deliver notes/money/messages, greet their teacher and classmates etc.
Recess begins at 10.30 a.m. and finishes at 11.00 a.m.
Lunch begins at 1.00 p.m. and finishes at 1.45 p.m.
School dismisses at 3.15 p.m.

• HOUSE SYSTEM
The students in our school are divided into 3 houses which are named after local rivers. They are:
Macalister (GREEN) Thomson (YELLOW) Latrobe (RED)
Children in the same family are kept in the same house for their time at our school. The House system is used for a variety of occasions, including sports.

• LUNCH / PLAYLUNCH
As part of the School Health Program, lunches and play lunches are eaten either in the classroom or outside under supervision. The students have 10 minutes at recess and lunchtime to consume their food under supervision before going off to play. Lunch orders can be placed each morning at school and delivered via our local shopkeeper at lunchtime. Parents will be given a price list early in the year.

It is essential that lunch boxes and drink bottles are clearly named. Please note that a healthy breakfast and morning play lunch will be needed as lunch does not begin until 1.00 p.m. Children are asked to bring along a piece of fruit or vegetable each day as “brain food”. This is always eaten at 12.00 p.m. Chocolate bars, chewing gum, lollies and soft drink are not to be brought to school as we actively encourage healthy eating. Water is the best drink and it’s free!

• NEWSLETTER: The Guthridge News
The Guthridge News is produced each Friday as a school community newsletter and is distributed to all families. It is our practice to send home newsletters and other general notices with the eldest child of each family. The newsletter contains a school program calendar, notices about school activities and programs, samples of student work, notices of meetings, general school information, staff, parent club and community contributions, photos and community notices.

Please check your child’s bag for newsletters and other notes regularly.

• OUT OF SCHOOL HOURS CARE PROGRAM
There is a bus drop-off and pick-up at the end of each school day for those students attending the Gumnuts After School Hours Care Program. Children can attend this program on a regular or casual basis before or after school. For information, please ring 51 44 7711.

• PARENTS’ CLUB
This Club is a very necessary and rewarding part of our school’s organisation. Its function is to assist the needs of the students and staff in many ways – fundraising, fellowship, purchasing of equipment and simply being helpful.
Parents’ Club meets monthly in the staffroom. New members are always welcome. We are really friendly!
• PARENT INVOLVEMENT
We love to have parents involved in our school life! There are many ways you can get involved – being on School Council, joining Parents’ Club, coming up and helping out at our school. A strong home-school partnership is really important to us and we actively encourage and welcome your continued involvement in the life of our school.

• PERFORMING ARTS PROGRAM
Guthridge Primary School places a strong emphasis on the Performing Arts. All Junior classes have an upbeat, highly interactive weekly music lesson, with recorder being introduced as a first instrument in Grade 2.

Senior students (Yr 4-6) also have the opportunity to learn an instrument, such as guitar, clarinet, flute, trumpet, percussion and keyboard. Instrumental tuition is free (fully funded by the school) as is the hire of instruments, however outstanding debts need to be fully paid in order to access this tuition. There is a minimum cost for the purchase of the instrumental book.

• POLICY STATEMENTS AND PROGRAM OUTLINES
Copies of the Guthridge Primary School Strategic Plan and Annual Report are available on request from the school office or on our web-site at www.guthridgeps.vic.edu.au

• REPORTING TO PARENTS
The reporting program at Guthridge involves:
TERM 1 - Parent/teacher interviews These will be in the form of discussions about your child’s progress. At this session, information about the child will be shared and recommendations for improving the student’s learning agreed upon.
TERM 2 - Written Reports Issued Interviews arranged on specific request.
TERM 3 - Parent/teacher interviews
TERM 4 - Written Reports Issued Interviews arranged on specific request.

Parents are always welcome at our school. If you have any queries or concerns, please raise them with your child’s teacher immediately.
Parents are requested to make formal appointments when they wish to talk at length with teachers.

• SCHOOL CAMPS
School Camps are part of the education program for Grades 3 - 6 students. They give students the opportunity to experience living away from the family, to learn the need for co-operation, to use self-reliance as well as seeing different environments and practising some skills learned at school.

• SCHOOL CHARGES
Under the Education Act 1958, instruction in all key learning areas is free to all students attending a state school. However, parents are expected to pay for student textbooks, requisites/stationery, materials for programs where the student consumes or takes possession of the finished articles, student computer printing above basic requirements, diaries, camps and excursions, extra-
curricular programs, swimming lessons etc. Student Requisites and Subject Levies are $140.00 per student (including $20 voluntary grounds subsidy per family and two terms of School Council subsidised swimming instruction).

To minimise costs for parents, the school buys student requisites in bulk and distributes as needed throughout the year.

As well as the requisites listed above, your child will need:

1. A school uniform
2. A school bag
3. An art smock
4. A library bag

Guthridge Primary School Parents’ Club supplies a school hat free of charge to all children starting Foundations.

• SCHOOL COUNCIL

The School Council is the governing body of the school. Its major responsibility is that of deciding the educational policy of the school. School Councillors, the wider parent community and teachers share a common responsibility for the education of children. School Council is accountable for school evaluation, school finances, the maintenance of school grounds and buildings as well as the general oversight of the workings of the school.

School Council elections are held in March each year. Councillors serve a two year term of office with half retiring each year. Co-opted members serve a one-year term. Lists of School Council members will be published in the newsletter after the election.

Membership:
Any parent of a child at the school can be nominated for School Council. The School Council comprises 8 parents, 5 Department of Education and Training employees (including the Principal) and 2 community members.

Meetings:
School Council usually meets on the third Monday of each month in the Guthridge Primary School staffroom. All parents or carers are welcome to attend these meetings as interested observers.

Parents or carers should not hesitate to contact School Councillors to express ideas or concerns about the school.

• SCHOOL EQUIPMENT, FACILITIES AND GROUNDS OUT OF HOURS USE AND HIRE

Individuals wishing to borrow or hire school equipment or use the school grounds should contact the Principal/Assistant Principal or School Council for prior approval.

Individuals or organisations hiring / using school premises and facilities are accountable in ensuring that they are used in a safe and sensible manner. Appropriate insurance cover needs to be taken out by the hirer.

• SCHOOL FINANCE AND SOURCES OF FUNDS

School Council has the responsibility to ensure that all school monies are expended for their proper purposes and that all accounts are accurate and audited annually.

Direct Grants: Quarterly Government Grants are received for building and grounds maintenance, library, integration, electricity, gas, administration, cleaning and for curriculum areas. These grants
cover our basic school running requirements and are allocated on the size of the grounds, building area and number of students.

**Other Grants:** The school is a regular applicant for a variety of government and community grants to assist our school programs.

**Local Funds:** Local funds are made up from money generated by local fundraising efforts. These funds provide for teacher and student aids, equipment and amenities additional to those provided by the Department of Education.

*School families are encouraged to support fundraising activities because every cent raised will go back to providing equipment for our students.*

- **SCHOOL NURSE**
  
  Each year, children in Foundation undergo a full medical check-up by a school nurse from the *Department of Human Services.*

  The School Nurse runs an information session for Foundation parents prior to the annual medical checks. He / she also follows up on children in other grades previously identified with medical concerns. Any other children may be referred by a teacher or at the request of a parent. This is a free service.

- **SUPERVISION OF STUDENTS**
  
  Regular, organised supervision of students is provided by staff between the hours of 8.45 a.m. and 3.30 p.m. No official supervision is provided outside these times. All gates, except the Office gate are locked between 9:30am and 3:00pm.

- **SCHOOL SAFETY**
  
  *During recess and lunch breaks there are always teachers on yard duty. A teacher is on duty from 8:45 a.m. until the start of the school day at 9:00 a.m.*

- **SWIMMING**
  
  Each child participates in an intensive swimming program that is conducted over two school terms. The program is subsidised by School Council, with tuition being provided in small groups by qualified, paid instructors. We endeavour to provide a *minimum of 18 lessons* during the year.

  Swimming Charges are included in subject levies. Children cannot participate in the swimming program until the swimming charges have been paid.

- **TERM DATES**

  **2018**
  
  Term 1: 29 January (school teachers start) to 29 March *
  Term 2: 16 April to 29 June
  Term 3: 16 July to 21 September
  Term 4: 8 October to 21 December

  Please check with us when other student-free days will occur throughout the school year.
2019
Term 1: 29 January (school teachers start) to 5 April *
Term 2: 23 April to 28 June
Term 3: 15 July to 20 September
Term 4: 7 October to 20 December

2020
Term 1: 28 January (school teachers start) to 27 March *
Term 2: 14 April to 26 June
Term 3: 13 July to 18 September
Term 4: 5 October to 18 December

2021
Term 1: 27 January (school teachers start) to 1 April *
Term 2: 19 April to 25 June
Term 3: 12 July to 17 September
Term 4: 4 October to 17 December

* The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. Please check with us when other student-free days will occur throughout the school year.

- **TRAFFIC SAFETY**

School Traffic can be a major problem. The safety of students is paramount and as such it is important that:

- Parents are not permitted to use the staff car park to pick up or drop off children.
- The staff car park is not to be used for pedestrian access.
- Do not double park at the front of the school and please adhere to parking restrictions.
- Use the patrolled school crossings in Dawson St and Guthridge Parade at all times.
- Parents do not call children across from the other side of the road or between parked cars.
- Parents should leave their cars, cross the road to the school and escort their children across the road. When crossing the road, please hold your child’s hand if he or she is under the age of ten.
- Children under 10 do not ride bikes to school unless accompanied by an adult.
- Bikes need to be roadworthy and all cyclists must wear bike helmets and comply with road rules. Children riding scooters or skateboards must also wear helmets and comply with road rules.

- **TRANSFERS**

When transferring to another school, a Department of Education and Training *Transfer Note* is forwarded to the child’s new school. This method is used to keep records up to date. If you intend moving from the area, please notify the school in advance so that necessary reports and transfers can be prepared.

- **VISITORS**

All visitors (including classroom helpers) must SIGN IN and OUT at the Office and collect and wear a visitor’s lanyard. This lanyard is to be returned when visitors sign out when leaving the school.

Guthridge Primary School actively encourages the involvement of parents and carers in our school life. Parents and carers are more than welcome to visit our classrooms at any time. All visitors (including classroom helpers) must SIGN IN and OUT at the Office and collect and wear a visitor’s lanyard.
STUDENT WELFARE

- ACCIDENTS / ILLNESS
In the case of your child having an accident, or becoming ill at school, it is essential that the school has current contact phone numbers, including emergency phone numbers for carers who can take the child home if you are unable to.

The school has a Sick Bay for children who are injured or become ill and a number of staff with Level 2 First Aid qualifications. However, sick children should not be sent to school. If students become sick at school, a parent or his/her nominee will be contacted and asked to collect the child, as the school does not have the personnel or the facilities to care for sick children. Please remember to sign the Sign Out Register at the school office.

In the event of a serious accident or illness, an ambulance will be called and parents notified. Cost must be borne by the parent.

Some diseases require the child to be excluded from school. (Refer to Exclusion Table for Infectious Diseases page 15/16)
In the event of an outbreak of measles, diphtheria or polio, all children who are not immunised against the particular disease will be excluded from school.

- ASTHMA/ANAPHYLAXIS/DIABETES MANAGEMENT
All children who suffer from asthma, anaphylaxis or diabetes must have a current Management Plan completed by a doctor and lodged at the school. Asthma plans must be updated annually. Children will not be able to participate in school excursions or camps if their plan is not current. Our school will work closely with families to closely monitor and manage any of these conditions.

- BREAKFAST CLUB
Guthridge PS runs a free Breakfast Club which is co-ordinated by our Student Wellbeing Officer. It is open to all students and is available on Monday, Tuesday and Wednesday mornings from 8:30 a.m. until 8:50 a.m.

- EMERGENCIES AT SCHOOL
In case of an emergency such as a fire or accident involving the school as a whole, we have an Emergency Management Plan and set procedures known by staff and students to ensure safety for all.
• **HEAD LICE**

One of the most common health problems in schools generally is head lice. Please check your child’s hair at least once a week. If your child has become infested, please notify the school immediately. Children need to be treated at home before returning to school. You can help reduce transmission by ensuring long hair is always tied back, in a plait or by braiding it.

![Lice Life Cycle Diagram](image)

- **LICE EGG**
  An egg called a “nit” is glued to the hair shaft where it stays for 8 to 10 days.

- **LICE ADULT**
  10 days after hatching, the adult begins to reproduce and will lay anywhere from 50 to 150 eggs over the next 28 days.

- **LICE NYMPH**
  The nymph hatches and molts three times over a period of 10 days growing into an adult.

• **LABELLING CLOTHING**

We request that all removable clothing and personal items be labelled clearly with your child’s name. There is a lost property box kept in the main office. Unclaimed, unnamed articles will be redirected to the second-hand uniform shop.

• **OPEN CUTS OR WOUNDS**

Children with open wounds or cuts must have them covered, or are to remain home until they can be covered.

• **STUDENT WELFARE PROGRAMS**

The school has a Student Well-Being Officer who provides a range of services to students and parents and educational leadership in the area of student well-being/resilience & connectedness to school.

• **SUNSMART POLICY**

It is compulsory for students to wear our school approved hats and it is recommended they use 15+ sunscreen between 1st September and 30th April. This applies whenever children are outside, eg. recess, lunch, sports carnivals, excursions, PE activities. Children without hats will be directed to approved shade areas.

Our curriculum incorporates programs on skin cancer prevention.

• **TOILETS**

Please ensure your child understands and can independently manage acceptable toilet etiquette before he or she comes to school.
INFECTIOUS DISEASES EXCLUSION TABLE

Chicken Pox:  
Until fully recovered or for at least 5 days after the eruption first appears.  
ANY CHILD WITH AN IMMUNE DEFICIENCY (EG. LEUKAEMIA) OR RECEIVING CHEMOTHERAPY EXCLUDED FOR THEIR OWN PROTECTION.

Conjunctivitis:  
Until discharge from eyes has ceased.

Diarrhoea:  
Until diarrhoea has ceased or until medical certificate of recovery is produced.

Diphtheria:  
Until medical certificate of recovery is received following at least 2 negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.  
FAMILY/HOUSEHOLD CONTACTS EXCLUDED FROM SCHOOL UNTIL CLEARED TO RETURN BY SECRETARY.

Hand, Foot and Mouth Disease:  
Until all blisters have dried.

Haemophilus type b (Hib):  
Until a medical certificate of recovery is received.

Hepatitis A:  
Until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.

Herpes (“Cold Sores”)  
Young children unable to comply with good hygiene practices are excluded while the lesion is weeping. Lesions are to be covered by a dressing, where possible.

Human immuno-deficiency virus infection (HIV/AIDS virus):  
Only if the child has a secondary infection.

Impetigo:  
Until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.

Influenza and influenza like illnesses:  
Until well.

Leprosy:  
Until approval to return has been given by the Secretary.
Measles:  
For at least 4 days after the onset of the rash. 
UNIMMUNISED CONTACTS ARE EXCLUDED UNTIL 14 DAYS AFTER THE FIRST DAY OF THE APPEARANCE OF RASH IN THE FIRST CASE. IF UNIMMUNISED CONTACTS ARE VACCINATED WITHIN 72 HOURS OF THEIR FIRST CONTACT WITH THE FIRST CASE, THEY MAY RETURN TO SCHOOL.

Meningitis (bacteria):  
Until well.

Meningococcal infection:  
Until adequate carrier eradication therapy has been completed.  
CONTACTS NOT EXCLUDED IF RECEIVING CARRIER ERADICATION THERAPY.

Mumps:  
For 9 days or until swelling goes down (whichever is sooner).

Poliomyelitis:  
For at least 14 days from onset. Students readmitted after receipt of medical certificate of recovery.

Ringworm, scabies, pediculosis (head lice):  
Until the day after treatment has commenced.

Rubella German Measles:  
Until fully recovered or for at least 4 days after the onset of rash.

Salmonella, Shigella:  
Until diarrhoea ceases.

Streptococcal infection (including scarlet fever):  
Until the child has received antibiotic treatment for at least 24 hours and the child feels well.

Trachoma:  
Until the day after appropriate treatment has commenced.

Tuberculosis:  
Until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.

Typhoid Fever (including paratyphoid fever):  
Until approval to return has been given by a medical authority.  
CONTACTS EXCLUDED ONLY IF CONSIDERED NECESSARY BY MEDICAL AUTHORITY.

Whooping Cough:  
For 5 days after starting antibiotic treatment.  
UNIMMUNISED HOUSEHOLD CONTACTS AGED LESS THAN 7 EXCLUDED AND CLOSE CHILD CARE CONTACTS FOR 14 DAYS AFTER THE LAST EXPOSURE TO INFECTION OR UNTIL THEY HAVE TAKEN 5 DAYS OF A 10 DAY COURSE OF ANTIBIOTICS.

Worms (Intestinal): Excluded if diarrhoea is present.
STUDENT ENGAGEMENT AND WELLBEING

The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of self and others.

This school endeavours at all times to provide programs, services, information and resources that engage students:

a) By modelling and practising our core values of Show Respect, Have A Go, Keep Trying, Bounce Back and Work as a Team.
b) By providing a safe and supportive environment in which students can learn and grow
c) By encouraging punctual, regular attendance of all students at school
d) By engaging students cognitively, behaviourally and emotionally.

A Student Wellbeing Officer works in the school three days a week. Together with interventions for individual students, a number of programs are offered to support our student and parent community more broadly.

Students who have good social skills will be more successful. Our Whole School Approach to Social Skills aims to teach the life-long skills our students will need in order to get along with each other, not just while they are at school, but out in the community.

Students have the opportunity to engage in leadership development through Student Council, Environment Team, Office Assistants, House Sports Captains.

- RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of the School Community are guided by the following principles:

- Everyone has the right to be safe.
- Everyone has the right to be treated with respect.
- Everyone has right to work and play in a secure environment without interference, intimidation, harassment, bullying or disruption.
- Everyone is encouraged to be polite, courteous and well mannered.
- Parents have a right to expect that their child will be educated in a secure environment, where care, courtesy and respect for others are encouraged.
- Parents have an obligation to support the school in its efforts to maintain a productive learning and teaching environment.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
## Rights and Responsibilities of Students -

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Students have a right to:  
  - 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 | Students have a responsibility to:  
  - 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, will contribute to an engaging educational experience for themselves and other students.  
  - 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. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. |

## Rights and Responsibilities of Parents/carers -

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged | Parents/carers have a responsibility to:  
  - send their child to school in clean uniform with adequate healthy food for the school day and ensuring they have had sufficient rest the night before  
  - 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  
  - 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.  
  - Communicate constructively with the school and use expected processes and protocols when raising concerns.  
  - Support school staff to maintain a safe learning environment for all students.  
  - Follow the school’s complaints processes if there are complaints.  
  - Treat all school leaders, staff, students, and other members of the school community with respect. |
Rights and Responsibilities of Teachers -

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will</td>
<td>• fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td>be able to teach in an orderly and cooperative environment</td>
<td>• know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements, about matters relating to</td>
<td>• know the content they teach.</td>
</tr>
<tr>
<td>students that will affect the teaching and learning program for</td>
<td>• know their students.</td>
</tr>
<tr>
<td>that student</td>
<td>• plan and assess for effective learning.</td>
</tr>
<tr>
<td></td>
<td>• create and maintain safe and challenging learning environments.</td>
</tr>
<tr>
<td></td>
<td>• use a range of teaching strategies and resources to engage students in</td>
</tr>
<tr>
<td></td>
<td>effective learning.</td>
</tr>
</tbody>
</table>

- **EQUAL OPPORTUNITY**

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- personal association (with a person who is identified by reference to any of the above attributes).

- **THE CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES ACT 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

<table>
<thead>
<tr>
<th>Freedom</th>
<th>Equality</th>
<th>Respect</th>
<th>Dignity</th>
</tr>
</thead>
</table>

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.
• The right not to be discriminated against
• The right to privacy and reputation
• The right to freedom of thought, conscience, religion and belief
• Cultural Rights

_It is important to understand that with human rights comes a responsibility to respect other human rights._

• **STUDENTS WITH DISABILITIES**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the _Disability Discrimination Act 1992_. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

• **BULLYING AND HARASSMENT**

Definitions:

_Harassment_ is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

_Bullying_ is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. A person is bullied when they are exposed regularly and over time to negative actions on the part of one or more persons. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. They can operate alone or as a group.

_Cyberbullying_ is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:
• teasing and being made fun of
• spreading of rumours online
• sending unwanted messages
• defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include
• poor health – anxiety, depression
• lower self esteem
• reduced study performance
• missed classes, social withdrawal
• reduced career prospects
If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another’s sexual activity.
- Persistent comments about a person’s private life or family.
- Physical contact e.g. purposely brushing up against another’s body.
- Offensive name calling.

**Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material—pornography.
- Requests for sexual favours.

In the unlikely event of extreme forms of sexual harassment or physical violence, advice will be sought from the DEECD Legal Unit and Emergency Management notified. This could lead to criminal prosecution.

**Bullying can involve such things as:**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Cyberbullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly.

This includes:

- the language you use and the things you say
- how you treat others
- respecting people’s property (eg copyright)
- visiting appropriate places.
Behaving safely online means:
• protecting your own privacy and personal information (we used to call it 'stranger danger')
• selecting appropriate spaces to work and contribute
• protecting the privacy of others (this can be sharing personal information or images)
• being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
• Tell the person you don’t like what they are doing and you want them to stop.
• Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

A full copy of the Guthridge Primary School Bullying Policy can be downloaded from the school web-site at www.guthridgeps.vic.edu.au

WHAT THE SCHOOL WILL DO
• All incidents of bullying will be noted by the supervising teacher and recorded.
• A set of consequences will be put in place for perpetrators.
• Material on bullying, tolerance and positive social behaviours will be included in the curriculum.
• The Student Welfare Officer/Committee will be responsible for displaying appropriate posters around the school – in corridors, classrooms and around buildings.
• The Student Welfare Co-ordinator/Committee will carry out bullying surveys in Terms 1 & 3.
• Emphasis will be placed on encouraging and focusing on children who are playing and interacting appropriately, through playground awards.
• Social Skills Programs that promote resilience, life skills and social skills will be provided. (Eg. Healthy Relationships, You Can Do It Peer Activity Leaders and Buddies programs.)
• All staff will implement the Whole School Management Program and the Bullying Policy.
• Ongoing collegiate support will be provided, and professional development arranged as appropriate, by the Student Welfare Co-ordinator/Committee.
• The Student Welfare Co-ordinator/Committee will be responsible for educating the wider community through articles placed in The Guthridge News.

Management of Bullying Behaviour
• Student interviewed by supervising teacher and given the opportunity to modify behaviour.
• Bullying incident detailed and recorded.
• Normal classroom/yard management sanctions applied.
• Student counselled by Principal/Assistant Principal and parents notified. Referral to Student Wellbeing officer.
• Normal classroom/yard management sanctions applied.
• Meeting arranged between Principal/Assistant Principal, student and parents. Further consequences to be determined at the meeting. These may include behaviour contracts, yard detentions, further counselling with the Principal/AP, social skills sessions with the Student Welfare Co-ordinator / Principal/AP, after-school detention, exclusion from the yard, confinement to a particular area of the yard, withdrawal of privileges etc.
• Suspension and family meeting.
STRATEGIES FOR STUDENTS TO DEAL WITH BULLYING

• Don’t ignore it! Tell someone. If they don’t help you, tell someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim, not just yourself.
• If the problem reoccurs then tell someone again.
• Don’t be fooled by the bully’s threats to “get you” if you tell. You have a much better chance of being protected if you can say, “I’ve already told Mrs…… and she knows that if I’m hurt, she should come looking for you.”
• Avoid joining in to encourage bullying. Being part of a group that is bullying someone else is just as bad as bullying yourself.
• Try to remain in sight of adults if you have been bullied.
• Stay close to friends or other children whenever possible. Being on your own makes you more vulnerable.
• If you are being bullied before or after school, then vary the times and routes for travelling to and from school. Be aware of the location of safety houses on the varying routes.
• Leave expensive possessions and money at home. If you don’t have it with you, it can’t be taken away.

SEVEN WAYS TO SAY NO TO BULLYING

• By showing you are not upset or angry, you are giving the bully the message you are strong. (It’s okay if you yell or get upset later.) Taking some strong breaths will help you stay calm.
• When you let your hands hang loose by your sides, you are giving them the message that you are relaxed and you’re not afraid. (Even though you are a bit.)
• When you stand up tall, you are giving the message that you’re not going to be pushed around.
• When you look a bully in the eye, you are giving them the message that you are in control and they can’t be the boss of you.
• When you speak in a clear and steady voice, you are giving them the message that you know what you want and you’re going to get it. (Think of the voice your parents use when they say “NO” and really mean it.)
• When you tell the bully “Stop, I don’t like it when you……. I want you to stop”, you are giving them the message that you are not going to let them hurt you.

STRATEGIES FOR TEACHERS TO DEAL WITH BULLYING

• Listen to the complaints and act upon them; empathy for the target is vital.
• Avoid labelling students.
• Focus on what you want when there is no bullying – move behaviour towards tolerance and acceptance; model this behaviour.
• Encourage students to be active bystanders, to tell about bullying and to support the target.
• Hold open discussions about bullying in the classroom; teach assertive skills.
• Provide feedback to all students involved in bullying incidents, so that they are aware of the consequences that have been implemented.

STRATEGIES FOR PARENTS TO DEAL WITH BULLYING

• Stay calm and accept that all of us have the capacity to be involved on either the giving or receiving end of bullying.
• Listen calmly; note specifically what your child is saying.
• Let the school know what is happening.
• If the victim, let your child know that it is not their fault.
• Try not to model bullying behaviour at home.
• **RESTORATIVE PRACTICES**
  The school is committed to the use of restorative practices with students. Restorative Practices:
  • are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
  • promote awareness of others, responsibility and empathy (Hopkins 2002)
  • involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
  • promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
  • separate the deed from the doer (Marshall et al. 2002)
  • are systematic, not situational (Armstrong 2004)
  • are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

• **DIVERSITY IN THE SCHOOL COMMUNITY**
  The school aims to address diversity by:
  • maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
  • attracting highly skilled and diverse staff making the school a preferred employer
  • increasing the range of knowledge, skills and experiences available in the workforce
  • enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
  • creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

• **SCHOOL ACTIONS AND CONSEQUENCES**
  Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:
  • establishing predictable, fair and democratic classrooms and school environments
  • ensuring student participation in the development of classroom and whole school expectations
  • providing personalised learning programs where appropriate for individual students
  • consistently acknowledging all students
  • empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
  • providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
  • understanding the student’s background and needs
  • ensuring a clear understanding of expectations by both students and teachers
  • providing consistent school and classroom environments
  • on-going support of the student’s learning program.

Broader support strategies will include:
  • involving and supporting the parents/carers,
  • involving the student wellbeing coordinator, managed individual pathways or careers coordinators
  • tutoring/peer tutoring
  • mentoring and/or counselling or referral to Student Services
• convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
• developing individualised flexible learning, behaviour or attendance plans
• providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
• involving community support agencies.

- **SHARED EXPECTATIONS**
  
  **Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

- **CLASSROOM EXPECTATIONS**

We have high expectations in student behaviour in our school and have a consistent whole school approach of classroom expectations and consequences. All teachers will develop an Assertive Discipline Plan with their students and these are sent home to parents for their signature. Assertive Discipline is about choices and consequences. If a student chooses to disregard a class (or school) rule, then there is a set of clear consequences. Usually this involves a warning, time out, time out in another classroom and ultimately sent to the Principal or Assistant Principal and parents notified. In the event of extreme misbehaviour or disrespect, the classroom teacher may choose to immediately exit the student to another classroom or the Principal or Assistant Principal. Our rules are designed to maximise children’s learning. Children learn best in an environment which is safe and nurturing. Assertive Discipline also involves lots of rewards and praise for positive behaviour.

- **SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT**

School-wide Positive Behaviour Support (PBS) is based on the premise that as well as being learners of Literacy and Numeracy, children are also learners of behaviour. Therefore, under this model, it is the role of the teachers and school community members to explicitly teach children appropriate behaviours and to set expectations.

The program also recognises that some children are more skilled in this area than others, that approximately 80% or more of our students are making positive behaviour choices all of the time and the need to recognise that. A major aspect of school-wide positive behaviour support includes proactive strategies for defining, teaching and supporting behaviours that create positive school environments.

Introducing, modelling and reinforcing positive social behaviour is an important aspect of a student’s educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm.

Our school community has identified three school-wide expectations:

**Be Respectful ~ Be Safe ~ Be Responsible**

as well as a matrix of expected behaviours across all areas of the school that reflect those three expectations but are also specific to the Learning Areas; Toilet Areas and In The Community:
<table>
<thead>
<tr>
<th>GUTRIDGE PRIMARY SCHOOL – OUR EXPECTED BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the Community</strong></td>
</tr>
<tr>
<td>• follow community rules</td>
</tr>
<tr>
<td>• represent Guthridge with pride</td>
</tr>
<tr>
<td>• are aware of others and their needs</td>
</tr>
<tr>
<td><strong>Toilet Areas</strong></td>
</tr>
<tr>
<td>• respect the privacy of others</td>
</tr>
<tr>
<td>• keep the walls and floor clean and dry</td>
</tr>
<tr>
<td>• <strong>Use</strong></td>
</tr>
<tr>
<td>• use toilet paper appropriately</td>
</tr>
<tr>
<td>• flush properly and wash hands</td>
</tr>
<tr>
<td><strong>Learning Areas</strong></td>
</tr>
<tr>
<td>• work quietly</td>
</tr>
<tr>
<td>• work as a team</td>
</tr>
<tr>
<td>• use our inside voice</td>
</tr>
<tr>
<td>• follow classroom expectations</td>
</tr>
<tr>
<td>• move around the school quietly</td>
</tr>
<tr>
<td>• <strong>Use</strong></td>
</tr>
<tr>
<td>• use tables and chairs correctly</td>
</tr>
<tr>
<td>• follow the Guthridge computer expectations</td>
</tr>
<tr>
<td>• <strong>Physical</strong></td>
</tr>
<tr>
<td>• walk around corners</td>
</tr>
<tr>
<td>• walk at all times</td>
</tr>
<tr>
<td>• keep hands, feet and objects</td>
</tr>
<tr>
<td>• stay on task</td>
</tr>
<tr>
<td>• take a stand against bullying</td>
</tr>
<tr>
<td>• participate</td>
</tr>
<tr>
<td>• participate</td>
</tr>
<tr>
<td>• play fairly</td>
</tr>
<tr>
<td><strong>All Areas</strong></td>
</tr>
<tr>
<td>• are polite</td>
</tr>
<tr>
<td>• use kind words</td>
</tr>
<tr>
<td>• take turns</td>
</tr>
<tr>
<td>• share</td>
</tr>
<tr>
<td>• tell the truth</td>
</tr>
<tr>
<td>• follow instructions</td>
</tr>
<tr>
<td>• follow pride in wearing our school uniform</td>
</tr>
<tr>
<td>• care for property and equipment</td>
</tr>
<tr>
<td>• look and listen when someone is speaking</td>
</tr>
<tr>
<td>• accept differences</td>
</tr>
<tr>
<td>• include others</td>
</tr>
<tr>
<td>• <strong>Physical</strong></td>
</tr>
<tr>
<td>• walk between all buildings</td>
</tr>
<tr>
<td>• keep sticks, stones, ball, hard equipment</td>
</tr>
<tr>
<td>• use sporting equipment appropriately</td>
</tr>
<tr>
<td>• <strong>Physical</strong></td>
</tr>
<tr>
<td>• keep time wisely</td>
</tr>
<tr>
<td>• use our time wisely</td>
</tr>
</tbody>
</table>

---

**Be Respectful**

We are respectful when we:

- use value words
- take turns
- share
- tell the truth
- follow instructions
- follow pride in wearing our school uniform
- look after and listen when someone is speaking
- accept differences
- include others

**Be Safe**

We are safe when we:

- keep hands, feet and objects to ourselves
- enter and leave all areas cautiously
- walk around corners
- keep between all buildings
- keep sticks, stones, ball away
- avoid using equipment

**We are responsible when we:**

- strongly against bullying
- have a stand against bullying
- participate
- play fairly
• **PLAYGROUND EXPECTATIONS**

Our aim is to make the playground at Guthridge Primary School a safe and happy place for all members of the school community.

**Positive Reinforcement Cards** are awarded for:
- Playing safely.
- Following school rules.
- Playing fairly.
- Encouraging others to join in.
- Assisting others.
- Using Conflict Resolution to solve problems.

All playground incidents are to be recorded and copies distributed at staff/team meetings once a month for a whole school approach to monitoring playground behaviour.

**Warning**—Name recorded in folder for a warning for a minor infringement. Provide all relevant details. Watch for children with repeated warnings.

**Blue Card Offences** *10 minute supervision with yard duty teacher* — The child to walk with teacher on duty for ten minutes and if incomplete before teacher changeover, to continue with the second teacher.
- Unacceptable behaviour.
- Running around corners.
- Playing in gardens or out of bound areas.
- Littering

**Red Card Offences** *20 minute supervised detention* — The child to begin detention with Principal/Assistant Principal immediately, if appropriate, or at the next available recess/lunch time:
- Fighting.
- Bullying.
- Swearing.
- Dangerous Play.
- Leaving school grounds without permission.
- Damaging school property.
- Refusing to follow staff instructions.
- Displaying disrespect towards a staff member.
- Being inside buildings without permission.

**Orange Card**—Serious Incident
This card is used for a serious incident requiring additional adult assistance such as uncontrollable fighting, a badly injured person or a dangerous threat. Send the card to the staffroom/office with a responsible child—staff will attend immediately.
• DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which may be used prior to suspension include:

• Withdrawal of privileges
• Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
• Where appropriate, parents/carers should be informed of such withdrawals.
• Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

    The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
• Convening of a student support group
TRANSITION

- **PRE-SCHOOL TO PRIMARY SCHOOL**

**SCHOOL FAMILIARISATION**
- Visits by pre-schoolers to school to familiarise the children with classrooms and outdoor facilities occur in Term 4.

**FOUNDATION INFORMATION SESSIONS**
- Interested families can contact the school throughout the year. However, we run information sessions and tours as one hour morning and evening sessions during our Open Day in Education Week which is in May each year.

**ORIENTATION DAY**
- **In Term 4** - Pre-schoolers visit for three mornings as new “Foundation students” and engage in a range of activities with Foundation teachers. Parents/carers will be advised of the dates of these visits in early Term 4. If you feel your child needs more transition visits, please discuss this with the Principal or Assistant Principal. Our main priority is to ensure a smooth transition from pre-school to school.

**FOUNDATION PARENT TEACHER INTERVIEWS**
- **In Term 4** - Foundation teachers conduct one-on-one interviews giving parents the chance to meet their child’s prospective teacher and share important information about their child.

**SCHOOL ATTENDANCE FOR FOUNDATION STUDENTS IN TERM 1**
- **In Term 1** - There is no school for Foundation students for the first five Wednesdays. Foundation children attend school on Monday, Tuesday, Thursday and Friday from 9:00 a.m.-3:15 p.m.

**BEFORE THE FIRST DAY**

It is helpful for your child to know these things and he/she could have practice in an informal way. However, do not emphasise these points if your child becomes frustrated etc.

- Does your child know his/her full name and address?
- Does he/she know how to put things away after use?
- Can he/she recognise his/her own named belongings?
- Can he/she tie and untie shoe laces and buckle sandals?
- Can he/she attend to his/her own toilet needs and adjust clothing?
- Does he/she know the importance of washing hands after visiting the toilet?
- Does he/she know how to use a tissue or handkerchief properly and the importance of covering his/her mouth when coughing or sneezing?
SUGGESTIONS

• **Have several “school lunches” with your child at home.**
• If the school is within walking distance from your home, follow the route to be taken there and back with him/her prior to the commencement of the school year.
• **Acquaint him/her with road safety procedures, including the correct use of the school crossing, always waiting inside the school gates, and never leaving the school grounds without the permission of a teacher or parent.**
• Warn him/her not to accept rides from strangers and to go home immediately school is dismissed.
• **It is wise to have a medical check up prior to the commencement of school, particularly for sight and hearing.**
• Have all items marked clearly with your child’s full name (windcheaters, lunch box, - lid and bottom, drink bottle, school bag, library bag, art smock, hat etc.).
  • **Explain what food is eaten at snack time and what is for lunch time and pack these separately.**
  • Encourage healthy snacks such as fruit, vegetable pieces etc. Ordering lunch is best left for a while until children have learnt class routines.
  • **Pack spare clothing/underwear at the bottom of your child’s bag.**
• Let the teachers and child know of any alternative home time arrangements and talk to the teacher before you use the bus service.
• **Take an interest in school activities and talk about work when it comes home. Do fun maths things at home (eg. counting numbers, cooking, estimating/guessing, card games etc.).**
• Read, read, read to your child and develop a love of books. Read signs, labels, notes etc., and give lots of praise.
• **Take and collect your child to and from the classroom. When he/she feels confident, explain where he/she will be met at the end of the school day.**

Please do not allow your child to bring articles to school which could cause harm to others, e.g toy guns, arrows, pointed sticks, or umbrellas.

• ** PRIMARY SCHOOL TO SECONDARY SCHOOL**
  • Orientation Day Sale College (Term 2);
  • Visitations from current Sale College Year 7 students to pass on relevant information and answer students’ questions. (Term 3)
  • Two day Orientation Program Sale College
SCHOOL UNIFORM

School Council has determined that the wearing of a school uniform at Guthridge Primary School is compulsory for all students.

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing the school.

Uniform Shop Price List

The Uniform Shop is a private business run by Gippsland Promotional Clothing. Uniform can be purchased from our School Hall on Mondays between 8:30am and 9:30am. Alternatively an order form can be collected from the Office.

* Contact the School Office for a current price list and contact details for Gippsland Promotional Clothing

Totally black school shoes or black sneakers are compulsory. Socks must be plain white or navy with no logos. Hats are also compulsory from 1 September until 30 April.

The only jewellery items that should be worn are small, plain ear studs and small, plain sleepers and watches. Students are not permitted to wear make-up.

When children leave the school grounds (eg excursions, sport), full school uniform must be worn.

The following items are available for purchase:

* Jacket  
* Jumper  
* Polo Shirt - Short Sleeved  
* Polo Shirt - Long Sleeved  
Track Pants  
Blocker Pants  
Dress  
Shorts (No Skorts)  
* School Hat  
* Beanie  
Scarf  
School Bag  
Library Bag  
Swim Bag  
Art Smock

*must have school logo
HOME ENRICHMENT / HOMEWORK

Home enrichment activities will be supported, encouraged or set by teachers so that learning related to class programs and/or the children’s other interests can take place outside of school hours.

Encouragement from parents is vital and teachers will take steps to make sure that parents understand the reasons for the scope of these home learning activities.

Aims:

1. To encourage and develop a love of learning and investigation.
2. To encourage and develop self-motivation in the learning process.
3. To provide opportunities that will encourage the children to become independent learners.
4. To foster the children’s curiosity about their immediate environment and the world in which they live.

Implementation:

• All children will be encouraged to read at home on a daily basis – this will be recorded on an individual reading record sheet devised by the classroom teacher.

• Teachers should have some flexibility on what they set as homework but also allow the children the same flexibility ie. spread the work over a period of time to allow for the nights where children may have other commitments. The extent of structured or directed activities will be at the discretion of each class teacher who will communicate homework expectations to parents.

• In an individualised spelling/word recognition/vocabulary enrichment program, students will work on up to ten words. Children are expected to learn these words as part of their homework routine.

• Parents will be encouraged to give their children plenty of opportunities for meaningful experiences and discussions. The school will support this by regularly publishing helpful homework hints for parents in the newsletter.

• As children progress through school, there will be more directed assignments which will be based on the children’s interests and needs.

• Home enrichment activities which are structured or set by the teachers will be followed up and feedback given to the children.
Welcome, welcome, welcome to Guthridge Primary School!

We have tried to answer some of your questions in this booklet. Further information (including all of our policies) is available on our website www.guthridgeps.vic.edu.au. Our door is always open. Enjoy your time with us. We really are a great school!

The Guthridge Song

Guthridge is great when we’re learning and we’re playing.
Guthridge is great when we’re put to the test.
Guthridge is great! Let’s all remember ...
Never forget to BE YOUR BEST!

We keep on trying and having a go.
We work as a team and respect all we know.
When things go wrong we don’t say no.
We bounce back quickly and GO, GO, GO!

Guthridge is great when we’re learning and we’re playing.
Guthridge is great when we’re put to the test.
Guthridge is great! Let’s all remember ...
Never forget to BE YOUR BEST!