Updated Dec 2024

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@education.vic.gov.au

CONTENTS

- Welcome Letter from Principal 3
- School Times, Supervision and Attendance 4
- A-Z of School Organisation & Administration 7
- Student Behaviour Management and Expectations 15
- School Uniform 22
- The Guthridge Song 24

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

At Guthridge Primary School we believe child safety is everyone's responsibility. We want children to be safe, happy and empowered. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

Guthridge Primary School is committed to promoting the safety, participation and empowerment of all children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, vulnerable children and children with a disability.

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
Emily Streitberg (Principal)

SCHOOL TIMES, SUPERVISION & ATTENDANCE

- **BELL TIMES**

School day commences* 8.45 am
**students go to their classroom and begin setting up for success*

Lessons begin **9.00 am**
Students are encouraged to 'graze' on brain food throughout this morning block
Students eat snack in class

Morning recess
Out to play **11.00 am**
First bell (reminder for toilet and drink) 11.28 am
End morning recess 11.30 am

Lunch eating IN CLASS **1.30 pm**
Lunch play begins **1.45 pm**
First bell (reminder for toilet and drink) 2.13 pm
End of lunch 2.15 pm

End of day **3.15 pm**
End of supervision 3.30 pm
Teachers dismiss the students outside and mingle with parents and carers

- **HOURS OF ATTENDANCE**

School gates open at 8.45am and our school day officially starts at 9:00am.
Between 8.45 and 9.00am students are expected to be in their classrooms organising their belongings and setting up their learning equipment and necessary materials for the day. This is also a good time to greet their teacher and classmates so that together we are all set up for a successful day ahead.

Brain food Grazing 9am-11am Clean eating fruit/vegetable snack eaten during learning time
Morning Play 11am - 11.30am Positive, purposeful inside and outside play opportunities provided
Lunch Eating 1.30pm - 1:45pm Students eat in class, supervised by the teacher.
Lunch Play 1:45pm - 2.15pm Positive, purposeful inside and outside play opportunities provided

- **SCHOOL DISMISSES** at 3.15pm

Teachers dismiss students and mingle with parents/carers to share and celebrate how the day has been.

- **EARLY DEPARTURES/LATE ARRIVALS**

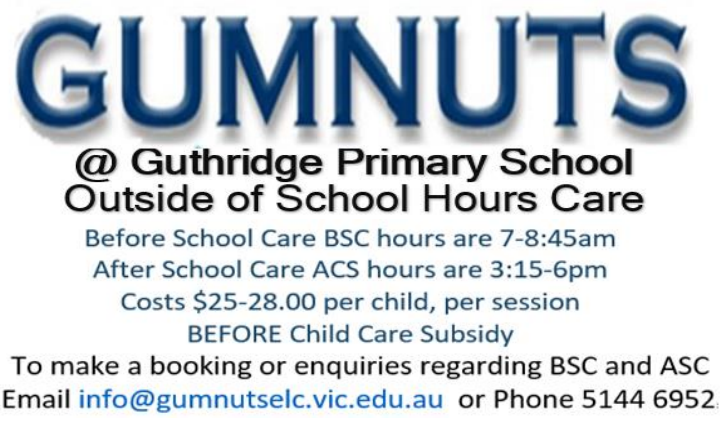
Children leaving school early or arriving late will be signed out/in by staff at the office. Where possible, we would really appreciate it if appointments could be made out of school hours as we really like our students here for the whole day of learning.

- **LUNCH / PLAYLUNCH**

As part of the School Health Program, lunches and play lunches are eaten in the classroom under supervision. The students have the opportunity to 'graze' on healthy brain food snacks prior to recess and have a designated time at 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. Pricelists are available upon request.

It is essential that ***lunch boxes and drink bottles are clearly named.*** Please note that children are asked to bring along a piece of fruit or vegetable each day as "brain food" to eat in the morning. This, and a healthy breakfast, will be needed as lunch does not begin until 1.30pm. 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!

- **OUT OF SCHOOL HOURS CARE PROGRAM**



- **START OF THE DAY**

Students should arrive to school between 8:45am and 9:00am to set up for the day. Lessons start at 9.00am.

- **SUPERVISION OF STUDENTS & YARD DUTY**

Regular, organised supervision of students is provided by staff between the hours of 8.45am and 3.30pm. No official supervision is provided outside these times. All gates are locked during the day.
During recess and lunch breaks there are always teachers on yard duty. Positive, purposeful inside and outside play opportunities provided and supervised by teachers and Education Support staff.

- **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, it is now a Department of Education and Training requirement that the school is notified beforehand, or early on the morning of the absence explaining the absence. You can do this by phone call or email guthridgeps@education.vic.gov.au. It is also most important that parents notify the school of impending absences, including those resulting from family holidays taken outside the scheduled school holiday breaks.

The school will notify you of an unexplained absence in relation to your child as soon as practicable on the same day. We will let you know by SMS or phone call. If you can't be reached because the school does not have your correct contact details (i.e. changed phone number, SMS/email failure notification received etc.), the school will attempt to make contact with any emergency contact/s nominated on your child's file held by the school. Where possible, this contact will be made on the same day of the unexplained absence.

- **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.

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.

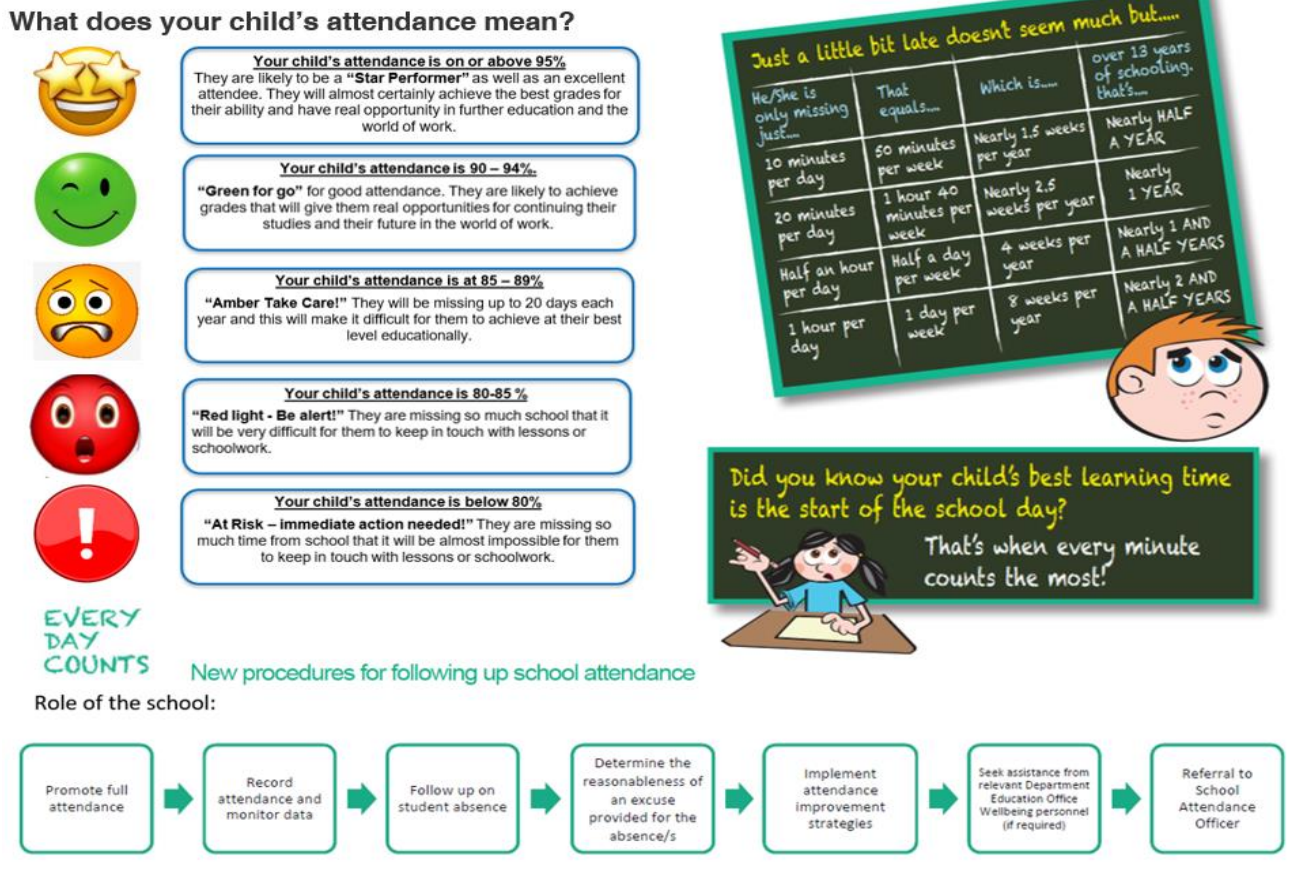
It is a legal requirement for schools to account for all absences. The Principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated. Unresolved attendance issues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

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:

- Same-day notification of unexplained student absences
- 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



New procedures for following up school attendance

Role of the school:

A-Z of SCHOOL ORGANISATION & ADMINISTRATION

- **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 set morning each week from 8:45am to 9am.

- **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 Business Manager.

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

- **CHILD SAFETY COMMITMENT AND CHILD SAFETY PRINCIPLES**

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or indigenous, cultural, or linguistic background.

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

All visitors to our school are required to acknowledge our commitment to Child Safety:

> *Guthridge Primary School is committed to creating a school community where all staff and students are equally respected and valued and enjoy equity of both opportunity and outcomes. Our school is committed to child safety and gender equality. We want children to be safe, happy and empowered. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. All adults and children are responsible for promoting gender equality and modelling respectful relationships. At Guthridge PS all staff, students and visitors will be held accountable if they use language and/or demonstrate behaviour which compromises the safety or wellbeing of others, including*
>
> • *Perpetuating harmful gender stereotypes or unequal power relations between men and women; or*
>
> • *Being disrespectful, or condoning violence, against women and children.*

This pledge is posted above our Visitor Sign-in register and every visitor is expected to read and abide by this commitment and agree to be responsible for practising respectful behaviours towards all members of the Guthridge Primary School community.

Child safety principles

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

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

DIGNITY & RESPECT STATEMENT

The Department of Education and Training (DET) is committed to providing safe and supportive work environments where diversity is valued, and everyone is treated with respect, fairness and dignity.

Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable.

All employees, students, parents and visitors in schools and other DET workplaces are expected to act accordingly.

DET (which includes schools) and School Councils, will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors in schools and other DET workplaces are protected.

In addition, the Department of Education and Training's (DET) Dignity and Respect Statement ensures that discrimination, harassment, bullying, violence and threatening behaviour in Victorian Government schools is unacceptable. All employees, students, parents and visitors in the school are expected to act accordingly.

With your support, we look forward to continuing to work with you to give your children a safe and supportive learning environment.

- **COMMUNICATION BETWEEN PARENTS/CARERS AND SCHOOL**

Feel free to telephone the school or email to arrange an appointment with your child's teacher or other members of staff. Your comments, questions or concerns are important to us. Please note teachers and Principals will not be available after school on Mondays and Tuesdays due to staff meetings.

Guthridge Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

At Guthridge, we have high behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. In doing so, we respect the diversity of individuals in our school community and address the shared responsibilities of all members in building a safe and respectful school community.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.
While parents and school staff are strongly motivated to do their best for every child, everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

In line with the DET Dignity and Respect statement, Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Behaviours that are considered unreasonable on and adjacent to school grounds or in relation to school business and that do not uphold the school's Values and Expectations may lead to further investigation and the implementation of appropriate consequences.

By upholding standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

- **COMPLAINTS PROCESS AND FLOWCHART**

Guthridge Primary School is happy to discuss with parents/carers and community members any concerns that they may have.

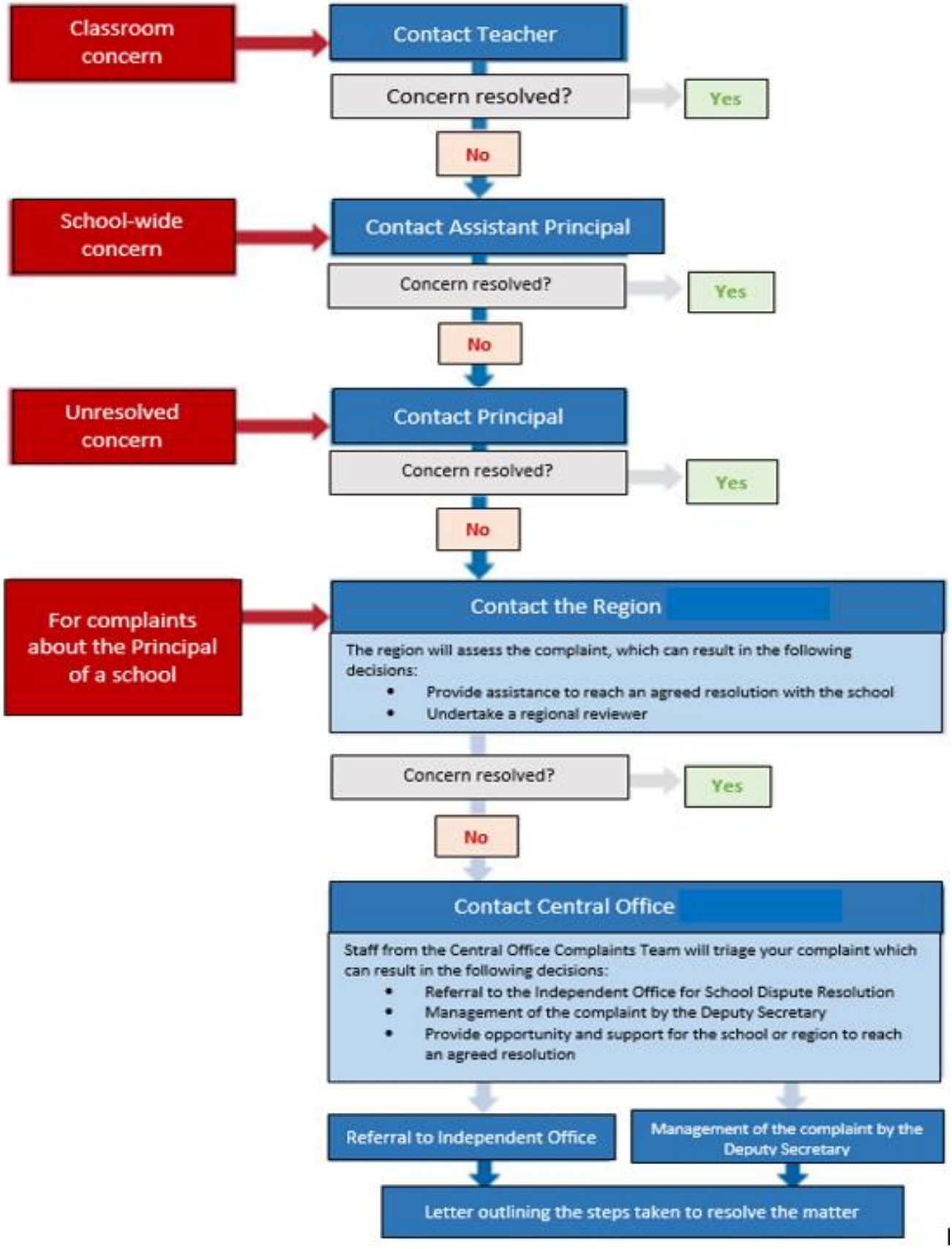
We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

Concerns in the first instance should be directed to the classroom teacher. This can be via telephone, written communication, or personally at a mutually agreeable time. The classroom teacher will work with you to ensure that your concerns are appropriately addressed. This is an important opportunity to listen to and share all points of view and access all available information. Your concern or issue will be investigated, and you will be provided with feedback. (Most concerns are resolved at this point.)

Where concerns cannot be resolved in this way, parents or community members may wish to raise their concern with our Assistant Principal. This can be via telephone, written communication, or personally at a mutually agreeable time.

Where concerns still cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Principal. This can be via telephone, written communication, or personally at a mutually agreeable time.

COMPLAINTS MANAGEMENT FLOWCHART



- **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. Parents and carers are notified of any Emergency advice relating to our school via Class Dojo.

- **EMERGENCY CONTACT 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 – work.
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.

- **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.

- **HOME SCHOOL COMMUNICATION**

ClassDojo is a classroom-based communication platform Guthridge PS teachers, students, and families can use every day to build a close-knit community by sharing what's being learned through photos, videos, and messages direct to your mobile device.

Your child's classroom teacher will individually invite you to join Class Dojo. Please expect an invitation via email in the new year. This process is not difficult but if you have any questions, as always, please email us on guthridge.ps@education.vic.gov.au

The following information is designed to assist parents and teachers in the use of Dojo at Guthridge Primary School.

What Dojo should be used for:

- ✓ Sharing classroom learning between home and school
- ✓ Classroom learning queries from parents to teachers
- ✓ Messages that indicate what we are working on in class. This could include a weekly summary of activities
- ✓ It is expected that all teachers will use Class Dojo on a regular basis as a teaching tool
- ✓ Class Dojo is a classroom-based communication tool.

What it is not used for:

- Replacement of absence notes: normal procedures should be followed for any absences
- Complaints: once again, these should be dealt with personally via a phone call to the teacher or office.
- Early pick-up requests (these still go through the office)

Please note:

- Dojo messages should not be sent outside of normal working hours (8.30am – 3.30pm) and definitely not on weekends
- Classroom Teachers are not expected to provide response to Dojo messages outside of normal working hours.

- **HOUSE SYSTEM**

The students in our school are divided into 3 houses which are named after local rivers. They are:

Macalister Thomson Latrobe

Children in the same family are kept in the same house for their time at our school.

- **NEWSLETTER: The Guthridge News**

The Guthridge News is produced each Friday as a school community newsletter and is published on Class Dojo and our website. The newsletter contains a school program calendar, notices about school activities and programs, samples of student work, notices of meetings, general school information, staff, parents' club and community contributions, photos and community notices.

- **POSITIVE PURPOSEFUL PLAY**

At Guthridge, we promote positive and purposeful play to build healthy bodies and healthy brains. There are numerous research studies linking active play and academic success plus exercise increases the flow of blood and oxygen to the brain and this acts to reduce stress or anxiety and makes us feel good.

Our students NEED to play in order to develop in every way possible to be their best!

At Guthridge PS, we believe

- Play allows children to develop their oral and functional language skills as well as expand their imagination and creativity,
- Play helps children develop social skills, including conflict resolution skills and self-advocacy skills,
- Play also helps children develop patience, a sense of belonging and essential communication skills.

We have so many fun activities for students to play at recess and lunchtimes. Activities change termly according to student interest and participation. Here's an example:

Monday	Fitness Centre for 5/6s Vortex throwing Basketball and netball Football
Tuesday	Fitness Centre for all ages Skipping Basketball and netball Drawing Box Construction
Wednesday	Fitness Centre for 3/4s Soccer and football Coding on computers Choir 3/4s and 5/6s
Thursday	Fitness Centre for F-2s Basketball – elimination game Down ball Markers up Dance Club
Friday	Fitness Centre for 5/6s Skipping Football & soccer Pokémon

- **SCHOOL CHARGES & FEES (Parent Payments)**

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 in Foundation.

- **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 a part of the school fees. Do we still leave this in, given that we don't have a lot of payments?

- **TOILETS**

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

- **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.
- No electric scooters are to be brought to school

- **VISITORS**

All visitors to Guthridge Primary School must have approval. On arrival, all visitors must SIGN IN and OUT at the Office and collect and wear a visitor's tag. Visitors must sign out when leaving the school.

- **WORKING WITH CHILDREN CHECK**

All schools (all primary, secondary, technical and special state schools) require a current Working With Children Check

If you plan to do volunteer child-related work in Victoria (where you're not paid for the work), this is the Check you might need. Some examples of volunteer child-related work are:

- Helping in the classroom
- Coaching a sports team
- Scout leader
- School-based activities.

STUDENT BEHAVIOUR MANAGEMENT AND EXPECTATIONS

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** is available each day. 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, 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, learn 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

- **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.

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.

- **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).

- **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. Classroom Behaviour Management flowcharts detail expected behaviours and supports through to clear consequences for negative behaviours. Positive behaviour is taught, encouraged and reinforced as expected. If a student chooses to disregard the school's expectations, then there is a set of clear consequences. Our process is focused on safety and maximising students' learning. Children learn best in an environment which is safe and nurturing.

Our school community has identified three school-wide expectations:

Be Respectful - Be Safe - Be Responsible

Guthridge Primary School – Positive Behaviour Matrix

At Guthridge We……

	BE RESPECTFUL	BE SAFE	BE RESPONSIBLE
All Areas	• Listen and follow instructions • Use our best manners • Respect ourselves, others, property and our environment • Demonstrate Guthridge Values	• Walking in and around buildings • Use equipment correctly • Stay in bounds • Have a pass to be out of class	• Be on time and organised • Listen and help others • Follow teacher instructions • Wear full school uniform
Before and After School	• Listen and follow instructions • Look after our equipment & facilities • Only touch your own property (bags, scooters and bikes). • Speak kindly to others	• Walk bikes and scooters in school yard • Be ROAD SAFE • Only speak to students and teachers in the school grounds	• Arrive between 8:45-9:00am, avoid queuing at gates • Walk bikes/scooters into school • Cross at crossings • Take containers and jumpers home • Be on time and organised
Toilets/Pool Area	• Go, flush, wash, leave • Respect the space & privacy of others • Keep our hands & feet to ourselves • Keep the area clean	• Walk quietly & safely • Wash & dry our hands • Keep the area clean and dry • Use toilets appropriately and correctly • Follow pool safe rules	• Go, flush, wash, leave • Report incidents to the teacher • Have all swimming wear named and in bag • Wait quietly for swimming teacher
Playgrounds	• Keep our hands & feet to ourselves • Use our best manners • Include others • Respect the game space of others • Follow the teacher's instructions	• Play safely • Keep running games off the playground areas • Keep hands and feet to yourself	• Wear hats when required • Report incidents to yard duty teacher • Return equipment when finished • Move off to our classroom when the bell rings

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.

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 is used to promote positive, purposeful play acknowledging:

- Playing safely and fairly
- Following school expectations
- Playing purposeful games
- Encouraging others to join in
- Assisting others
- Using Conflict Resolution to solve problems

The importance of **positive, purposeful play:**
At Guthridge, we positively reinforce positive play choices with Green Cards. Students are awarded Green Cards when observed to be engaging in positive purposeful play. Students collect these and display them in their classrooms. Then at the end of the week, one student from each grade is selected for a prize.

We have many options and activities to choose from at recess and lunch play times.

Play is the Way!

Classroom Behaviour Management

- Flow Chart -

Set up for success…

- Morning check-in between teacher & student
- Zones of Regulation in use across the school
- Regular teacher & student check-in through the day
- Reinforce behaviour as a choice
- Teach strategies to ensure appropriate choices
- Pre-Correct and Re-Teach as necessary

** Recognising potential issues early allows students to access support before problems arise*

Expected Behaviour

Be Respectful

Be Safe

Be Responsible

Following Expectations = Engaged Learners

Rewards & Acknowledgements

At Guthridge Primary School, our Core Values guide our behaviour and how we should treat each other:
Show respect
Have a go
Keep trying
Bounce back
Work as a team
BE YOUR BEST!

Poor Behaviour Choices

1st Redirection
- Privately understood signal – warning
- Personal & private - redirection
- Verbal warning
- Student supported to choose appropriate behaviour expectations

Behaviour is expected to improve

If poor behaviour continues,

2nd Redirection
- Record in *Behaviour Book**
- Student supported to make appropriate choices
- Use appropriate self-regulation strategies
- Monitor and check-in

Behaviour is expected to improve

If behaviour continues, **Relocation**

*If 3 *Behaviour Book* entries in one week, **Teacher to contact parents**

At teacher discretion, skip to Relocation or EXIT

Severe Behaviour

Relocation
(use small Exit slip)
- Student relocated to identified classroom
- Student to complete ***'re-think sheet'***
(copies in all classrooms)
- Return to class
- Restorative conversation and re-connect
- Discuss and identify consequences, and strategies for behaviour change

**This part is vital!*

Monitor and check-in

Behaviour is expected to improve!

Fresh Start
Student receives a fresh start on returning back to their classroom and following expectations

If student is being non-compliant or escalating behaviour, **EXIT**

*Students should only be relocated twice in the one day***

If after the 2nd relocation, student is still displaying poor behaviour they will be removed from the grade. **Teacher to contact parents

EXIT
(use A4 Exit slip)
- Immediate intervention required
- Student, Teacher and Assistant /Principal involved in follow up & resolution
- **Parents contacted**
- Formal Consequence *(Restrictions, Sent home, Office Suspension, Formal Suspension)*
- Record *included on Student File*

At Guthridge, we are committed to providing a child safe environment where children and staff are safe and feel safe.

Our Vision is for all students to be empowered to learn and achieve, experiencing high quality teaching practices and the best conditions for learning.

Yard Behaviour Management

- Flow Chart -

Set up for success…

- Before playtime check-in between teacher & student
- Purposeful play activities chosen before playtime
- Games and activities explicitly taught
- Reinforce behaviour as a choice
- Teach strategies to ensure appropriate choices
- Pre-Correct and Re-Teach as necessary

** Recognising potential issues early allows students to access support before problems arise*

Expected Behaviour

Be Respectful

Be Safe

Be Responsible

Following Expectations = Rewards & Acknowledgements

Green Card awarded & displayed

Low Level Behaviour

- Warning
- Behaviour discussed
- Strategies identified

Redirection
Reteach
Restore play

Behaviour is expected to improve

If poor behaviour continues,

- Behaviour discussed
- Strategies identified

Remove
Relocate
Restrict play

Monitor and check-in
Behaviour is expected to improve

If behaviour continues, follow up as **MINOR**

At teacher discretion, skip to MINOR or MAJOR

MINOR Behaviour

- Problem Behaviour discussed
- Restorative conversation and re-teach expected behaviour

**This part is vital!*

Logical consequence identified and applied

Walk with teacher
Sit in time-out

Monitor and check-in
Behaviour is expected to improve!

If student is being non-compliant or escalating, follow up as **MAJOR**

MAJOR Behaviour

Student Exited from Yard

- Record incident in Carbon Book and send copy to Office
- Student goes to Re-Think Room

(send carbon page and student separate if needed)

Re-Think Room:

- Rethink sheet and 20mins detention completed in Rethink Room immediately or at NEXT play time.
- Leadership Team involved in follow up & resolution
- **Parents contacted**
- Formal Consequence *(Restrictions, Sent home, Office Suspension, Formal Suspension)*
- Record *included on Student File*

At Guthridge Primary School, our **Core Values** guide our behaviour and how we should treat each other:

Show respect
Have a go
Keep trying
Bounce back
Work as a team
BE YOUR BEST!

SCHOOL UNIFORM

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

A Uniform Dress Code and Policy 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. Issues of equality, health and safety and expense are also factors that contribute to the establishment of the Dress Code.

- Parents will be made aware of the dress code policy on enrolment and will be asked to clearly label all uniform items.
- Total black school shoes or black sneakers are compulsory.
- Socks must be plain white or navy with no logos.
- Shorts and pants must be completely navy with no stripes or logos. Skirts, jeans and leggings are not part of our uniform.
- Polo shirts, jumpers and jackets must be the approved design with approved logo. No variations are acceptable. Singlet or plain white T-shirt may be worn beneath the polo shirt provided it is not visible.
- The only jewellery items that should be worn are small, plain ear studs and small, plain sleepers and watches. Smartwatch functions must be disabled in-line with our mobile-devices policy.
- Students are not permitted to wear make-up, coloured nail polish, fake nails or coloured hair.
- Students and staff will be required to wear an approved school hat every day during Terms 1 and 4. Baseball-style hats are not part of our uniform.
- At all times when outside during Term 1 and 4, students without hats will be required to play in the shade. Students will not be permitted to play outdoor sport or be involved in outdoor activities.
- Hats are not to be worn inside.
- Children should dress to suit the weather. Tights, leggings, and track-suit pants should not be worn under school dresses.
- Protective winter clothing such as coats, scarves and beanies should not be worn inside.
- Clothing associated with school events (e.g. graduation shirts, fete, production, sports days) may be worn for events specified by the school.
- Staff will positively encourage the correct wearing of uniform.
- Students out of uniform will be provided uniform in the interim.
- Full school uniform must be worn when children leave the school grounds (eg excursions, sport)
- The Principals will have the final decision on suitability of dress code.

COMPULSORY SCHOOL UNIFORM

School Council identified the following school uniform items as compulsory:

- *Logo polo shirt – long or short sleeve
- *Logo jumper or jacket - lightweight or polar fleece
- *Logo bucket hat
- Plain navy blue pants – track pants or blocker
- Plain navy blue shorts or *skort (box pleat)
- Totally black shoes
- Art Smock
- School Bag
- Library Bag
- Swim Bag

OPTIONAL:
*Beanie, blue with logo
*Wet weather jacket, blue with logo
School dress, navy blue and white check

*School uniform items marked with * are to be purchased from the approved school uniform supplier.*

WHERE TO PURCHASE SCHOOL UNIFORM

School Council, have directly liaised the with approved supplier on uniform needs (including price, quality, and access) and address any issues that may arise.

School Council cannot guarantee that school uniform items purchased at alternative uniform suppliers are:

- Up to date design
- Quality and durable
- Meet sun smart and wet weather standards

APPROVED SCHOOL UNIFORM SUPPLIER:

School council approved school uniform supplier is:

JSM Embroidery
71-73 Macarthur Street, Sale
Phone: 03 5144 6898

JSM is open:
Monday to Friday 8.30am – 5.30pm
Saturday 9 – 12.30pm

So …

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 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!