

# School Policy Manual

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# Administration

# School Policy Manual

## MOBILE PHONES POLICY

### PURPOSE

Mobile phones are important modern day communication tools, essential in providing a safe and effective school environment. However, they can easily be improperly used, lost or damaged, or interfere with student learning, and must therefore be effectively managed.

### GUIDELINES

We need to utilise the benefits of mobile phones whilst managing the problems they can potentially cause.

### IMPLEMENTATION

1. The school will purchase and maintain enough mobile telephones and service contracts to satisfy its needs.
2. Teachers in charge of all excursions and trips involving students must ensure that a mobile phone is taken on each trip.
3. Staff will be kept informed of Department of Education and Training information relating to health effects of using mobile phones.
4. Teachers' mobile phones must be on a silent setting (ie. not producing an audible signal of an incoming call or text message) during instruction time unless previously arranged with the principal. It is strongly recommended to staff that they advise any party that may need to contact them to do so through the school phone number.
5. Students are not permitted to take mobile phones on school camps or excursions.
6. As a general rule, students are not permitted to bring mobile phones to school.  
If, for some extenuating circumstance, a student needs to bring a mobile phone to school, the following rules will apply:
  - 6.1 A note is to be written to the principal stating the reason why a mobile phone needs to be brought by the student.
  - 6.2 Mobile phones (clearly named) are to be handed to the school office for storage throughout the day and collected at the end of the day.
  - 6.3 Under no circumstances are mobile phones to be used while at school. Any emergency contact with parents can be arranged with a staff member.
  - 6.4 The school reserves the right for staff members to confiscate mobile phones that are brought to school without permission, or are not left at the office as required. In such cases parents will be informed and they will be required to collect the phone.
  - 6.5 Neither Upwey Primary School, nor the Department of Education and Training, accept any responsibility for loss or damage to personal property, including mobile phones.

### Evaluation:

This policy will be evaluated as a part of the school's cyclic review process.

Last Reviewed 2005

# School Policy Manual

## POLICY PROCEDURES

### PURPOSE

Policies and programs are essential to facilitate a co-ordinated and effective curriculum delivery and school management process and should reflect the stated goals of the school.

### GUIDELINES

1. Policy writing and the review process is the responsibility of school council.
2. Implementation of the policy and program evaluation is the responsibility of the Principal and staff.
3. Policies should be brief. (2 page max.).
4. A cross section of the school community should have an input to the writing and reviewing of policies.
5. All policy statements will be available to the school community.

### IMPLEMENTATION

1. To write policies.
  - 1.1 The Education Committee will co-ordinate the process of policy writing and review (major evaluation).
  - 1.2 A working party will be appointed to draw up a draft policy. The working party should consist of people with a stake, interest and/or expertise in the area.
  - 1.3 Each policy should be limited to 1 or 2 pages and follow the agreed format for policy writing:
    - \* Purpose
    - \* Guidelines
    - \* Implementation
  - 1.4 The draft policy will be presented to the Education Committee *and staff* for examination.
  - 1.5 If alterations are necessary, the draft will be returned to the working party and re-drafted.
  - 1.6 After Education Committee *and staff* approval, the policy will be tabled at School Council for ratification.
  - 1.7 All policies approved by School Council will be placed in the Upwey P.S. Policy Document.
2. Major Evaluations
  - a. Policy will be evaluated on a cyclical basis (*regular cycle*)
  - b. A working party will be formed to conduct a major evaluation.
  - c. A major evaluation will make recommendations in the following areas (where applicable).
    - policy & documentation
    - resources and implementation, including teaching and learning strategies
    - professional development and community
  - d. Upon recommendation by the Education Committee, School Council may amend the approved cycle of major evaluation to cater for urgent and changing needs.
3. Minor Evaluation
  - a. All Key Learning Areas (with the exception of those undergoing Major Evaluation) will undergo an annual minor evaluation.
  - b. Minor evaluations will be conducted regularly and then collated by the curriculum committee.
  - c. Minor evaluations will lead into the Program Budget submission process. Program Budget submissions will be based on these recommendations.
  - d. Minor evaluations will be conducted within the following format:
    - \* Areas of Success
    - \* Areas for Development
    - \* Forward Action Recommended

Last Reviewed 2004

# School Policy Manual

## PRIVACY POLICY

### PURPOSE

To ensure that personal information provided to the school will be stored and accessed in appropriate ways.

### GUIDELINES

The Privacy Policy aims to provide a framework by which personal and sensitive information required by the school can be stored and used in a secure manner.

### IMPLEMENTATION

1. Upwey Primary School collects personal information including sensitive information about students and parents or guardians before and during the course of the student's enrolment at the school. The primary purpose of collecting this information is to enable our school to provide schooling for its students.
2. Some of the information collected is to satisfy the school's legal obligations, particularly to enable the school to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public Health and Child Protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Act. Parents/Guardians may be asked to provide medical reports about students from time to time.
5. The school from time to time discloses personal and sensitive/critical information to others for administrative and educational purposes. This includes other schools, government departments, medical practitioners and people providing services to the school including specialist visiting teachers and volunteers, as appropriate. If parents/guardians do not agree to this they will be required to advise the school.
6. Personal information collected from students is regularly disclosed to their parents or guardians.
7. On occasions information such as academic or sporting achievements, student activities and other news is published in school newsletters, magazines and on the school website.
8. Parents/Guardians may seek access to personal information collected about them and their son/daughter by the school. Students may also seek access to personal Information about them. However, there will be occasions when access is denied. Such occasions would include where access would have been an unreasonable impact on the privacy of others, where access may result in a breach of the school's duty of care to the student, or where students have provided information in confidence.
9. When the school engages in fundraising activities, information received from parents/guardians may be used to make an appeal to them. However the school will not disclose personal information to third parties without parent/guardian consent.
10. The school may include parent/guardian contact details in a class list for authorised school use.
11. Personal information provided by parents/guardians that relates to others, such as doctors or emergency contacts, needs to receive their permission and understanding of why the information is being disclosed to the school. They will be able to access that information if they wish and the information is not usually disclosed to third parties.
12. All confidential and critical information will be kept on a password protected computer system with a hard copy of confidential student information kept in a file in a secure location in the supervised office.

Last reviewed 2005

# School Policy Manual

## RISK MANAGEMENT

### PURPOSE

The school must address and manage all risks to ensure a safe environment for students, teachers and parents.

Risk management is about identifying and minimising the exposure to unacceptable risks, as follows:

- Minimising injuries (This is the first priority of our school)
- Minimising damage or loss of assets

### GUIDELINES

1. Basic principles of risk management are:
  - Identify risk exposures
  - Control or manage the risks identified.
  - Monitor the effectiveness of risk management procedures.
  - Review past incidents and investigate appropriate remedial action.
  - Examine data for trends (e.g. school accident data) to establish preventative measures.

### IMPLEMENTATION (AREAS OF RISK/RISK MANAGEMENT STRATEGIES)

RISK AREA	RISK CATEGORY	STRATEGIES FOR RISK MINIMISATION
Pupil Safety	Pupil Behaviour  Injuries/Accidents Emergency Incidents Camps and Excursions Personal Safety	Pupil Welfare & Discipline Policy First Aid policy Displan policy Camps and Excursions policy Sunsmart policy Buildings and Grounds Safety Audit Staff Yard Duty Supervision Roster Visitors Badge system Physical Education Pupil Toilet Procedures Bollards to prevent vehicles entering the school premises Insurance cover for I.S.S.E. travelling delegations Special pupil safety procedures for specialist areas e.g. Art and
Protection of Assets	Buildings	Planned Maintenance Schedule (budget allocation) Schools assets Management System (SAMS) Physical Resources Management System (PRMS) Hire of Buildings policy Fire Extinguisher Maintenance (Upwey Fire Brigade) School Security System (Office of Emergency Management) Insurance of over entitlement buildings (School Council) Storage/signage of flammable liquids.
Protection of Assets	Equipment	SAMS (Assets Register) School Equipment Insurance Scheme (SEIS) Insurance of uniform stock & initial books/requisites (School Council) School Security System School Equipment Borrowing Register
Staff	Personal Safety	Occupational Health and Safety procedures Building and Grounds Safety Audit Workcover Provision of required level of Administrative Planning Time for staff DOE liability cover Equal Opportunity policy
Visitors/ Volunteer Workers	Personal Safety  Liability Cover	Workcover for volunteer workers Co-operative Fidelity Guarantee School Council Contract Works Insurance School Councillors' liability Cover
Disabled Students	Personal Safety Welfare	Wheelchair access ramps Formation of Parent Support Groups Provision of approved integration aides
Protection of Assets	Grounds  Finance	Grounds Safety/Maintenance Audit Regular maintenance working bees Investment policy School Council monitor monthly finance figures Financial Policy and Procedures, stipulating measures of internal control

Last Reviewed 1998

# School Policy Manual

## SCHOOL/PRE-SCHOOL LIAISON

### **PURPOSE**

The school has a responsibility to establish and maintain close liaison with the local pre-school centres and crèches/child care centres.

### **GUIDELINES**

To foster and develop effective communication channels with all prospective parents and pre-school institutions so that all relevant information is readily available to them.

Prep teachers should liaise closely with the local pre-schools and crèches/child care centres, and establish a program of familiarisation activities.

### **IMPLEMENTATION**

The Prep Year Co-ordinator will be responsible for planning the year's activities that should include the following:

1. Observation visits by Upwey P.S. teachers to the pre-school.
2. Formal liaison between the co-ordinator and pre-school personnel to determine aspects of readiness of prospective prep enrolments. A transition form compiled by the UDEC group of schools will be given to the kindergarten director prior to November.
3. Visits to the school by groups of pre-school students to become familiar with the buildings, facilities and programs.
4. An evening information session will be arranged so that all parents may attend.
5. The pre-school teacher, in consultation with the school's prep teachers, will informally assess the students' readiness for school.

*Last Reviewed 2006*

# School Policy Manual

## SCHOOL UNIFORM

### PURPOSE

Upwey Primary School has adopted a compulsory school uniform to:

- Promote school tone and a sense of belonging.
- Develop school pride and school identity.
- Minimise peer group pressure in the fashion stakes.
- Provide a practical alternative to casual clothing at affordable prices.

### GUIDELINES

1. The school will offer a uniform that meets the following requirements.
  - Practical, durable and attractive.
  - Flexible (mix and match).
  - Reasonably priced and readily available.
2. The school will organise the ordering and purchasing of selected uniform items on a regular basis.
3. All children will be expected to wear the approved school uniform at school and on excursions; and on appropriate occasions, the approved sports clothing.
4. The policy on school uniform will not discriminate either directly or indirectly against students on the basis of their sex, race, ethnic group, nationality, religious belief, colour or disability.
5. The wearing of broad rim hats during Terms 1 & 2 will be compulsory.
6. Uniform should comply with Health and Safety recommendations:
  - 6.1 Only earring studs be worn at school as other types of earrings (loops, sleepers, pendant earrings etc) should not be worn for safety reasons.
  - 6.2 Long hair on all students is to be tied back at school to assist in avoidance of head lice infestations.
  - 6.3 It is recommended that boys and girls wear track shoes or black shoes (THONGS & HIGH HEELED SHOES will not be permitted).

### IMPLEMENTATION

- 1.1 The school council will determine items of clothing that constitute the school uniform.
  - Details of school uniform
  - General school uniform: see appendix 1 (uniform list)
  - Sports clothing.
- 1.2 The Parents Auxiliary will also sell second hand uniforms.
- 2.1 The school council will enter into a legal agreement with the chosen supplier of school uniform.
- 2.2 The Parents Auxiliary will organise the ordering and purchase of selected items.
- 3.1 Parents/Guardians are responsible for ensuring their children (unless exempt) wear school uniform.
- 3.2 Parents/Guardians are requested to send an explanatory note if children attend school out of uniform.
- 3.3 Teachers and ultimately the Principal are responsible for enforcing the wearing of school uniform.
- 3.4 Where a student consistently attends school out of school uniform, the Principal will bring the requirements of this policy to the attention of the parents, ensuring that they are aware of the exemption process.
- 3.5 A student habitually attending out of school uniform (3.4) will be subject to normal disciplinary measures.
- 4.1 To ensure that the school council complies with its obligations under equal opportunity laws, parents may seek exemption from compliance with the uniform policy on the following grounds.
  - An aspect of the code offends a religious belief held by a student and/or parents.
  - An aspect of the code prevents the student from complying with a requirement of his or her ethnic or cultural background.
  - An aspect of the code prevents the student with disabilities from being able to attend school or participate in school activities on the same terms as other students.
  - The student has a health condition or demonstrated economic hardship that prevents the wearing of school uniform (Adherence to school colours is encouraged).
- 4.2 Parents/Guardians who wish to seek exemption from their children wearing school uniform (as set out in 4.1) must make written application to the Principal.
- 5.1 Hats must be worn during recess times and on all school excursions (including sporting activities, where appropriate). The wearing of school hats is recommended throughout the year.
- 5.2 If a child attends school without a hat during Term 1 and Term 4, he/she will be required to play during recess/lunch time in a designated, restricted but shaded area of the playground. The duty teacher will supervise this area. For continual attendance without a hat, points 3.1 to 3.5 apply.
- 6.1 All jewellery should be removed or covered during sporting activities.
- 6.2 The newsletter will carry an annual reminder about the recommendation for earring studs.

Last Reviewed 2004

# Education

# School Policy Manual

## ANTI-BULLYING POLICY

### DEFINITION

A person is bullied when they are deliberately and repeatedly exposed to negative actions on the part of one or more persons. Bullying can be carried out physically, emotionally or verbally. Bullies are people who deliberately set out to intimidate, exclude, threaten or hurt others. They can operate alone or in a group.

### PURPOSE

The school will provide a positive culture where bullying is not accepted. In doing so, all will have the right to be respected by others, the right to learn, the right to teach and the right to feel safe and secure in the school environment.

### GUIDELINES

The Anti-bullying Policy aims to develop an environment in which all members of the school community feel safe, supported and valued. Such an environment will:

- Reinforce within the school community that no form of bullying is acceptable.
- Encourage everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to encourage students to report bullying incidents to staff whether they are an observer of victim.
- Ensure that all reported incidents of bullying are followed up and that support is given to both the victim and the bully
- Enhance well-being by using prevention, identification and intervention strategies.
- Seek parental and peer-group support and cooperation at all times.

### IMPLEMENTATION

1. Parents, teachers and the school community will be made aware of the school's position on bullying. An anti-bullying brochure titled "Bullying Busting At Upwey P.S." will be produced and made available to the school community.
2. The school will continue with existing structures to address anti-bullying and introduce others as seen appropriate.
3. The school will provide programs that promote resilience, life skills and protective factors.
4. The school will conduct annual bullying surveys.
5. The school policy on anti-bullying will be clarified at the beginning of each year within each classroom.
6. Staff and students are to promote an environment of mutual respect.
7. Students will be encouraged to report bullying incidents occurring against themselves or others.
8. Parents will be encouraged to report bullying behaviour that they may become aware of.
9. Staff will remind students that reporting bullying incidents is responsible behaviour.
10. Those identified through bullying surveys will be counselled.
11. All bullying incidents will be investigated and documented with victim, bully and witnesses being interviewed.
12. Both victim and bully may be offered counselling and support.
13. Continual bullying incidents will result in parent contact.
14. Monitoring of identified bullies will occur.

### EVALUATION

1. This policy will be reviewed within a three year cycle

Last reviewed 2002

# School Policy Manual

## ASSESSMENT, RECORDING & REPORTING

### PURPOSE

1. To support the learning and teaching programs of Upwey Primary School with appropriate assessment, recording and reporting procedures and document.
2. To develop and monitor assessment, recording and reporting procedures and documents which reflect the needs of students, parents and staff of Upwey Primary School as well as acknowledging Directorate of Education (DOE) and Board of Studies (BOS) guidelines.

### GUIDELINES

1. Teachers will use a variety of tasks and strategies to assess pupil progress.
2. Teachers will use a variety of recording procedures appropriate to the task.
3. Teachers will formally report to parents, providing at least one parent interview, two written reports regarding student achievement and any other form of report required by D.O.E. Teachers will report informally as the need arises.
4. Student progress will be reported in the Upwey Primary School Annual Report as required.

### IMPLEMENTATION

1. Assessment, recording and reporting should be seen as an integrated process.
2. Assessment activities should form part of the planning process, relate directly to units of work being undertaken and form a part of normal classroom activities.
3. Recording should be appropriate to the nature of the skills and tasks being assessed.
4. Written reports to parents will be provided in June and December and should include course content, teacher comments and student achievement against C.S.F. levels and outcomes. Parent interviews will be held in conjunction with the June reports and at any other time during the year if deemed necessary by either teachers or parents.
5. Teachers will provide student progress to the Administration to be included in the Upwey Primary School Annual Report.

Last reviewed 1998

# School Policy Manual

## BIKE EDUCATION

### PURPOSE

As many of our students travel independently to school, it is important that they have a strong understanding of correct road usage, both as pedestrians and cyclists, as well as being knowledgeable of the dangers coming from motorists.

### GUIDELINES

1. To ensure that Upwey's students when travelling to school are knowledgeable of and observe road safety and traffic laws.
2. To ensure that Upwey's students who ride bicycles to school wear an ASA approved bicycle helmet at all times.
3. To allow our students the opportunity to develop safe bicycle riding techniques.
4. To develop a basic knowledge of bicycle mechanics to allow students to keep their bicycles in roadworthy condition.

### IMPLEMENTATION

1. School rules will be in line with current road laws that stipulate that a student must be wearing an ASA approved bicycle helmet whenever they are cycling.
2. The Roads Work Kit be used in the Infant School area as preparation for further studies in Bike Ed.
3. That Grade 3 consider an excursion to the Road Traffic School at Kew or Dandenong each year.
4. Grade 4 undertake mainly studies from the Bike Ed program which utilise mapping activities, games, projects, observations of traffic situations and videos.
5. Grades 5 and 6 will undertake progressively more practical and experiential learning in the Bike Ed program including bicycle maintenance, bicycle fitness and safe bicycle riding techniques. This will culminate in on road assessments of skill levels and the possibility of a bike hike.
6. Staff and parents are to be encouraged to attend Bike Ed training courses to participate in and assist in the conduct of the Bike Ed program at Upwey.
7. Only those students who have access to a roadworthy bicycle of appropriate size will be able to participate in the practical riding activities, but it is expected that all students will participate in the theoretical studies of road usage and road safety. To maximise participation, bicycle pooling and the hire of the Bike Ed trailer should be considered.

### EVALUATION

Positive outcomes will be identified with the students' knowledge, confidence and skills gained in road usage.

Last Reviewed 1992

## COMPUTERS

### PURPOSE

1. To develop computer awareness and familiarisation within all sections of the school community.
2. Children will develop their knowledge of computer related techniques such as research, analysis, inquiry, information storage and retrieval.
3. To improve the existing curriculum in the key learning areas through the inclusion of computer assisted learning experiences.
4. To improve the learning outcomes of the children.
5. To improve the school's administration procedures and practices.

### GUIDELINES

1. There will be a computer co-ordinator.
2. Teachers will develop competence in using computers for classroom and administration purposes.
3. Ensure equal access for all the children to the computers using appropriate software for each grade level.
4. Provision will be made for long term implementation and replacement of computer hardware.
5. The computer program will be funded through the annual school budget.
6. Users must develop an understanding of the care and safe operation of computers.

### IMPLEMENTATION

1. The computer co-ordinator will maintain the computer hardware and update the software as required.
2. Training will be provided in the use of software programs for all staff.
3. Provision will be made for staff to attend appropriate professional development, e.g. Computers in the Classroom course. This will be achieved through the professional development budget.
4. Parents will be informed of computer usage in classrooms.
5. Identify parent expertise and encourage support in programs.
6. Children's progress in skill development will be monitored using check lists related to the CSF guidelines.
7. Each year an allocation of funds shall be provided for by way of the annual program budget, to enable ongoing addition to and maintenance of, the computer program.
8. Computers shall be provided for specific children with special needs as required.
9. Computers will be provided for each classroom with a printer.
10. Regular evaluation of existing software should take place as part of the stocktake through the library.
11. A descriptive data bank of software to be updated each year.
12. A sequential program will be designed for skill acquisition from Prep - Year 6. Software purchases will complement this.
13. The annual program budget should cover:
  - Hardware- replacement and additions
  - Software - additions
  - Expendables - for desktop publishing

Last Reviewed 1997

## EXCURSION/INCURSION

### PURPOSE

To support the learning and teaching program of Upwey Primary School by providing a stimulating and enriched educational experience not normally available to students within the context or resources of the normal school program.

To widen the range of learning experiences available to students.

To increase the exposure of students to first hand learning experiences and associated skills of observation, recording and reporting.

### GUIDELINES

1. "Excursions" refers to outings of a single day's duration or less, outside the school boundaries, normally held within school hours, organised and conducted by school staff and with Principal's knowledge and approval.
2. "Incursions" refers to activities or productions staged at school by personnel from outside the school's context and where a charge may be levied for attendance.
3. For each grade/class there should be a maximum of one excursion and one incursion per term unless special circumstances apply and are authorised by the Principal.
4. Swimming programs and interschool sports will be considered as special programs and not come under guideline 2.3.
5. Parental involvement is seen to be desirable and actively encouraged.
6. All excursions/incursions must comply with Department of Education regulations and guidelines as specified in the Schools of the Future manual.
7. Name tags are to be worn by all children participating in excursions.

### IMPLEMENTATION

#### Excursions

1. Should be planned at sub school level and approved by sub school leader.
2. The teacher in charge should determine costs and seek approval of the Principal using the Excursion approval form.
3. All school camps and excursions should use seat belted buses if available.
4. Parents should be notified of the purpose of the excursion, travel arrangements and associated costs.
5. Parents must return a consent form by the due date to enable their child to participate.
6. Parents are to be encouraged to participate and assist with supervision but must be ratified by School Council or the Principal to fulfill this function.
7. The teacher in charge is to ensure that children not participating are adequately catered for at school.
8. The teacher in charge is to ensure attendance lists and venue contact numbers are lodged at the office on the day of the excursion and that the first aid kit and mobile phone are taken on the excursion.
9. Associated paper work is to be lodged with the Principal at the appropriate stage.
10. Following the excursion the teacher in charge is to complete an Excursion/Incursion Reconciliation Statement.

#### Incursions

1. Incursions should be planned at the Sub school level.
2. Parents should be notified of the purpose of the incursion and its associated cost.
3. The teacher in charge is to ensure that children not participating in the incursion are adequately catered for.
4. Following the incursion the teacher in charge is to complete an Excursion/Incursion Reconciliation Statement.

Last Reviewed 1999

# School Policy Manual

## FIRST AID

### PURPOSE

To ensure that children receive efficient and appropriate assistance when unwell or injured at school.  
To ensure that appropriate procedures and resources exist to cater for the needs of ill/injured children.  
To ensure that parents are notified appropriately of illness or injury and treatment received at school.

### GUIDELINES

1. All staff has a duty of care in relation to first aid. Available staff will be allocated First Aid duty equitably to cover recess and lunch breaks and to ensure adequate First Aid requirements.
2. The school will develop suitable procedures to deal with cases of illness or injury.
3. Parents will be notified of injury or treatment received in the first aid room. In the case of serious injury parents will be contacted immediately; however in extremely urgent circumstances staff may contact medical assistance first.

### IMPLEMENTATION

1. Parents/Guardians will be asked to complete a new medical form for every child annually, and the school will maintain current pupil emergency information with up to date contact telephone numbers, as provided by parent/guardian.
  2. All staff will be notified of any serious medical conditions and new staff briefed on children with serious conditions.
  3. Children who are unwell should be kept at home.
  4. Children with any infectious disease will be sent home and excluded under the conditions set out in the Schools Operation Manual.
  5. No medication from home will be administered to any child without written permission from a parent/guardian. Medicines must be fully labelled with the child's name and type of medicine. Note should be taken of the quantity and expiry date of any medication. Instructions must include DOSAGE and TIME TO BE GIVEN. Medicine must be handed to a staff member for the day's duration.
  6. Sickness or injury will be reported to the class or yard duty teacher.
  7. The teacher on yard duty will carry a 'bum bag' with supplies to attend to minor ailments.
  8. For children requiring further first aid treatment, the yard duty teacher will provide the child with a token admitting him/her to the sick bay where the buzzer will be used to draw the attention of the duty person. Class teachers will contact the office regarding any child being sent to the sick bay during class times.
  9. If illness and injuries are treated by the rostered first aider, they must be recorded in the first aid book and a first aid slip sent home to parents.
  10. A periodic review of first aid records should be undertaken.
  11. Serious injuries will be recorded on the Directorate of School Education Injury Report Form.
  12. No child will be kept in the sick bay for longer than necessary. Office personnel will be made aware of the placement of any child in the sick bay.
  13. Children going home must be signed out in the 'Early Dismissal Register', kept in the general office. If the child is not able to be sent home he/she will return to the classroom and be put in a 'quiet area'.
  14. All head injuries will be discussed with a trained first aider if possible, and parents will be contacted immediately. This includes damage to teeth, eyes and ears.
  15. If a child is badly injured, or too ill to resume normal class activities, the parent/s or nominated guardian/emergency contact will be asked to collect the child from school. Seriously injured children will be supervised AT ALL TIMES. In the event of parents or nominated carers being unable to be notified, the relevant staff will use their discretion in seeking appropriate medical treatment.
  16. IN EXTREMELY URGENT CASES AN AMBULANCE WILL BE CALLED and parents notified. The associated costs will be covered by the parents.
  17. Teachers with First Aid qualifications will be identified and available for consultation on specific cases.
  18. Staff will be given the opportunity to acquire and/or maintain currently recognised first aid qualification.
  19. First aid materials will be provided for classroom, sick bay and portable kits for excursions and camps. Such kits will be equipped with sufficient appropriate materials to cover the range of predictable contingencies and will be maintained and monitored by a nominated staff member.
  20. The Principal is to be notified in all cases of serious injury or illness.
  21. Reference for specific treatment advice is to be gained from the Schools Operation Manual.
- Last Reviewed 1999

## HEALTH & PERSONAL DEVELOPMENT

### PURPOSE

Health Education is a life long process. It values critical thinking about personal and community well being and active interaction between school, home and the community. Our program is designed to contribute to this growth process.

### GUIDELINES

1. To promote attitudes and behaviours which contribute to personal and community well being.
2. To develop in students the ability to make decisions about personal and community health matters and to encourage students to take responsibility for such decisions.
3. To provide accurate information about health and health related matters.
4. To develop a critical approach towards personal and social factors which influence the quality of life enjoyed by an individual or a community.

### IMPLEMENTATION

1. The Health program is designed so that it can be integrated into other areas of the curriculum.
2. The nine topic areas, i.e. Being Myself, Caring About Myself, Association with Others, Sexuality, Physical Growth and Development, Food & Nutrition, Consumer Health, Safe Practices, and Community Health need not be taken in order or in isolation from one another.
3. The class teacher should implement the appropriate year level of the School Health & Personal Development Course.
4. A Health co-ordinator will be appointed each year to overview and co-ordinate the whole program.
5. Where possible team teaching for the areas of Sexuality and Physical Growth & Development is recommended.
6. Parents need to be informed of the scope of the new school health program.
7. Professional Development courses should be available for all staff members on an ongoing basis.

### EVALUATION

Evidence of positive changes in students' behaviour and attitudes in the classroom, playground and home environment.

Last Reviewed

# School Policy Manual

## HOMEWORK

### PURPOSE

The provision of homework within the Upwey Primary School's program should provide a positive reinforcement for work and work attitudes established in the classroom. It should be seen as a means of enriching the school program, developing study habits for the students and providing an avenue of communication between the school and the home.

### GUIDELINES

1. To communicate to parents the type of work being carried out at the school.
2. To lay the foundations for home study habits necessary for higher education.
3. To give the students further opportunities to reinforce and practise school work in the home.

### IMPLEMENTATION

1. Homework may be issued at the discretion of the students' teachers. Consultation between classroom teachers and specialist staff should occur to monitor workloads.
2. Homework may be provided for a whole class, for groups of students or for individual students with the purpose of:
  - providing reinforcement by practising examples of known work skills
  - developing desirable study habits
  - encouraging the organisation of leisure time
  - developing research skills
  - fostering independent work skills
  - finishing tasks not completed at school
  - communicating with parents by informing them of:
    - school program content
    - current school work
    - individual student progress
3. Although the type and extent of homework given will vary between grades, being influenced by the ages of students, it will generally be based on the following criteria:
  - it should provide a sense of satisfaction;
  - its main objective is to reinforce known skills;
  - it should be regular;
  - it should be manageable in amount;
  - it may involve the use of wider resources and materials than is available at school.
4. Guidelines of parental involvement will be given at parent/teacher information evenings early in the year or be written communication such as diary or notice.
5. Correction will be done in the most efficient and practical manner available.
6. The Principal and relevant class teacher has the right to exercise discretionary powers in exempting students from homework commitments in exceptional circumstances.

### EVALUATION

An increased awareness for parents of learning being undertaken by their children, and improved student learning, developing research skills outside the classroom context.

Last Reviewed 1992

# School Policy Manual

## INFORMATION TECHNOLOGY

### PURPOSE

To develop computer awareness and familiarization within all sections of the school community. Children will develop their knowledge of computer related techniques such as research, inquiry, information storage and retrieval.

To improve the existing curriculum in the key learning areas through the inclusion of computer assisted learning experiences.

To improve the learning outcomes of the children.

To improve the school's administration procedures and practices.

### GUIDELINES

1. There will be a computer co-ordinator.
2. Teachers will develop competence through professional development in using computers for classroom and administration purposes.
3. Access for all the children to the computers using appropriate software for each grade level is to be equitable.
4. Users must develop an understanding of the care and safe operation of computers.
5. Provision will be made for the updating and replacement of computer hardware and software.
6. The computer program will be funded through the annual school budget. Additional funding through available grants should be sought.

### IMPLEMENTATION

1. The computer co-ordinator will be responsible for the selection of a suitable technician to maintain the computer hardware and to assist in the update of software.
2. The computer co-ordinator/Principal to attend meetings with high school computer staff.

Last Reviewed 1999

# School Policy Manual

## INTEGRATION

### PURPOSE

Upwey Primary School believes that all children are equal in the social and educational life of our school, regardless of ability, race, religion or socio-economic background, and that parents in our community have the right to enrol their children at this school and contribute to their education.

### GUIDELINES

1. Develop a sense of belonging to the school community in each child.
2. Provide the opportunity for children to relate to peers residing in the community.
3. To promote a greater understanding and appreciation of individual differences (physical, social, emotional, intellectual) between each other.
4. Provide a structured process for integration, to facilitate admittance and where applicable, support and monitor progress of those who require additional assistance, i.e. I.S.G.
5. Provide a curriculum that caters for individual differences in the areas of social, emotional, physical and intellectual development - "Integration is a curriculum issue".
6. Promote non-categorisation of children.
7. Ensure maximum access and success in regard to the school curriculum for all children.

### IMPLEMENTATION

1. Inclusive Schooling - Integration is a collaborative decision making process which will involve the school community.
2. Integration is a curriculum issue and benefits all children, so curriculum must be accessible to all, and be adapted to meet the social, emotional, intellectual and physical needs of all children.
3. All Inclusive curriculum will encourage the use of learning experiences and teaching approaches that;
  - work from students' strengths, abilities and needs;
  - relate to interests and experiences;
  - ensure active participation of students in learning experiences;
  - ensure success through the setting of realistic, achievable goals
4. Where educational Programs offered to students need to be adapted to cater for specific needs, an I.S.G. will be established as part of the collaborative decision-making process (I.S.G. - Integration Support Group).
5. Resources and services to the greatest extent will be short based.
6. The classroom teacher has the responsibility to cater for and meet the individual needs of all the children in their care, but will have access to any support required to aid in the integration of students with differences who are on the Integration Program.
7. Organizational structures for learning will ensure the maximum possible interaction of students with a board range of abilities and competencies.
8. Evaluation will be individually based.
9. The Integration Teacher will support the school community in its responsibility for the implementation of the Integration Policy through the development and implementation of curriculum that is inclusive of all students.
10. Integration Aides will have responsibilities in areas of mobility, personal hygiene, communication, teacher support through class involvement, para-medical, physical education sessions and general supervision.
11. An Integration Support Group will be established to facilitate admittance and support and monitor progress.
12. School Council is responsible for the implementation of Government policy on Integration and therefore is accountable to both the local community and to the Minister for its enactment. Therefore School Council has the responsibility of facilitating the enrolment process for children with impairments, disabilities and/or problems with schooling.
13. The Integration Sub Committee will assist Council to fulfil its responsibilities and offer advice.

Last Reviewed

## ISSE EXCHANGE PROGRAM

### PURPOSE

To develop an understanding within the Upwey Primary School community of, Australia as a nation within an international context, fulfilling the ISSE motto: "One Family - Mankind, One Home - The Earth"

To foster within our students, a better knowledge and understanding of our local area, our state, other states and our country, as we communicate this to visiting delegations.

To develop understanding and tolerance within our students for others whose background, life experiences, racial groupings or nationality may differ from our own.

### GUIDELINES

1. Each year the school will host a group of children from another state or country in accordance with the procedures and arrangements reflective of ISSE Australia.
2. Each year the school will send a group of children either interstate or to another country in accordance with the procedures and arrangements reflective of ISSE Australia.
3. Parents will receive adequate information about each travelling and visiting delegation.
4. The committee (and convenor) will be responsible for all arrangements for the travelling and the visiting delegation.
5. The chaperone (delegation leader) will have primary responsibility for the preparation of the travelling delegation and the effective management and duty of care/safety and welfare of the group at all times during the exchange visit.
6. The committee and teaching staff will facilitate greater co-operation and interaction within our own school, as the school community combines to share the experiences offered through both travelling and visiting delegations.
7. The committee will be actively represented on the ISSE Australia committee and will be responsible for following procedures and guidelines set down by ISSE Australia and ISSE International.

### IMPLEMENTATION

1. The committee will conduct an information evening to inform parents of forthcoming exchanges.
2. The committee will prepare hosting/travelling guidelines.
3. The committee will prepare an itinerary for the visiting delegation and following application, select families to host members of the visiting delegation (billet arrangements).
4. Families wishing to host a delegate will be subject to a screening check, which will include a check by the school and a police check.
5. The whole school and school community will be given the opportunity of being involved in as many exchange activities as possible in an attempt to share the benefits of the program across the whole community.
6. Children wishing to be part of the travelling delegation will be required to make written applications and to face a selection panel. (See school information book for selection criteria and panel composition).
7. The selection of the chaperone for the travelling delegation will be conducted by the Principal in conjunction with the ISSE committee and approved by School Council. (See school information book for role of chaperone/delegation leader.)
8. The committee will ensure that the:
  - international affiliation fee is paid annually
  - committee is represented at ISSE Australia meetings
  - reports on current exchanges are delivered to ISSE Australia
  - future exchanges are arranged well in advance
  - appropriate reports are sent to ISSE International following completion of exchanges.

Last Reviewed 1997

# School Policy Manual

## JUNIOR SCHOOL COUNCIL

### PURPOSE

The Junior School Council provides a forum for students to communicate their ideas to parents, teachers and the wider educational community. It thereby enables the students at Upwey Primary School to contribute to decisions affecting their learning environment and to share in the responsibility for implementing those decisions.

### GUIDELINES

1. To provide genuine opportunities for students to learn of and participate in the government and decision-making processes at Upwey Primary School.
2. To allow the student councillors at Upwey to take responsibility for a program budget, both its preparation and expenditure.
3. To provide an opportunity for students to learn meeting procedures and appropriate record keeping within a meaningful context.

### IMPLEMENTATION

1. Junior School Council should encourage students to be more responsible and accountable to their peers for their actions and behaviours.
2. Each class shall elect a representative to the Student Council with Prep and Grade 1 students having the Grade 5 and 6 students acting in a mentor role. Representative responsibility is to communicate class requests and actions taken.
3. Two senior members of the Junior School Council will be regularly provided with opportunities to report to and liaise with staff and School Council.
4. One or two staff members should be responsible for assisting the principal in helping the Junior School Council to achieve its goals.
5. Members of the Junior School Council should have the opportunity to conduct the school assembly at least once a term.
6. Junior School Council members are to utilise appropriate meeting procedures and maintain appropriate records as part of the process.

### EVALUATION

It will be apparent that students feel part of the decision making process in the school, and that their needs and desires are being responded to.

Last Reviewed 1992

## LANGUAGES OTHER THAN ENGLISH (LOTE)

### PURPOSE

Learning languages other than English broadens our understanding of our multi-cultural society and of other cultures throughout the world. The program will seek to value the linguistic structure as well as the cultural, traditional and contemporary background of the language under study at Upwey. In support of the school's language policy that is based on the wholistic language approach, it is believed that effective language learning occurs when the students are actively involved in meaningful communication. Therefore, in order to ensure significant educational and social advantages, instruction will typically through an immersion process.

### GUIDELINES

1. To develop confidence and skill in speaking, listening, reading and writing in the language other than English.
2. To broaden children's awareness and understanding in our multi cultural society, and consequently to give an insight into another culture.
3. To involve both the school and broader community in the language other than English program.
4. To promote within the children, respect and understanding of another culture's attitudes, beliefs and values.
5. To enhance the children's learning strategies.

### IMPLEMENTATION

1. The language other than English will be spoken at all times by the bilingual staff.
2. Signs, books and other material will be available in LOTE.
3. Compulsory participation of all students in the LOTE program as instruction becomes available.
4. Various curriculum areas to be taught will be taught bi-lingually as appropriate. This will be achieved through practical, activity based learning.
5. The wider community will be used as a resource to enhance and extend student learning.
6. Integrated units through a number of curriculum areas will be planned by the LOTE teacher in conjunction with the class teachers.
7. Participation of the LOTE teacher within the school will be across all activities including camps, excursions and special events.

### EVALUATION

Two forms of assessment will be used to evaluate the LOTE program.

1. **FORMATIVE;**  
which will be carried out regularly throughout the year, used to make continual alterations, improvement and upgrading of the program.
2. **SUMMATIVE;**  
which will be carried out on a quarterly basis during the first few years, and well appropriate, annually.

Last Reviewed 1993

# School Policy Manual

## LIBRARY

### PURPOSE

To support the educational policy and curriculum of the school with provision of up to date and efficiently organised resources.

The library collection should reflect: the curriculum; catering for professional reading and provision of teaching aids; recreational pursuits; interests and the individual needs of the school community.

To encourage the school community to use the school library's facilities and to recognise the library as a valuable resource.

To promote reading as a leisure pursuit.

To foster the desire to question, research, discover and evaluate topics of interest.

To give students the skills and training to use library resources and procedures, and to develop and expand their learning and leisure activities.

### GUIDELINES

1. Adequate facilities should be provided for the librarian to process, repair, shelve and display materials.
2. Each child's development in library skills should be recorded and communicated to parents.
3. The program should allow for the extensive enjoyment of reading materials of many types to cater for individual needs and enrich the school's educational objectives.
4. Students should be trained and encouraged to become independent, self-reliant and skilled library users through a formal sequential library program.
5. Class teachers should have access to quality literature, teaching aids, research and professional materials.
6. Funding for the library program will be by means of an annual budget submission.

### IMPLEMENTATION

1. Each class shall be timetabled for one library session each week.
2. Provision shall exist for individual and group research and borrowing during school hours, lunch time or before school at the Library Technician's discretion.
3. The Library Technician's responsibilities should allow for efficient organisation of clerical and administrative time.
4. Assistance may be sought from the community and timetabled for the best results.
5. The growth and development of the student's skills will be recorded through the Written Report.
6. Budget provision will be made to update library resources and computer facilities.

***Last Reviewed 2006***

# School Policy Manual

## MATHEMATICS

### PURPOSE

To ensure that all students be given every opportunity to develop mathematical skills and knowledge appropriate to their age and development.

Effective mathematical functioning is the ability to apply mathematical skills and knowledge in every day situations, choosing from a variety of strategies.

### GUIDELINES

1. To develop the child's skills and interests in gaining an understanding from all mathematical encounters.
2. To develop an understanding of mathematics that will allow the child to adapt knowledge to suit varying situations.
3. To foster an understanding of mathematics and its applications in today's society.
4. To provide an inclusive maths program.
5. The content should be appropriate to the age and development stage of each child.

### IMPLEMENTATION

1. The program will be based on the Mathematics CSF document using a variety of resources including CSF Course Advice, commercial publications and teacher devised materials and activities.
2. The children will be involved in a variety of situations that will encourage the development and sharing of mathematical concepts and ideas.
3. The children will be exposed to a balance of theory and practice within the curriculum.
4. The students' interests and experiences will be used as a basis for developing mathematical understanding.
5. Assessment should be through formal and informal tasks. Informal assessment could include observations, samples of student's work and self assessment by the student.
6. The Mathematics co-ordinator will be appointed at the beginning of each year and will overview the whole program and provide support as required.
7. The co-ordinator will be responsible for the purchase and maintenance of resources and equipment.

Last Reviewed 1997

# School Policy Manual

## OUTDOOR EDUCATION

### PURPOSE

Outdoor education focuses on personal development through responsible interaction with others and responsible use of the natural environment. It involves the acquisition of knowledge, values, and skills that enhance safe access to the outdoors and understanding and aesthetic appreciation of the outdoors, often through adventure activities. In these settings, students take part in challenging activities that call for decisions, action and reflection on the consequences, both for themselves and others. Personal qualities such as resourcefulness, leadership, judgement, tolerance and determination - qualities generally supported by society - are fostered under these conditions.

Outdoor education provides the opportunity for students to learn about themselves and others in natural environments. The settings and choice of activities lend a sense of adventure, challenge and purpose to learning. Learning under these conditions can be an adventure that has the potential to be a dynamic learning experience.

### GUIDELINES

1. To introduce Upwey's students to a graduated range of outdoor experiences.
2. To ensure that Upwey's students are aware through their outdoor experiences of the beauty and vulnerability of the environment.
3. To allow our students the opportunity to develop a sense of personal independence within a caring context, but apart from the shelter of their families.
4. To develop a sense of pleasure in and a recognition of the capacity of the outdoors to provide a venue for recreation.
5. To become knowledgeable in aspects of safety whilst in the outdoors.

### IMPLEMENTATION

1. Outdoor education is to be administered by a school co-ordinator. The co-ordinator is responsible for ensuring that the program is integrated into the school curriculum, and that it balances school-based instruction with well planned outings.
2. Years P-2: "Awareness of the Outdoors" -  
Activities may include: visiting or attending a Year 2 overnight "sleep-in" at school, walking, path finding, care of the outdoors. Venues may include visits to local parks, gardens, the zoo, creeks and ponds such as at Birdsland.
3. Years 3 and 4: "Exploring the Outdoors" -  
Activities may include: walking, commuting, navigating, basic bushcraft, Year 3 overnight "sleep-in" at school or city camp, Year 3 one day familiarisation visit to the Year 4 base camp, and the base camp for Year 4. Possible venues include the beach, regional parks and gardens, Healesville Sanctuary.
4. Year 5 and 6: "Adventure in the Outdoors" -  
Activities may include such things as a five-day camp, navigation, mapping, orienteering, rope skills, basic survival, a snow experience, bicycle riding (see Bike Ed policy) bush cooking and living under canvas. Venues to be utilised may include school grounds, local parks, regional parks and forests. Base camp for Grade 5 to have an Australian historical context such as Bendigo, Ballarat, Swan Hill or Beechworth, for Grade 6 an environment camp such as the Grampians or the Prom.

### EVALUATION

Positive results will be indicated by a growing sense of confidence in the students, both in their knowledge of the outdoors and within themselves.

Last reviewed 1992

# School Policy Manual

## PROFESSIONAL DEVELOPMENT

### PURPOSE

To develop the knowledge, attitudes and skills of staff, parents and the school community in order to enhance students' learning.

To meet changes taking place in technology, strategies need to be implemented to involve the school community in adapting to new technologies.

To ensure that the range of professional development activities involving the school community meet both the needs of individuals and those of the school.

### GUIDELINES

1. There will be a professional development co-ordinator.
2. A positive professional climate should be established and maintained.
3. Information relevant to all sections of the school community will be disseminated.
4. Professional development should be arranged to further the goals and priorities of the school whilst also responding to identified needs within all sections of the school.
5. Equity of staff access to training and development activities will occur in accordance with equal employment opportunity principles.
6. Effective networks that can be utilised for professional development growth should be fostered.
7. Curriculum convenors and the curriculum co-ordinator should monitor progress in their particular area and consider needs-related professional development opportunities.
8. Staff professional development will be funded through the Annual School Budget.
9. Staff will be required to evaluate and report back to staff on professional development activities.

### IMPLEMENTATION

1. The professional development co-ordinator will fulfil the requirements of the job description.
2. School/Cluster/District curriculum days or activities will be arranged to address system and school professional development needs. Utilisation of the rich learning resources within the school community should be encouraged.
3. Information on professional development opportunities will be publicised through e-mail, bulletins, staff meetings and the school newsletter.
4. Staff will draw up an annual personal professional development plan to address school and individual needs. As part of personal professional development planning, implementation and evaluation, teachers will be encouraged to work with a mentor. Individual needs will include career planning.
5. To ensure equity of access staff will be required to apply to the professional development co-ordinator or the principal to attend professional development activities funded through the professional development budget. This includes funding to employ a casual relief teacher to enable staff to attend the professional development activity.
6. The professional development co-ordinator will liaise with other professionals through cluster meetings, regional personnel and organisations offering professional development activities.
7. The program budget will cater for the following:
  - \* School charter priorities
  - \* Personal professional development
  - \* Whole school curriculum days
  - \* DE&T priorities
8. Staff will be given the opportunity of reporting back to other staff members at staff and sub-school meetings to enable the sharing of learning.

***Last Reviewed 2006***

# School Policy Manual

## SCIENCE

### PURPOSE

Coming to terms with a rapidly changing world is a challenge facing all children in today's society and they need to understand that their actions affect the world.

Science assists people to investigate and seek an understanding of many aspects of the environment. Children are naturally curious and should be encouraged to predict, observe, experiment and explain. Science offers them a satisfying and valuable technique for exploring and understanding their world, and prepares them to take an informed role in caring for the Earth's resources and resolving environment problems.

### GUIDELINES

1. To develop in students an understanding that Science and Technology relate directly to the world around them.
2. To arouse the child's natural curiosity.
3. To foster and develop positive attitudes towards investigation and application of this knowledge for personal and community benefit.
4. To develop an appreciation of the value and limitations of scientific enquiry and theory.
5. To develop the skills of observation, measurement, classification, questioning, experimentation, planning, recording, concluding, testings, predictions and communication.

### IMPLEMENTATION

1. Science may be part of integrated studies or taken separately.
2. Where possible areas will be set aside for the housing and display of science equipment.
3. Science should be taught in the classes at all levels of the school.
4. The main concept areas as outlined in the C.S.F. should be explored.
5. Science lessons should be activity based, and where appropriate utilise outside resources (e.g. links to the High School, Science Incursions - Science Show, Planetarium).
6. The program should show a sequential development of concept skills and language from P-6.
7. The school grounds and the immediate environment will be utilised as a natural resource.
8. A budget will be allocated each year for the maintenance and continued development of the Science Program.

Last Reviewed 2000

# School Policy Manual

## **SPECIAL NEEDS**

### **PURPOSE**

To provide a Special Needs program that supports both students and staff.

To identify students requiring assistance in remediation, extension and counselling.

To provide staff with support and relevant professional development to assist children with special needs.

### **GUIDELINES**

1. A Special Needs co-ordinator will oversee the implementation of the inclusive Special Needs program and to encourage a positive framework in which children have the opportunity to reach their full potential.
2. Classroom teachers will liaise with the co-ordinator in identifying children requiring assistance in remediation, extension and counselling.
3. As primary responsibility for the child remains with the classroom teacher, the co-ordinator will provide support and direct staff relevant professional development.

### **IMPLEMENTATION**

1. The Special Needs co-ordinator will be appointed annually.
2. Referral of children identified as requiring assistance in remediation, extension and counselling to the Special Needs co-ordinator and/or school support agencies.
3. The Special Needs co-ordinator will liaise closely with the classroom teachers in providing programs for the children. Staff to access professional development where relevant.

Last Reviewed 1997

# School Policy Manual

## STUDENT TEACHERS

### PURPOSE

As a training school for Deakin University, Upwey Primary School acknowledges its responsibility to the educational process of ensuring that future teachers are given experiences of a high quality which will fit them for their future profession.

We also acknowledge the benefits to our current students of having young enthusiastic teachers, willing to put considerable time into the lessons they present whilst working with us.

### GUIDELINES

1. To provide a broad range of practical teaching experiences for students from Deakin University allocated to Upwey Primary School throughout the year.

### IMPLEMENTATION

2. At the commencement of the school year a senior staff member shall be designated as the teacher responsible for the co-ordination of the Student Teacher Program.
3. For teachers to be eligible for selection in the Teacher Training Program, they will typically occupy the positions of AST 1,2 or 3. In exceptional circumstances additional teachers, with prior agreement from Deakin University's appropriate staff, will be allocated this responsibility by the Principal.
4. The final allocation of student teachers to various staff will be made by the Principal in consultation with the Student Teacher Program co-ordinator.
5. Each student teacher on arrival at Upwey Primary School will be briefed by either the Principal or allocated senior staff member as to appropriate school policies, resources and general operation of the school.
6. Student teachers will be bound by Upwey Primary School policy and Department of Education, Employment and Training regulations and operating procedures whilst on teaching rounds at Upwey.
7. It is the responsibility of the student teacher to comply with Deakin University directives regarding the completion of assignments. They should liaise carefully with the supervising teacher to ensure that adequate time is made available to complete assigned teaching tasks.
8. The format and contact of the student teacher's should remain open to negotiation between school staff and the tertiary institution.
9. The student teacher is to be made to feel welcome at Upwey and accorded the same professional courtesies as is due to all staff members.

### EVALUATION

The supervising teacher, in consultation with the Principal, is responsible for the completion of the student teacher's assessment reports and the quality of the student teaching experience.

Last Reviewed

# School Policy Manual

## STUDENT WELFARE & DISCIPLINE

### PURPOSE

- To develop respect for the rights and responsibilities of all members of the school community.
- To encourage students to be confident, courteous, friendly, reliable and tolerant.
- To develop in students a sense of responsibility for their own actions.
- To create a safe environment and build a climate where all are treated fairly.

### GUIDELINES

1. Self discipline should be progressively developed through self confidence, willingness to accept tasks and responsibilities and to accept consequences for actions.
2. The development of appropriate social skills will be evident through the children exhibiting: positive interaction with others, empathy, respect for property, punctuality, and courteous behaviour including the use of acceptable language.
3. Teachers should present a caring attitude and should be seen as positive role models.
4. Students, staff and parents should be courteous towards each other.
5. In class, students should behave in such a manner as to promote learning opportunities for themselves and others acknowledging that everyone has the right to an uninterrupted learning environment.
6. To protect the rights of students to a safe and uninterrupted learning environment, there should be rules for the classroom and the yard, which are known by parents, staff and students. The consequences of ignoring these rules must be consistent and also understood.
7. Parents should be informed of breaches of behaviour associated with their students. Such information should be reported honestly and regularly.
8. Where possible, the encouragement of positive aspects of behaviour should be stressed.
9. Teachers should be consistent and constructive when in consultation with students and parents.
10. Counselling facilities will be available to teachers, students and parents at all stages of pupil management.
11. Assertive Discipline procedures will operate throughout the school.
12. The school based Anti-bullying brochure "Bully Busting at Upwey P.S." will be referred to when incidents of bullying occur.

### IMPLEMENTATION

1. All teachers will assume responsibility for all students.
2. Classroom management will be positive rather than negative, with rewards and recognition being an integral part of classroom procedures.
3. School rules will be circulated to all parents, students and staff.
4. Class rules will be formulated by each class early in the year and displayed prominently in each classroom.
5. For breaches of classroom rules teachers will employ a series of graduated consequences, culminating with detention or removal from the classroom and parents notified. (See Pupil Welfare & Discipline Procedures 1999).
6. For persistent cases of misbehaviour, "drop down" procedures apply as detailed in "Pupil Welfare & Discipline Procedures 1999".
7. Due to the shorter lesson time span, specialist teachers will operate on this "drop down" model.
8. Students who have received 3 detentions in a two-week period will receive an after-school detention after contact with parent(s). A Behaviour Improvement Plan may be developed and activated as a result of persistent breaches of school/class rules.
9. For serious cases of misbehaviour the child will be immediately withdrawn from the classroom or playground and parents notified. (Detention, Suspension or Expulsion may be applied in accordance with DE&T Procedures).
10. Detention records will be kept.
11. Teachers will report and act upon cases of bullying/harassment.
12. Counselling and guidance services may be sought by referral through our Special Needs co-ordinator.

**Last Reviewed 2006**

# School Policy Manual

## TEACHING & LEARNING

### PURPOSE

To develop "best practice" in teaching and learning so that all students are engaged in the educational process which supports their learning styles.

### GUIDELINES

The aims of the policy are to:

1. Encourage best educational practice.
2. Encourage students' confidence and self esteem through the involvement in activities related to their own learning styles.
3. Develop in students and staff an awareness of a wide range of learning styles.
4. Encourage all students to achieve their potential: academically, creatively, physically and socially.
5. Develop and use strategic interventions to better address the developmental needs of individual learners.

### IMPLEMENTATION

1. Investigations will be completed into the recognition of each student's learning styles.
2. All individuals will be given the opportunity to complete activities particular to their own individual learning styles.
3. To develop teaching and learning styles as detailed from resources such as Bloom's Taxonomy, Gardiner's Multiple Intelligences and De Bono's Six Thinking Hats.
4. Integrated units will be developed and used at each CSF level.
5. Individual Learning Plans will be developed as required to cater for students requiring remedial or extension activities.
6. Incorporation of Learning Technologies will be encouraged in all facets of the curriculum.
7. Assessment in all Key Learning Areas (KLAs) will be through formal and informal tasks catering for learning differences.
8. A Teaching and Learning Coordinator will be responsible for purchase and maintenance of resources and equipment.
9. All staff members will be informed about, and become familiar with, a variety of learning styles.

Last Reviewed 2002

# School Policy Manual

## TECHNOLOGY

### PURPOSE

As technology is such an important part of everyday life, students need to integrate theory and practice.

It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

### GUIDELINES

1. Technology education aims to develop in students:
  - a systematic and creative approach to generating technological solutions
  - the knowledge and skills to use a variety of equipment and resources
  - an understanding of the principles for safely operating equipment
  - the ability to explore and assess the past and potential consequences of using technology
  - a sense of self confidence and self sufficiency in dealing with technology.
2. Students will experience the technology process
  - investigating
  - devising
  - producing
  - evaluating

### IMPLEMENTATION

1. A number of approaches will be used:
  - specific classroom activities
  - integrated/thematic approach
  - activities in the art and craft and science programmes.

Last Reviewed 2000

# Financial

# School Policy Manual

## FINANCIAL PROCEDURES

### PURPOSE

To ensure financial accountability to the D.S.E., School Council and community.

To ensure information regarding financial procedures is communicated effectively.

To ensure that financial procedures effectively allocate resources to areas in order of priority.

### GUIDELINES

1. The Finance Committee will meet each month prior to the scheduled School Council meeting or as required by budget demands.
2. The Finance Committee will examine and make recommendations to School Council on payments for the previous and next month, ensuring that these expenditures are in line with budget guidelines, and that the current bank reconciliation is accurate.
3. The Finance committee will prepare the annual school budget for School Council approval.
4. The Principal will ensure adequate internal procedures to ensure the financial accountability of program convenors.
5. The Bursar and the Finance Committee will oversee the end of year financial operations (as required).
6. The Principal will oversee the accountability of fixed assets.

### IMPLEMENTATION

1. Each month the Finance Committee will examine the following financial documents:
  - \* Statement of receipts and payments
  - \* Bank reconciliation
  - \* Summary of bank accounts
  - \* Annual program budget summary
  - \* Cash receipts and payments journal
2. The Finance Committee will present the following financial information to School Council:
  - \* Statement of receipts and payments
  - \* Bank reconciliation
  - \* Summary of bank accounts
  - \* Annual program budget summary
3. As a guide The Annual School Budget Process will commence in August, ratified in November and confirmed by School Council in February of the new school year.
4. Program convenors are responsible for budget submissions based on an evaluation process.
5. The Finance Committee will allocate funds to programs based on the Annual School Development Plan (Priorities) drawn up by the Education Committee and approved by School Council. This Annual Plan will include Charter goals and priorities.
6. Program Convenors will be notified of the proposed funding level for the following year.
7. An appeal process is available to program convenors.
8. Program convenors are responsible for the financial management of the program budget allocated by School Council.
9. The program convenor after verifying that funds are available, has power to authorise expenditure from their own particular program budget, using school order forms in accordance with government guidelines.
10. Delivery invoices are to be checked by the program convenor to ensure delivery of items ordered.
11. Following point 2, the program convenor authorises payment of the relevant invoice and completes the relevant assets register form.
12. Each month, the program convenor will 'examine' the program to ensure the accuracy of the 'Program Budget Transaction Report'.
13. Program expenditure will cease at the end of October in each year to allow time for accounts to be finalised.
14. An audit of fixed assets and major equipment will be conducted in November/December each year.

Last Reviewed

# Policies Requiring Consideration

## ART AND CRAFT

### PURPOSE

Children should be made aware that art is an integral part of their lives and that they need the opportunity to express their thoughts, feelings, emotions and changing interpretations of the world in their own way.

Art/Craft contributes to the total development of the children, and is therefore an essential and integral part of the school's curriculum. All children will receive regular, planned, sequential lessons in Art/Craft.

### GUIDELINES

1. To provide children with a basis of knowledge and skills through a wide range of materials.
2. To develop an awareness of the existence of art and an appreciation of it.
3. To provide children with experiences to stimulate their creativity and imagination.
4. To encourage a positive attitude towards self-expression and individuality.
5. To broaden children's areas of interest which may continue beyond the period of schooling to become potential leisure time activities.
6. To promote social interaction and growth.
7. To have art activities carry over into the classroom in the form of skills and ideas which can be applied and integrated in other curriculum areas.

### IMPLEMENTATION

1. Children should be provided with the opportunity for wide experience with language, media and materials.
2. Children should be instructed in the basic techniques of painting, drawing, threads and textiles, modelling, construction and printing.
3. Activities should lead to the understanding of colour, texture, shape, line and rhythm.
4. Activities in the art room should be creative arts - those that encourage children to make their own interpretations of a particular problem.
5. Children should be provided with learning experiences appropriate to their needs and be allowed to develop according to their potential.
6. The program should aim to develop in children:
  - 6.1 A sense of responsibility and safety in the use of tools and materials, cleaning up after themselves, and the organisation of their working areas.
  - 6.2 A constructive, critical analysis of their work, the arts, and the environment.
  - 6.3 Respect for their own and other people's work.

Last Reviewed 1987

# School Policy Manual

## AUDIO VISUAL

### PURPOSE

The school possesses a large range of audio-visual equipment for the use of all teachers and students. This equipment includes television sets, overhead projectors, radio-cassette recorders, portable video camera, video recorders, film strip projectors, 16mm film projector, daylight screen, record players, listening posts, and computer hardware and software.

Provision for replacement equipment and additional facilities is annually planned through the Audio Visual Program.

### GUIDELINES

1. Two television sets are to be located in each of the school buildings. A video recorder will be available to all teachers in both wings and the video camera will be available to all teachers but located in the senior building. Teachers will use this equipment according to their individual class programs.
2. Cassette players and film strip projectors are located in the library for use during library lessons and are available for classroom purposes.
3. Each year level has its own radio-cassette player which will be the responsibility of the year level co-ordinator.
4. A 16mm film projector with screen is located in room 14 and is for the use of all teachers but must only be operated by a licensed projectionist.
5. The computer equipment is subject to a separate policy statement.
6. All other equipment, wherever located, is available to all teachers according to their needs and by arrangement between staff should clashes occur.

### IMPLEMENTATION

At the commencement of each school year an Audio-Visual Co-ordinator will be appointed to check, maintain, and timetable (it necessary) all audio-visual equipment and recommend future purchases. The Co-ordinator will also keep an accurate inventory of all equipment.

Last reviewed 1986

## DRUG EDUCATION

### PURPOSE

The use of drugs, including alcohol, tobacco and pharmaceutical drugs, is common in our society. Our students are exposed to drug-related issues at home, school and in the wider community. Appropriate skills and knowledge will be taught to minimise drug-related harm for students with a high priority being given to student welfare.

### GUIDELINES

- to provide drug education within the on-going health education program
- to involve staff, parents and the community in planning and implementing drug education
- to develop supportive procedures for students with drug-related problems to provide clear guidelines
- for the recording and administering of first aid and medication to provide a planned and consistent approach to drug-related incidents
- to provide professional development for staff so that they feel confident in teaching harm-minimisation drug education

### IMPLEMENTATION

1. The Turning The Tide Core Team will be formed to oversee the development of harm minimisation drug education.
2. The budget will be a component of the Health and Human Relations Program.
3. Consultation will be undertaken with parents, staff and students to identify priorities.
4. Procedures for providing appropriate assistance and support, including referrals, to students with drug-related problems will be developed in consultation with staff and community agencies.
5. Guidelines for dealing with drug-related incidents will be developed and given to all staff.
6. Guidelines for recording and administering first aid and medication will be reviewed.
7. A list of all teachers with first-aid qualifications will be given to all staff.
8. Professional development focusing on classroom strategies and on drug-related student welfare will be provided as required.

### EVALUATION

A Turning The Tide Core Team will be responsible for evaluating this policy.

Indicators of successful implementation will include:

- documented consultations with staff, parents and the community
- the development and delivery of units of work
- the use of community resources, e.g. the Quit Campaign, Life Ed, community health centre personnel
- published guidelines for dealing with drug-related incidents
- published guidelines for recording and administering first-aid and medication
- staff awareness of teachers with first-aid qualifications the provision of professional development for staff

Last Reviewed 2001

# School Policy Manual

## ENGLISH: EARLY YEARS LITERACY

### PURPOSE

The development of literacy skills in the early years of primary schooling is fundamental to the overall acquisition of language skills. Literacy is essential to success in all Key Learning Areas.

### GUIDELINES

1. To promote language growth specifically from Years Prep to 4 and provide students with the opportunities to think, speak, listen, read and write about significant things.
2. To apply specific programs in a coordinated approach to facilitate the development of literacy skills in the year levels from Years Prep to 4.

### IMPLEMENTATION

1. A two-hour daily literacy time block will be operated in the Years Prep to 4.
2. Initial and ongoing assessments will be used to structure literacy programs.
3. The Guided Reading Approach will form the basis of literacy programs.
4. A variety of teaching approaches and strategies will be applied to implementing the literacy program.
5. Teacher professional development will be a vital component of the overall approach to literacy development.
6. Learning Centres will be set up in all classrooms.
7. Parent participation will be encouraged at all year levels.
8. Assessment and benchmark results will be used to ensure appropriate standards are being achieved.
9. Specific programs will be enlisted to ensure early intervention where necessary.

Last Reviewed 2001

# School Policy Manual

## ENGLISH LANGUAGE

### PURPOSE

Language is an all-encompassing developmental process involving the complimentary literacy skills of reading and writing and oracy skills of listening and speaking. These are essential for effective communication and integral to all areas of the curriculum.

The central aim of the program is to promote children's self sufficiency to enable them to communicate effectively in a variety of situations for a variety of purposes.

This is best achieved by fostering a positive attitude to language and making it relevant and significant to the children so they can be active participants in their own learning process.

### GUIDELINES

The major aim of the school's program is to promote language competence, that is the ability to communicate effectively with a wide range of people and for a wide range of purposes. The best way of promoting language growth is to provide children with the opportunities to think, speak, listen, read and write about significant things. These activities should relate to "real" situations and interests that are important to the children in all areas of the curriculum.

### GUIDELINES

1. As language is an ongoing process, children should build on their previous knowledge by being provided with strategies relevant to their individual developmental stages, needs and interests.
2. Children should acquire the necessary skills to speak fluently expressively and appropriately.
3. Children should be trained to listen to spoken language with understanding and discrimination.
4. The children's vocabulary skills should be continually extended.
5. Children should develop reading skills that will allow them to derive information from a variety of sources and to obtain pleasure from recreational reading.
6. Children should be given the opportunity to record their experiences and ideas in writing throughout their primary school years. The aim is to improve their fluency, expression and imagination. As children mature, they should be taught to use the appropriate forms of grammar, spelling and punctuation. Children should be given experience and shown models of a variety of written "styles" to enhance and develop their writing.
7. Children should be introduced to, and encouraged to use the word processing facility of computers to enhance their writing.

Last Reviewed 1993

## EQUAL OPPORTUNITY

### PURPOSE

Schools should enhance the educational opportunities of all children and therefore should ensure that their courses are appropriate for, and reflect the lives, values and experiences of both girls and boys and of students from various social and cultural backgrounds.

Positive action is needed to counter assumptions that certain activities and forms of behaviour are appropriate for only males and other activities and forms of behaviour are appropriate only for females.

Combating discrimination based on a person's sex or ability is a Ministry of Education priority.

### GUIDELINES

1. To ensure that the capacities of girls and boys are fully and equally realised by providing appropriate school organisation and allocation of resources.
2. To encourage and allow children to participate equally in any planned activity or event.
3. To provide models which eradicate female-male stereotypes throughout all areas of the curriculum.
4. To make every effort to provide role models of co-operative non-sexist practices, eg. men taking on caring roles and women taking on leadership roles.
5. To foster an attitude of tolerance towards and appreciation of other life-styles and cultures.
6. To make an effort to ensure a distribution of female and male staff across the whole school.

### IMPLEMENTATION

1. Teachers should adopt non-sexism as one of the criteria used in the selection of print and non-print materials for classroom use.
2. In all aspects of the curriculum the inclusion of studies of the contributions of women in society, currently and historically, should be considered equally, and as seriously as those of men.
3. Children should be helped to reach an awareness of what stereotypes are and how they work, at school and in society. They should be encouraged to analyse the media and the resource materials which they use, to evaluate the wide implications of stereotyping.
4. Girls and boys should be encouraged to participate in physical activities and should share equally in the available equipment and facilities.
5. Individual differences and sporting abilities and interests will be recognised and a program planned which allows for participation and enjoyment for all.
6. As provided by State Law and Ministry of Education policy all resources, activities and programs must be available to ALL children.

Last reviewed 1996

## **LEARNING TECHNOLOGIES: COMPUTERS AND INTERNET USE**

### **PURPOSE**

Students, parents and teachers need to understand the use and potential of computer technology. The development of a positive attitude towards the role of computers, Internet and electronic mail in education, employment and leisure, and a willingness to adopt and apply computer technology when beneficial is most important. Through the Internet communication with people all over the world can occur and, because of its enormous size, the Internet's potential for education is boundless but there is also potential for abuse. The Parent Approval and Student Contract for Internet use have been prepared to make sure that those who use the Internet use this valuable resource in an appropriate manner.

### **GUIDELINES**

1. Computers will not be regarded as a subject area but rather as an aid to:
2. Enhance the quality of learning and teaching in a variety of curriculum areas.
3. Develop student confidence and competence in the use of computer technology and Internet use in readiness for the future.

### **IMPLEMENTATION**

1. Computer use will be encouraged in as many areas of the curriculum as is practicable.
2. A classroom environment in which all students are equally motivated and able to use computers as part of the daily routine will be encouraged.
3. The use of computers to assist disabled students or students with learning disabilities will be encouraged.
4. The use of computers to provide interesting and challenging extension activities for all students will be encouraged.
5. Student, teacher, parent and community interest in computer technology will be encouraged.
6. The expertise of experienced staff members, consultants and resource centres will be utilised at appropriate times to provide professional development programmes for teachers and parents.
7. Each classroom will have access to computers and printers.
8. Through the use of government VicOne Provider, Fairhills P.S. offers students restricted access to selected, suitable sites.
9. Students must have the Fairhills P.S. Internet and E-mail Access Guidelines and Consent document completed and signed annually before they may access the Internet.
10. Students will follow teacher instructions when using the Internet.
11. Teachers exercise due and proper skill during the supervision of students in the Network but cannot supervise a whole class at any one time.
12. The Internet must be used for school related work only.
13. Students must not interfere with the work of another person (user).
14. If students see something on the Internet which they think is unsuitable (not acceptable) they must tell the teacher immediately.
15. Students must not use the Internet for any commercial purpose such as buying/selling goods.
16. An "Internet and E-mail and Acceptable Use Policy" detailing specific guidelines will be followed.
17. Students must abide by the generally accepted rules of network etiquette (netiquette) which are:
  18. Be polite.
  19. Do not use obscene or vulgar language.
  20. Do not reveal your address, phone number, any personal details or those of others.
  21. Use of the Internet is a privilege, not a right, and breaking any of the outlined rules will lead to immediate disqualification from the computers and the Internet.

Last reviewed 2000

# School Policy Manual

## LEARNING TECHNOLOGIES

### PURPOSE

To prepare our students for a rapidly changing world Fairhills P.S. must recognise the role of learning technologies in future society. Information and communication problem solving skills will be essential in the future learning environment.

### GUIDELINES

1. To ensure that our students have access to a developmental skills program which enables them to embrace the future with confidence.

### GUIDELINES

1. To support the integrated approach and enhance student learning, learning technologies will, wherever possible, be used across the curriculum.
2. The teaching of Learning Technologies, in conjunction with the Integrated Curriculum, will follow a developmental program.
3. Students will have the opportunity to prepare and present their work using a wide range of resources, including multimedia.
4. Every student will have access to all facets of learning technologies available within the school.
5. Students will be made aware of the role of learning technologies in our society (refer to the "Computer and Internet Use Policy").
6. A separate policy on the "Use of Internet" will be implemented to ensure appropriate management of this resource (refer to the "Computer and Internet Use Policy").
7. The Computer Room and classroom computers will be available for both student and staff use.
8. Parents will actively encouraged to support the Learning Technologies Program both at home and at school.
9. Professional Development for staff will be provided through:
  10. ongoing professional development programs
  11. access to learning technologies (including Notebook Computers)
  12. peer support
  13. reference materials
14. Management of budget resources, implementation and evaluation of Learning Technologies is the overall responsibility of the Learning Technologies Coordinator.
15. D.E.E.T. grants, where appropriate, will be accessed to assist the school in maintaining a high standard of equipment and technologies.
16. A technician, on a regular basis, will manage the Network.

Last reviewed 2000

# School Policy Manual

## MUSIC

### PURPOSE

Because music is a powerful influence and a source of enrichment and enjoyment in our lives, the school needs to provide a sequential program as part of the general curriculum for years Prep - 6 to help develop attitudes, skills and understanding.

### GUIDELINES

1. To nurture in children an enjoyment and understanding of music, which will enrich the quality of their lives.
2. To help children realise their potential by providing opportunities for creativity and expression of feelings and ideas through music.
3. To develop children's individual musical interests and skills that will allow participation in music making at school and throughout adult life.
4. To help children become discerning consumers of music, through an appreciation of its many styles.
5. To offer varied musical experiences so that children may become acquainted with other art forms and cultures.

### IMPLEMENTATION

1. The school will allocate, where possible, one staff member as a music specialist teacher to co-ordinate and implement the school's music program. A music centre will be established in one classroom.
2. All children from Prep to year 6 will take part in a weekly music lesson of at least 30 minutes duration. These lessons will be taken by the specialist. The class teacher should incorporate the music into their classroom program and generally support and encourage their students to take an active interest in music.
3. The opportunity should be provided for children to learn to play instruments, e.g. recorders and tuned percussion. The formation of singing groups, instrumental ensembles and dance groups will also be encouraged. Opportunities should also be made for the children to perform to the school and outside groups, e.g. music festivals, parents etc.. Inter-school visits may be arranged to share musical experiences. Children who learn instruments on a private basis will be encouraged to make use of these skills at school.
4. An assessment of each student's involvement in the school's music education program will be included in the individual student reports.
5. An inventory of all equipment and aids will be kept by the music specialist.

Last reviewed 1996

## PHYSICAL EDUCATION

### PURPOSE.

At Upwey P.S. we recognise the importance of the development of physical skills as an integral part of the total development of children.

Physical Education and Sport sessions provide an important role in social development, maintaining health and fitness and leisure activities for the future.

The school will teach fundamental skills and rules of major games and provide an avenue for skill development through the participation in inter-school competition.

### GUIDELINES

Physical Education and Sport aim to promote positive attitudes towards a healthy life-style through the development of the following:

1. Motor skills that enable the children to function effectively and to enjoy participation in a range of physical recreational pursuits.
2. Physical fitness is essential for healthy growth, development and lifestyle.
3. Knowledge and understanding related to physical activity and lifestyle.
4. The ability to make informed decisions about health and physical activity.
5. Skills which enable the children to function effectively in interpersonal and group relationships.
6. A positive attitude to participation and competition in sport not wholly based on winning.
7. Basic skills and rules of the most commonly played sports.

### IMPLEMENTATION

1. The teacher responsible for P.E. will assist the classroom teacher with meaningful evaluation, outlines of lessons and co-ordination of school programs.
2. The school will aim to involve all year levels in sporting clinics, swimming and gymnastic programs.
3. Intra-School Sport.
  - 3.1 Years 3,4, 5 & 6 will conduct a sports program one session per week.
  - 3.2 Sports played will include football, cricket, netball, volleyball, softball, sofcrosse, kickball and rounders.
4. Inter-School Sport.
  - 4.1 The School will be affiliated with the U&DPSSA.
  - 4.2 The School will compete in the U&DPSSA Athletics Sports and Cross Country.
  - 4.3 Occasional games may be organised with any other school.
5. D.E.T. guidelines, Government Policy and State Law s will be followed.
6. All related activities must comply with the requirements of the DET.
7. The necessary lines for Sport will be painted and maintained at school expense.
8. All children participating in the program will possess an approved safety helmet.
13. Only children in Year 4 and above are permitted to ride their bicycles to school.
14. At all times, except during the course of the lessons, bicycles must be wheeled and not ridden in the school grounds.

Last reviewed 1994 (F.P.S)

# School Policy Manual

## PHOTOCOPYING & DUPLICATING

### PURPOSE

The classroom teacher prepares many forms of notes and instructions to class members. In addition to children recording the work presented on the chalkboard, the teacher has access to a number of devices for multiple copying to enable individual handouts to be distributed to each member of class. This policy represents guidelines in the selection of the most appropriate medium for a particular application. The policy also states procedures for use of school equipment.

### GUIDELINES

The selection of duplicated or photocopied materials is a task of the class teacher who considers:

1. The quality in presentation and educational value of the proposed handout.
2. The restriction of copyright laws. Fairhills will pursue a policy of purchasing, by preference, materials which are copyright released for class sets. Many materials (e.g. Black Line Masters) now carry statements of release.
3. The development of children's attitudes towards handouts to ensure children (and parents) have a perception of the handouts as an integral component of the lesson, teachers will ensure that handout sheets are incorporated into loose leaf folders and not discarded unduly.
4. School newsletters and notices will need to be included in the photo copying budget.

### IMPLEMENTATION

1. A budget for duplicated and photocopy materials will be included in the annual booklists for all children.
2. In addition to classroom use, teachers will need to allocate some of the allowance for support courses not directly taken by the classroom teacher. These may include Music, Language Groups etc.
3. As a general rule, photocopied materials should be calculated @ 2.5 to 3 cents per copy. Therefore the total photocopy budget per child would be exhausted if each student averages 2 photocopies per school day.
4. Savings of 50 % can be achieved by using double reduction and photocopying two A4 sheets into one. Similarly A3 paper is more expensive.

Last reviewed 1986

# School Policy Manual

## STUDIES OF SOCIETY AND ENVIRONMENT (S.O.S.E.)

### PURPOSE

Studies of Society and Environment provides a framework for the development of student's knowledge and understanding of Australian society, societies in other countries, local and global environments and the interaction of people within the environment.

### GUIDELINES

Involvement in the program should:

- Extend students knowledge of society and environment,
- Enhance students 'understanding of the concepts in the disciplines underpinning Studies of Society and Environment,
- Develop the skills needed to investigate and communicate information related to Studies of Society and the Environment,
- Enable students to develop and justify views about issues related to Studies of Society and the Environment,
- Develop in students an appreciation of cultures other than their own

### IMPLEMENTATION

1. Studies of Society and Environment will be taught in all classes, at all levels of the school.
2. The Fairhills Studies of Society and Environment Course will provide the basis for classroom work but does not exclude topics of incidental interest and value.
3. In general, Studies of Society and Environment lessons should be inquiry-based with student activities emphasising investigation, communication **and** participation.
4. Where the existence of links to other Key Learning Areas makes it appropriate the teaching of Studies of Society and Environment may be undertaken using an integrated approach.

Last reviewed 1996

# School Policy Manual

## SUNSMART

### PURPOSE

The SunSmart Policy has been developed to ensure that all children attending this school reduce the risk from skin damage and skin cancer caused by the sun's ultra violet rays. It is to be implemented throughout the year but with particular emphasis in Terms 1 and 4.

### GUIDELINES

To increase student awareness of skin cancer risks and the means of protection.

### IMPLEMENTATION

1. Hats are part of the school uniform at Upwey Primary School.
2. It is compulsory to wear hats in Terms 1 and 4 for any outdoor activity including recesses, lunchtimes, sports and excursions. Parents have the choice of two hat styles - a broad brimmed style or a legionnaire cap.
3. Children who do not wear a hat during these times must stay in designated shaded areas of the school.
4. Children are to be encouraged to use available areas of shade for outdoor activities.
5. Children are to be encouraged to use sun screen and wear sunglasses at the appropriate time.
6. Staff and parents are to be encouraged to act as role models by practising SunSmart behaviours.
7. SunSmart behaviour and policy are to be regularly reinforced through newsletters, at assembly and parent meetings.
8. Where possible the school will schedule/organise outdoor activities to be held before 11:00 a.m. and after 3:00 p.m. during daylight saving time.
9. Programs on skin cancer risk minimisation are to be incorporated in the health curriculum.
10. The SunSmart Program and Policy Statement will form part of the Student Welfare & Discipline Policy and the Health and Human Relations Curriculum.

Last Reviewed 2003

# School Policy Manual

## SUPERVISION OF STUDENTS

### PURPOSE

The supervision of students is a major function of the school. The students' safety is dependent upon all members of the school community fulfilling their particular responsibilities.

### GUIDELINES

1. All teachers will accept the responsibility for the supervision of all students.
2. Teachers should supervise students as would a caring parent.
3. Classes will be accompanied by a teacher when proceeding to and from different areas of the school.
4.
  - (a) Students leaving for the day must be collected by a parent/guardian who has signed the "Early Leavers Book" at the School Office.
  - (b) Students leaving the school temporarily and returning, must have written permission from a parent or guardian stating destination, reason and length of absence.  
In (a) and (b) above, the regular class teacher shall be informed.
  - (c) Students on regular prescribed medicine will be registered on the "Medicine Record Sheet" held in the First Aid Room/Office and drug administration is to be supervised by the classroom teacher.
5. Students must play in designated areas within the school boundaries.
6. The school does not accept responsibility for the supervision of students on any days on which the school is closed for students or outside the hours of supervision advised to the school community.
7. For educational excursions, entertainments, camps and swimming programs, a teacher-pupil ratio as stated in Departmental Guidelines shall be observed. The venue and activities to be undertaken shall be approved by the appropriate authority (Principal/School Council).
8. Parent Consent forms, indemnity forms and Displan tags must be taken on all camps and excursions. Displan tags must be worn by students while travelling on public transport,
9. There will be at least one teacher supervising the grounds between 8-45 and 9-00 am and between 3-30 and 3-45 pm.
10. There will be an appropriate number of teachers supervising the grounds throughout each recess and lunch time.
11. No student is to be within school buildings without teacher supervision before and after school, or at any recess period.
12. Students should remain in their classrooms during recesses and lunch times when the weather is unsuitable for them to be outside. When students are retained in the classroom because of weather conditions, all teachers will be allocated an area and time to supervise students.
13. When absent from the place of instruction during class time, students must use internal routes where available. The supervising teacher shall be responsible for seeing that the students return within a reasonable time.

Last Reviewed 2001