BALWYN PRIMARY SCHOOL

A great start!!

Nurturing global citizens for personal success in an ever changing world.

AN INFORMATION BOOK FOR PARENTS OF 2016 FOUNDATION CHILDREN
Dear Parents,

We extend a very warm welcome to you and your child to the Balwyn Primary School community.

At Balwyn Primary School we strive to create a stimulating curriculum that is challenging, innovative and relevant, which provides the intellectual tools to enable students to become internationally minded, responsible citizens who are learners for life.

Balwyn Primary School provides a developmental curriculum within a multi-age structure. This child-centred approach acknowledges that children learn at different rates and have preferred learning styles.

A developmental environment allows children to:
- inquire and explore
- interact with others, and
- participate in shared problem solving and group decision-making.

The teaching and learning programs aim to provide experiences that will:
- develop a love of learning
- enable successful literacy and numeracy acquisition
- develop critical and creative thinking
- promote personal excellence and success
- promote confidence and independence.

The welfare of students is a high priority at Balwyn Primary School. All children have the right to a safe, caring, positive, stimulating and supportive learning environment where:
- self-worth and self esteem are nurtured
- children are happy
- children are respected as individuals
- children learn to respect, consider and collaborate with others.

This Foundation year is significant for your child, where your attitude, support and interest is vital. This booklet provides information of special relevance to parents of children beginning school. I hope you will take the time to read it carefully, so that we can work together in partnership to support your child’s learning.

We trust your association with Balwyn Primary School will be a happy and rewarding one and that you will make the time to become involved in the life of the school and we look forward to getting to know you and your child.

Yours sincerely,

Trish Manicom
PRINCIPAL
# IMPORTANT DATES

# TERM DATES 2016

# PREPARING FOR SCHOOL

# THE FIRST DAY

# THE FOLLOWING WEEKS

# FROM THEN

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IMPORTANT DATES 2015/2016

Foundation Orientation Morning

Tuesday, 8 December 2015 (9.15am – 12.00pm)

9.15 am  
Arrival at Hall to find class placement.  
Teachers will take children to classroom.  
Parents are requested not to enter F-2 learning area.  
Please bring play lunch in a named bag.  
Medication should be handed directly to the teacher.

9.30 - 10.30 am  
Activities for children in Foundation classrooms.

10.30 - 10.55 am  
Play lunch at school.

12.00 pm  
Children to be collected from their classrooms.  
Please note that the children do not need to bring lunch as they will be picked up prior to lunch time.

TIMETABLE FOR 2016

Monday, 1 February (9.15am – 12.30pm)  
Students attend from 9.15am to 12.30pm. There will be a morning tea for parents in the Staffroom at 9.15 am. Parents are to collect children at 12.30 pm. The children are to bring morning tea and lunch to school.

Mondays, Tuesdays, Thursdays and Fridays in February  
Foundation students attend from 9.00am to 3.30pm.

All Wednesdays in February  
Non Attendance Days – Teacher assessment of Foundation students. Interview times to be advised.

Monday, 29 February  
Students attend school every day from 9.00am to 3.30pm.
TERM DATES 2016

TERM 1: 27 January – 24 March

- Teachers resume on Wednesday, 27 January
- Student Free Day on Thursday, 28 January
- Years 1–6 Students Resume on Friday, 29 January
- Foundation students commence on Monday, 1 February (9.15am)

TERM 2: 11 April – 24 June

TERM 3: 11 July – 16 September

TERM 4: 3 October – 20 December

PLEASE NOTE:

At the end of Term 1, 2 and 3 school finishes at 2.30pm.
At the end of Term 4 school finishes at 1.30pm.
PREPARING FOR SCHOOL

Starting school represents a significant change for most children.

As a parent you are your child’s first teacher. You have already watched your child learn many things, such as crawling, walking and communicating, before they come to school, teaching when necessary. You can continue your valuable role by sharing in the learning and teaching that is happening at school.

Think about when your child learnt to walk. They progressed in bursts, reaching milestones in their own time. Perhaps they crawled, and then pulled themselves up on pieces of furniture, tentatively trying to stand by themselves. Then eventually, they tried taking their first steps unaided.

Similarly, at school, children progress uniquely, picking up some things quickly, needing more time for others. When learning new things, children need the conditions to be right and they need to be ready.

In each classroom, teachers foster a safe and happy environment where students are valued, praised and encouraged to take risks or ‘have a go’.

At Foundation level, play is an important part of the curriculum. School learning is related to real life learning, as children are encouraged to make sense of the real world around them through real life experiences.
Here are some of the things you can do to prepare your child for school:

Over the next few months try to let your child get used to:

- putting on and taking off clothes
- putting on and doing up shoes
- eating and drinking without help
- using a handkerchief or tissue
- using and flushing the toilet and washing hands independently
- putting away toys and belongings.

It is important that your child:

- can ask clearly for things. Could a teacher understand your child?
- can say his/her name and address and telephone number
- is shown how to cross the road safely
- knows the way to and from school and has been there with you before starting school
- knows not to talk to strangers or accept offers of a ride in a car.

Also try to let your child get used to:

- playing with groups of children (encourage your child to share toys and take turns)
- using playground equipment safely
- staying at friends' or relatives' houses for a few hours without you around
- caring for and putting away playthings
- helping with small jobs around the house such as wiping benches, washing up, putting clothes away. Most children enjoy doing responsible things as part of the family.

Learning to talk and listen well starts with you at home. Try to:

- talk to your child about what you are both doing
- listen to your child carefully
- answer many of the endless questions
- read a story every day, maybe at bedtime
- sing songs and say rhymes and jingles
- count things - does your child know what the number means? Try things like asking your child to set the table and count the plates etc.
- ask your child to follow simple instructions, such as "Take off your shoes and put them on the verandah".
These experiences will also aid development:

- using crayons and pencils to draw patterns and pictures
- making models with playdough
- cutting paper and material with blunt ended scissors
- rolling, throwing and catching different sized balls
- doing jigsaw puzzles.
THE FIRST DAY

The first day for Foundation students is Monday, 1 February at 9.15am.

Please take your child to the classroom, meet the teacher and as soon as your child is settled, join other parents in the Staffroom for tea/coffee. This is a good time to meet parents in your child’s class.

Some children will settle more quickly than others and, should you be in some doubt as to when to leave the classroom, please ask the teacher.

Please be at school promptly at 12.30 pm to collect your child.

Please wait outside the building, well away from the entrance. Give all children a chance to get out and spot their parents.

THE FOLLOWING WEEKS

At 8.50am a ‘bag bell’ rings and children may enter the school to place bags in pigeon holes. You are invited to help your child find their pigeon hole. During this time students have the opportunity to complete their ‘before school jobs’.

At 8.57am music begins, students move to the mat and parents leave the building ready for a prompt start to learning at 9.00am.

If you wish to speak to the teacher please do so well before 9.00am or at pick up time, as the teacher must attend to tasks related to the day’s teaching.

A reminder that during February, all Wednesdays are non-attendance days.

FROM THEN

From Monday, 29 February children will attend daily from 9.00am to 3.30pm. On days of extreme heat you may collect your child, in consultation with the teacher, at any time you feel is appropriate. School can be very demanding physically for some children initially, and they may become very tired. Please ensure they get the necessary rest and that extra bit of attention when needed.
ART SMOCKS
All children require an art smock for painting and other art/craft activities. Help save yourself a lot of washing!

ARRANGEMENTS FOR COLLECTING CHILDREN
Before collecting children early, please sign the iPad at the school office and collect a pass to give the teacher. If making arrangements with others to collect your child, please make sure they are aware of the procedure. If the person is someone not known to us please inform either your child’s teacher or the office of the arrangements. It is expected that all children will be collected by 3.45pm.

Always ensure your contact details are up to date by notifying the office of any changes.

ASSEMBLY
The School meets each Monday at 2.45pm to share information, sing together and be an audience for items from individuals or class groups. The Foundation to Year 2 assembly is held in the 21st century learning space and the Years 3-6 assembly is held in the main school hall. You are most welcome to attend these assemblies. Children walk to assembly as a class group with their teacher.

CLOTHING AND BELONGINGS
Please clearly mark all clothing and items brought to school. Named items that are lost can be easily identified and returned to the rightful owner. Our lost property box is usually full of items of clothing, often unnamed. School uniform, in particular, should be named. Expensive toys and games should not be brought to school. We take no responsibility for loss or damage if they are.

COMMUNICATION
For our school to operate successfully and meet the needs of your child, an efficient two way communication system must operate.

The school offers the following:

- A weekly Newsletter is available on the school website every Thursday (password – bpsnews). Please take the time to read it.

- The invitation to contact the school at any time on any matter of concern - a grumble to a neighbour achieves nothing - contact with the class teacher, Assistant Principal or Principal will ensure the matter is dealt with.

- There are many opportunities to be involved in school activities, e.g. helping in the classroom, attending parent information evenings, School Council, Parents’, Friends’ and Teachers’ Association (PFTA) or assisting with fundraising activities.
DAILY SESSION TIMES

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50am</td>
<td>Bag bell</td>
</tr>
<tr>
<td>9.00 - 11.00am</td>
<td>Teaching and Learning time</td>
</tr>
<tr>
<td>11.00 - 11.30am</td>
<td>Recess</td>
</tr>
<tr>
<td>11.30am - 12.30pm</td>
<td>Teaching and Learning time</td>
</tr>
<tr>
<td>12.30 - 12.40pm</td>
<td>Supervised eating of lunches</td>
</tr>
<tr>
<td>12.40 - 1.30pm</td>
<td>Lunch time</td>
</tr>
<tr>
<td>1.30 - 3.30pm</td>
<td>Teaching and Learning time</td>
</tr>
</tbody>
</table>

EXCURSIONS
All excursions require a signed permission note. Please attend to these promptly.

LATE BOOK
We encourage all students to be punctual. Classroom programs begin at 9.00 am. If your child is more than 5 minutes late, he/she should sign in on the iPad at the office and collect a late pass.

LUNCHES
Lunches are eaten under supervision of the teacher. Please consider:

- appropriate food for your child to handle
- nutrition
- the quantity appropriate to your child’s appetite
- sweets, lollies, chewing gum etc. are not permitted at school.

A local cafe provides a lunch order service. Orders are collected after 9.15am and then delivered to the school by 12.30 pm. Price lists are distributed at the beginning of the year with updates/changes in the weekly Newsletter.

Please speak to your child/ren about putting any snack/lunch wrappers in the bin.

MEDICAL
The School Medical Service conducts a general examination of all children in Foundation. Children who are unwell should not attend school. On returning to school a note should be given to the class teacher explaining their absence. It is not necessary to phone the office on the day your child is away.

NUTS/EGGS
To prevent food anaphylactic reactions in our high risk children at school, it is strongly recommended that no nut products, including peanuts, peanut butter and Nutella or egg products are brought to school. Refer Appendix B.

OUTSIDE SCHOOL HOURS CARE
Telephone No: 0423 794 036 / 8851 4100 (Camp Australia) / 9888 5296 (bookings through BPS)
Balwyn Primary School offers two forms of Outside School Hours Care - an After School Program and a Before School Program and these programs are run by Camp Australia. All programs are open to students of Balwyn Primary School only and can be booked in advance online (www.campaustralia.com.au).
VENUE
The venue for the programs is the Outside Hours Care Centre, which is situated in the southeast corner of the school grounds. The closest access is from the Rochester Road entrance. The rooms are air-conditioned, with indoor bathroom facilities.

The program aims to provide quality care for each child and recreational opportunities in a warm and stimulating environment between 7:15am - 8:45am and 3:30pm - 6:15pm. Please note that access to Rochester Road from Whitehorse Road is not permitted between 7:00am and 9:00am each morning, and that parking restrictions apply at certain times on the school side of Rochester Road.

A variety of both indoor and outdoor activities is offered each day, designed to cater for children’s individual needs and interests. Facilities are also available for children to complete homework assignments.

PLAYGROUND AREAS
Initially Foundation students have their own playtime. A teacher remains outside with them until they are confident in the playground. Older children are expected to be careful when playing near or with younger children and to look after them. Our ‘buddy’ system allows younger and older children to get to know each other.

PLAYGROUND SUPERVISION
Teachers supervise the playground during the following times:

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>8.45 - 9.00am</td>
</tr>
<tr>
<td>Recess</td>
<td>11.00 - 11.30am</td>
</tr>
<tr>
<td>Lunchtime</td>
<td>12.40 - 1.30pm</td>
</tr>
<tr>
<td>After school</td>
<td>3.30 - 3.45pm</td>
</tr>
</tbody>
</table>

PUNCTUALITY
It is essential that your child arrives at school on time for the following reasons:

a) The class program begins at 9.00am. Important instruction information and collections occur at 9.00am. Students late to class interrupt the learning program and generally disturb the class.

b) Being late usually means being in a rush and that can become unsettling for your child, and spoil an 'at ease' beginning to their school day.

c) Crossing flags are removed soon after 9.00am and your child is denied the safety of the school crossings.

d) Being ‘on time’ is a good habit to develop. Punctuality can become a key issue in the employment sphere.

The back gate is locked from 9.15am to 3.15pm.
SCHOOL CROSSING
Please instruct your child to use the crossing correctly - wait for the cars to stop and cross between the lines. It is only an operational crossing when the flags are displayed. Parents MUST NOT stop or park within the crossing zone, marked by signs, when the flags are displayed - even on wet days (refer Appendix F - Traffic Safety Policy).

STUDENT ATTENDANCE
Regular attendance is vital for optimal student learning. Learning is sequential and absenteeism may result in students missing crucial learning opportunities. Research clearly shows that attendance and achievement levels are linked. At Balwyn we have a strong expectation that students are in school and learning. If your child is away, please could parents provide a note explaining the reason for your child’s absence on his/her return to school. It is vital that children and students develop habits of regular attendance at an early age.

STUDENT BANKING
Student banking is available through the Bendigo Bank and is strongly encouraged. An enrolment form is sent home early in the year.

STUDENT WELLBEING
The school values the whole child and strives to develop self-esteem, confidence and independence. At Balwyn Primary School we believe that all students need care and support as they grow towards adulthood. Students are better prepared for learning when they are happy, safe and healthy. As a caring learning community we promote ‘norms’ rather than ‘rules’, based upon values that will frame behaviours and responsibilities.

Throughout the year, students participate in programs that practise human values, encourage a sense of personal responsibility and empower students to make conscious choices. Student wellbeing is of the utmost importance at Balwyn Primary School. If you have any concerns regarding your child’s wellbeing either inside or outside the classroom, please discuss these with the class teacher or the Assistant Principal. We have included in this booklet various school policies that address student wellbeing issues.

SWIMMING PROGRAM
All students of the school are involved in the swimming program each year. Students in Foundation participate in a swimming program in Term 3.

Besides teaching children to be water safe, the swimming program helps students to become independent by managing themselves and their belongings when leaving school, travelling on the bus to and from the venue and at the venue. Other valuable skills such as taking turns, being considerate to others and listening carefully are developed.

UNIFORM
A current uniform list is included in this booklet. Broad brimmed sun hats are an integral part of our summer uniform and must be provided and worn. Students will also need sunscreen protection. Uniform is not compulsory, but is strongly encouraged.
UNIFORM SHOP
The following information on the operation of the Uniform Shop is provided to help with our service to you and to help with the efficiency of our operation.

Please check the weekly Newsletter for information on stock availability, new lines etc. The Balwyn Primary Uniform Shop is run by parents who volunteer their time.

You can purchase your child’s uniform for 2016 by:

- Visiting the uniform shop during one of its regular opening times (8.45am-9.15am) every Monday morning.
- Visiting the uniform shop during one of its additional opening times specifically for new Foundation families.
- Filling in the order form and returning it to the front office at school by Friday afternoon along with your payment. Your order will be delivered to your child’s class as soon as the order is filled.

Please be aware that some stock may take up to two weeks to supply and it is helpful if you plan for new uniform in advance. Also please be aware that there will be a new price list issued early next year.

PLEASE NAME YOUR CHILD’S GARMENTS CLEARLY

NOTE RE WASHING: Manufacturers recommend that all garments be washed in cold to warm water. DO NOT BLEACH. May be tumble dried (warm). Wash light colours separately.
### 2015 Balwyn Primary School Uniform Shop Order Form

**Name:** ..................................................  
**Child:** ..................................................  
**Class:** ..................................................

**Phone No.** ............................................  
**Date:** ........../......../........

<table>
<thead>
<tr>
<th>Description</th>
<th>Size</th>
<th>Unit Price</th>
<th>Total No.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat (Slouch)</td>
<td>S M L XL</td>
<td>$10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arsimock</td>
<td>S M L</td>
<td>$16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socks, S(9-12), M(12-2), L(2-7)</td>
<td>S M L</td>
<td>$7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bags Backpack Style</td>
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<td>$45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umbrella</td>
<td></td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls’ Summer Uniform Items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/Sleeve Polo Yellow (Size 4 - 10)</td>
<td></td>
<td>$24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/Sleeve Polo Yellow (Size 12 - 15)</td>
<td></td>
<td>$28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/Sleeve Polo Green (Size 4 - 10)</td>
<td></td>
<td>$24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/Sleeve Polo Green (Size 12 - 16)</td>
<td></td>
<td>$28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bootleg Trousers (Cotton Girls Lycra)</td>
<td></td>
<td>$27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Summer Dress (Size 4 - 6)</td>
<td></td>
<td>$45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Summer Dress (Size 8 - 10)</td>
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<td>$46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Summer Dress (Size 12 - 16)</td>
<td></td>
<td>$48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skort</td>
<td></td>
<td>$33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bike Shorts</td>
<td></td>
<td>$10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windcheater</td>
<td></td>
<td>$27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polar Fleece Jacket</td>
<td></td>
<td>$50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys’ Summer Uniform Items</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>S/Sleeve Polo Yellow (Size 4 - 10)</td>
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<tr>
<td>S/Sleeve Polo Yellow (Size 12 - 16)</td>
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<td>$28</td>
<td></td>
<td></td>
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<tr>
<td>S/Sleeve Polo Green (Size 4 - 10)</td>
<td></td>
<td>$24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/Sleeve Polo Green (Size 12 - 16)</td>
<td></td>
<td>$28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabardine Short</td>
<td></td>
<td>$22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Cotton Knit Short</td>
<td></td>
<td>$20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windcheater</td>
<td></td>
<td>$27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polar Fleece Jacket</td>
<td></td>
<td>$50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter Items</strong> (The following can be ordered. Please allow 2-3 weeks delivery)**</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/Sleeve Polo Yellow (Size 4 - 10)</td>
<td></td>
<td>$26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/Sleeve Polo Yellow (Size 12 - 16)</td>
<td></td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/Sleeve Polo Green (Size 4 - 10)</td>
<td></td>
<td>$26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L/Sleeve Polo Green (Size 12 - 16)</td>
<td></td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bootleg Trousers (Fleecey Girls)</td>
<td></td>
<td>$30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Winter Tunic (Size 4 - 6)</td>
<td></td>
<td>$48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Winter Tunic (Size 8 - 10)</td>
<td></td>
<td>$50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tartan Winter Tunic (Size 12 - 16)</td>
<td></td>
<td>$52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trackpant (no cuffs) (Size 4 - 10)</td>
<td></td>
<td>$27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trackpant (no cuffs) (Size 12 - 16)</td>
<td></td>
<td>$28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trackpant (cuffed) (Size 4 -10)</td>
<td></td>
<td>$27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trackpant (cuffed) (Size 12 - 16)</td>
<td></td>
<td>$29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trackpant (unisex zip at ankle)</td>
<td></td>
<td>$34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Revised 19.10.2015
This is the handwriting your child will learn at school.

VICTORIAN MODERN CURSIVE

Appendix A
Victorian Modern Cursive
Unjoined including capitals for right-handers on single lines

abcdefghijklmnopqrstuvwxyz
0123456789
ABCDEFGHIJKLMNOPQRSTUVWXYZ
JKL MNOPQRSTUVWXYZ
BALWYN PRIMARY SCHOOL
BULLYING–ANTI BULLYING (including cyber-bullying) and HARASSMENT POLICY

1. PURPOSE
1.1 To ensure a safe and secure school environment based on the principles in the Balwyn Primary School’s Student Wellbeing Policy
1.2 To recognise that bullying can exist in many forms within schools and the wider community and that it will not be tolerated and will be dealt with seriously
1.3 To recognise that bullying has a negative effect on students, parents and teachers and other community members.

2. GUIDELINES FOR IMPLEMENTATION
2.1 The school will provide classroom programs that foster decision-making, self-esteem, problem solving skills and assertiveness training that help students identify and deal with bullying
2.2 Rights and responsibilities of all students will be circulated via the Student Code of Conduct Booklet
2.3 Consequences for inappropriate behaviour will be clearly stated in the Student Code of Conduct Booklet
2.4 Parents of students involved are to be notified, by the appropriate staff member, of the type of problem and approaches to intervention
2.5 The Assistant Principal, in conjunction with the classroom teacher, will seek appropriate support services as required
2.6 Staff professional development will raise awareness of current student issues and approaches
2.7 Regular monitoring and evaluation of school wellbeing programs will occur through the use of student, staff and parent surveys
2.8 This policy should be read in conjunction with the Student Wellbeing Policy and Student Code of Conduct
2.9 This policy will be made available on the school website and newsletter items and in conjunction with the Student Code of Conduct Booklet.
2.10 This policy will be reviewed in accordance with the Whole School Management Plan.

3. LINKS AND APPENDICES (including processes related to this policy)
Links which are connected with this policy are:
- DEECD’s Effective Schools are Engaging Schools: Student Engagement Policy Guidelines
- DEECD’s Safe Schools are Effective School’s
- DEECD’s Student Engagement Policy Guidelines
- The school’s Internet Use Policy (re cyber-bullying)
- DEECD’s Respectful Schools

Appendices which are connected with this policy are:
- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment – Template
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

EVALUATION
This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Approved by School Council: March 2014
Appendix C

BALWYN PRIMARY SCHOOL
OHS – ANAPHYLAXIS * PREVENTION POLICY

1. PURPOSE
1.1 To provide a safe and healthy school environment that takes into consideration the needs of all students, including those who may suffer from anaphylaxis.
1.2 To prevent anaphylactic reactions in high risk children at the school.
1.3 To educate the school community in measures to reduce the risk of exposure of high risk children to known anaphylactic triggers.
1.4 To protect the whole school community from the trauma of an incident.

2. GUIDELINES FOR IMPLEMENTATION
2.1 All substances which are known allergens for BPS students, including food products, ie peanuts, are strongly recommended not to be brought to school and the sharing of food discouraged.
2.2 In the case of known allergens being brought to the school, a copy of this policy will be sent home with the student.
2.3 The Principal will be responsible for ensuring the development of an Anaphylaxis Management Plan, in conjunction with Ministerial Order 90, for each student. The Plan will be developed in consultation with the students’ parents/carers and medical practitioner, upon or where possible before enrolment.
2.4 Individual Management Plans will contain the following:
   • Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
   • Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions.
   • The name of the person/s responsible for implementing the strategies.
   • Information on where the student’s medication will be stored.
   • The student’s emergency contact details.
   • An emergency procedures plan ASCIA Action Plan and A1 Anaphylaxis Management Plan, provided by the parent, that:
     o sets out the emergency procedures to be taken in the event of an allergic reaction;
     o is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
     o includes an up to date photograph of the student.
2.5 Parents are responsible for informing the school if their child’s medical condition changes and supplying medication and/or an Epipen/Anapen which is within the labelled guidelines and use by date.
2.6 The school will seek the full support of the parent community and advise of the policy in writing.
2.7 Staff will receive twice yearly anaphylaxis briefings, training and updates in recognising and responding appropriately to an anaphylactic reaction, including competently administering an Epi-Pen/Apapen in-school and out-of-school settings.
2.8 Teachers will be responsible for communicating the policy to their classes, and encouraging measures that can be taken to minimise risk.
2.9 This policy will be distributed to all new parents and included in the parent handbook and translated into languages relevant to our school community.

3. EVALUATION
3.1 The school will conduct an annual review of Anaphylaxis Procedures using a Risk Management Checklist.
3.2 This policy will be reviewed and evaluated in accordance with the Whole School Management Plan.

*Anaphylaxis is hypersensitivity to a substance. It is a severe and potentially life-threatening condition. The condition develops in approximately 1 - 2% of the population. The most common allergens are peanuts, eggs, tree nuts (eg cashews) cow’s milk, fish and shell fish, wheat, soy, sesame, latex certain insects stings and medications. Exposure can cause a sudden, severe allergic reaction characterised by a sharp drop in blood pressure, breathing difficulties and skin swelling. In some cases this reaction can be fatal if appropriate medical care is not available within a short period.

1. **RATIONALE**
The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.

2. **PURPOSE**
2.1 At Balwyn Primary School our values of respect, responsibility, integrity, empathy and belonging are the foundation of all communication.
2.2 It is expected that all members of the school community uphold these values at all times.
2.3 To ensure that school policies reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

3. **GUIDELINES FOR IMPLEMENTATION**

**Parent/Teacher Communication Protocols**
3.1 Teachers are available before and after school for minor issues or messages, however if the matter is more serious or will take time to discuss please make an appointment.
3.2 When dealing with an issue or concern parents are asked to follow the procedure below:

   - For classroom or playground issues please speak to the class teacher.
   - If issue needs further discussion request an appointment with the Level Leader.
   - If issue needs further discussion request an appointment with the Assistant Principal or Principal.

3.3 Email communication with the teacher is at their discretion - it is to be brief and not to replace direct discussion of issue. Teachers are available for correspondence during school hours (office hours).
3.4 Informal meetings with parents will be at the teachers’ discretion and availability.
   At school parent/teacher interviews, parents are requested to keep to the allotted time, if time is needed for further discussion, an appointment can be made.
3.5 At school parent/teacher interviews, parents are requested to keep to the allotted time, if time is needed for further discussion, an appointment can be made.
School Management

3.6 The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.

3.7 The process of considering school policies will be managed by the principal and assistant principal and will be a continuous cycle, and will use a transparent and consultative process.

3.8 New policies will be added and modified to reflect the growth and evolution of the new school and new programs.

3.9 All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period.

3.10 When developing a new policy, the assistant principal (Education Sub Committee Convener) will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s (inclusive of staff and parent members), before ratification by School Council.

3.11 Policies will be developed taking into account DEECD policies, memos and circulars relating to a particular policy area.

3.12 A database of policies and a review schedule to provide a timeline for reviews either annually or on a three-year basis is to be maintained.

3.13 When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.

3.14 Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.

3.15 Staff will be given opportunity to provide input into the policy development or review process.

3.16 The focus of all school policies must remain the needs of students and school operations.

3.17 Any concerns relating to the structure of the school should be directed to the principal or School Council president.

3.18 Relevant policies will also be loaded onto the intranet and school website for community access.
1. PURPOSE

1.1 To promote a partnership and develop positive communication between school and home

1.2 To enhance school/classroom based programs by utilising parents’ interests, expertise and abilities

1.3 To develop parents’ understandings of the school’s curriculum programs and teaching approaches

1.4 To support student learning by inviting parents to assist the teacher in the implementation of the curriculum

2. GUIDELINES FOR IMPLEMENTATION

2.1 Teachers are responsible for the organisation of the classroom program and will direct parents in the management of all teaching and learning activities

2.2 Some programs such as Early Years Literacy/Numeracy Programs will require parents to attend a specific training course, to be conducted at the school

2.3 Parental involvement in classroom program and/or excursions excludes pre-school children

2.4 All students working with a parent must be in view of a teacher at all times

2.5 Parents will respect the confidentiality of every individual in the classroom

2.6 In line with Department of Education and Early Childhood Development guidelines, the School Council requires that parents involved in classroom programs must have a current Working with Children Check

2.7 To allow for ease of identification, all parent helpers will wear an identification badge, available from the school office, for use during school hours for all school activities

2.8 The principal will at all times have discretionary rights as to parental involvement and may ask a parent to cease further participation in school programs

2.9 This policy will be reviewed in accordance with the Whole School Management Plan
BALWYN PRIMARY SCHOOL
TRAFFIC SAFETY

1. PURPOSE
1.1 To develop students to take increasing responsibility for their own safety as a road user
1.2 To encourage safe traffic behaviour travelling to and from school and during students leisure time
1.3 To implement the VELS Dimension of Health Knowledge and Promotion with respect to Traffic Safety.

2. GUIDELINES FOR IMPLEMENTATION
2.1 A relevant traffic safety program will be provided from Prep to Year 6
2.2 The program will develop appropriate traffic and safety knowledge, attitudes and behaviours within the school and local community
2.3 Provide children with the opportunities to practice safe travel e.g. walking to local excursions, Bike Education
2.4 Use programs and resources available from outside agencies e.g. VicRoads, RoadSmart, Kew Traffic School and Bike Education
2.5 Provide parents with reminders of safe traffic situations through articles in newsletters
2.6 In the event of a traffic safety officer being absent the school will provide appropriate supervision
2.7 This policy will be reviewed in accordance with the Whole School Management Plan.
BALWYN PRIMARY SCHOOL
SUNSMART POLICY

1. PURPOSE
1.1 To ensure all students and staff attending this school have some UV exposure for vitamin D and are protected from skin and eye damage caused by too much of the harmful ultraviolet rays of the sun.
1.2 To heighten the awareness of the entire school community of the importance of Sun Safe behaviour in our children now, in order to prevent the likelihood of skin cancer.

2. GUIDELINES FOR IMPLEMENTATION
2.0 Staff will be encouraged to access the SunSmart UV Alert at sunsmart.com.au or the BPS web site to find out daily local sun protection times to assist with the implementation of this policy.
2.1 To educate and raise the awareness within the school community about the dangers and long term effects of over-exposure to the sun through information sessions, newsletter articles and curriculum activities at all levels.
2.2 Student health with respect to sun exposure shall be a primary consideration in the planning of any outdoor school activity including camps and excursions. All students will be encouraged to use UV protection whenever UV levels reach three and above.
2.3 The school will aim to provide adequate provision of shade within the school grounds. Students are encouraged to use available areas of shade when outside.
2.4 From September 1st until the 30th April children are required to wear broad-brimmed hats and/or legionnaires hats which protect the face, neck and ears whenever they are outside (eg. recess, lunch, sport, excursions) and encourage measures that can be taken to minimise risk.
2.5 From September 1st until the 30th April, while engaged in outdoor activities, children who do not have adequate protection will be directed to an area protected from the sun.
2.6 The school uniform shop will make available a suitable broad-brimmed hat for purchase.
2.7 Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.
2.8 Where possible, curriculum based outdoor activities will be organised to be held in areas with plenty of shade whenever possible.
2.9 Staff and parents will be encouraged to act as role models by practising SunSmart behaviours.
2.10 Parents will be encouraged to provide their children with suitable SPF 30+ broad spectrum sunscreen for use at school.
2.11 Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).
2.12 Teachers will evaluate the effectiveness of the activities and strategies to promote and encourage SunSmart awareness and make recommendations for improvement.
2.13 The school will follow a ‘sweat day’ program in the event of extreme weather conditions
2.14 This policy will be reviewed and evaluated in accordance with the Whole School Management Plan.
1. **INTRODUCTION**
The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking).

2. **PURPOSE**
The intent of this procedure is to outline which positions at the Balwyn Primary School require a WWC check and the process to be followed. This procedure applies to all positions at Balwyn Primary School including volunteer, honorary, consultant and contractor positions. Any reference to ‘candidates’ also extends to staff currently occupying a position.

**Definitions**
Child: a person who is under the age of 18 years.
Student: any child who is enrolled at the School

**What is the WWC check?**
The WWC check verifies a person’s history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The WWC check is valid for 5 years (unless revoked). During this time the cardholder continues to be checked for new relevant offences or findings. The WWC check is administered by the Department of Justice.

**When is a WWC check required?**
A WWC check is required for positions that meet all of the following criteria:
- involve contact with children in connection with Balwyn Primary School
- the contact happens on a regular (everyday) basis;
- involve direct contact with children and this contact is not directly supervised; and
- the position does not qualify for an exemption as listed under the act.

3. **GUIDELINES FOR IMPLEMENTATION**

**What is the application process?**
The candidate must complete a Working with Children Check application form. The forms are available online or at Australia Post outlets in Victoria. Under the section marked ‘Details of Organisation’, candidates should ensure they state The School. If the applicant passes the check they will be sent a successful Assessment Notice, followed by a WWC check card 2-3 weeks later.
Further information about the application process is available on the Department of Justice webpage.

**What if the applicant does not pass the check?**
If the applicant does not pass the check they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful the applicant will be issued with a Negative Notice. This means they have failed the WWC Check and cannot undertake ‘child-related work’ or work in at Balwyn Primary School.

**When can the candidate commence?**
Commencement in Balwyn Primary School is conditional upon receipt of a successful Assessment Notice or WWC check card. Any queries should be directed to the Principal.

**Who pays for the WWC check?**
Candidates who are required to undergo a WWC check as a condition of working in Balwyn Primary School will not be able to receive reimbursement for the cost from the school.
Responsibilities
Balwyn Primary School will:
• identify all staff who require a Working with Children check
• ensure existing staff and volunteers are informed of the requirement to undergo the check
• ensure prospective staff and volunteers have passed a WWC check before commencement
• check the card’s validity on the Department of Justice webpage
• have a photocopy of the WWC card and with details updated on the school register (if individual is a staff member, copy to be kept on the staff member’s personnel file)
• ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.

The staff member or volunteer must:
• provide the successful WWC check card prior to commencement at Balwyn Primary School
• notify the office if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence
• apply for a new WWC check before their card expires.

What is the difference between a WWC Check and a police records check?
A police records check gives information about a person’s past criminal record and is only valid at the time of issue. The WWC check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the WWC check. Broadly, the WWC check considers serious sexual and violent drug offences.
A staff member or volunteer is required to undertake a WWC check even if they have already completed a police records check.

Related Procedures
• Police Records Check Procedure

Related Documents
• Working with Children Act 2005 (Vic)

Further information is available from the Department of Justice Working with Children webpage or the Working with Children information line on 1300 652 879

School Register
The Balwyn Primary School will take a copy of each WWCC and filed in the Administration Filing Cabinet as per the Staff Registers Policy. The register will be placed on the admin network.