



POLICY MANUAL

Address Kearney Drive

:

Aspendale Gardens, 3195
Ph. 587 0877

Aspendale Gardens Primary School Policy Manual	Contents
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Aspendale Gardens Primary School Policy Manual	000 INTRODUCTION Purpose of the Manual
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This Policy Manual gives an overview of the policies developed by **Aspendale Gardens Primary School** to achieve an effective quality system designed to ensure consistency in the quality of our learning services, as well as a culture of continuous improvement.

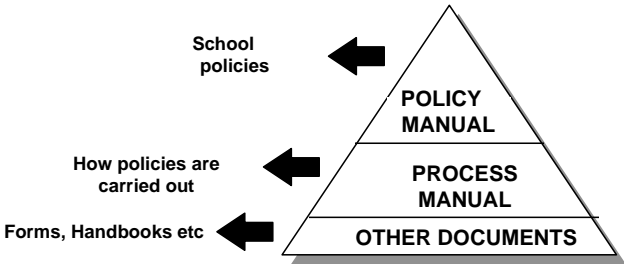
The processes required to achieve the policies are given in the Process Manual.

Quality system documentation is used to capture the school's "memory". At any given point in time it describes the school's best known policies, processes and supporting documentation.

Quality system documentation is used to train existing and new school staff in policy and process. It is also used for coaching purposes, and as the basis for our continuous improvement program.

1. THE SYSTEM STRUCTURE

For simplicity, the Quality System is documented into three basic levels.



2.DOCUMENT AND DATA CONTROL

0. GENERAL

Document control policies and processes exist to ensure the right people get the right documents and information to ensure high quality performance.

DEFINITION:

- DOCUMENTS describe and control how things are done.
- RECORDS are generated as the result of an activity, and describe the result of this activity or if the activity was done.

1. TYPES OF DOCUMENTS

The types of documents include:

- Policy Manual
- Process Manual

- Other Documents
 - forms
 - handbooks
 - external documents
 - files on Administration and Curriculum Networks

2. APPROVAL AND ISSUE

Anyone can initiate a document or change to a document to improve the quality system, and people are encouraged to do so.

All documents are reviewed and approved prior to release for use, and it is made clear who approved or reviewed the documents on the document itself or on associated documents.

3. DISTRIBUTION

Document distribution is identified, either on the document itself or related documents, eg. Master Lists.

4. DOCUMENT CHANGES

Document changes are also reviewed and approved by authorised personnel prior to issue for use, similar to the procedure for approval and release of new documents.

Minor changes can be written on the original document, but are also authorised by a signature and date. If these documents are to be continuously used, then they are formally issued within six months or when a significant number of changes are made.

Aspendale Gardens Primary School has a diverse staff including teaching staff, office staff and support staff. Staff employed by the Department of Education and Training and Aspendale Gardens Primary School Council will follow the guidelines set down in the “Professional Conduct – Employees of the Department of Education” and the provisions of the Teaching Service Order 140 and the requirements of the Racial and Religious Tolerance Act, 2001.

Staff are members of a team pivotal in the delivery of high quality educational programs. Programs are designed to meet the individual needs of the students enabling them to reach their full potential.

It is expected that Staff will:

- Work with common purpose towards the achievement of charter goals and priorities
- Treat all members of the school community with empathy and respect
- Work cooperatively in teams
- Support the principal and leadership team to ensure the school operates cohesively and effectively
- Create a positive, inclusive, quality learning environment for all students
- Recognise and cater for individual learning differences and learning styles and believe that all students have the capacity and right to learn
- Follow the policies, procedures, structures and programs of the school
- Fulfil the obligations specified in the relevant role statement which applies to each position
- Establish positive, effective and professional relationships with other staff
- Recognise the importance of positive home, school and community partnerships and encourage active parent participation in all aspects of the school program
- Be accountable for all assessment, evaluation and reporting of student progress
- Take responsibility for student welfare
- Actively participate in school decision making processes
- Promote self-esteem and recognise achievements
- Actively participate and promote all aspects of school life
- Adhere to agreed school bell and meeting times
- Observe confidentiality in all aspects of school life
- Take personal responsibility for, and participate in, staff development and training programs
- Abide by the principles of merit and equity
- Enforce the student code of conduct
- Support and maintain a harassment free environment for staff, students and the community.
- Observe at all times the duty of care expectations of DE&T
- Recognise cultural diversity and act in a culturally responsive and sensitive manner
- Be held accountable for their actions
- Pay due consideration to community and professional standards in matters of dress and behaviour
- Present as a positive role model for students

Aspendale Gardens Primary School Policy Manual	102 Student Code of Conduct
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Aspendale Gardens Primary provides a safe, positive, inclusive and rewarding environment in which all students are actively given the opportunities to achieve their full potential.

Our approach to Student Welfare is based on the philosophy that:

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences and actions will be in accordance with the requirements of the Racial and Religious Tolerance Act 2001
- Teachers and students have a right to work in an atmosphere conducive to learning.
- Students have a right to be educated in a positive, encouraging environment with expectations of care, courtesy and respect for all.
- Students have a right to work and play free from intimidation.
- Principal and staff have a responsibility to fairly, reasonably and consistently implement the code of conduct.
- The school has a responsibility to identify children at risk both socially and academically and to devise programs to support these children.
- The school has a responsibility to ensure that internal processes address students with specific learning needs at both ends of the scales.
- The school has a responsibility to ensure that internal processes refer students to agencies when appropriate.
- To develop in students, resilience and independence within their community and relationships.

Student Behaviour

Student behaviour is at all times a shared responsibility between the staff, students and parents. Students and parents are made aware of these expectations at the start of each year. All parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment. All staff members have an obligation to fairly, reasonably and consistently implement the Student Code of Conduct.

For everyone in our school environment the following actions will take place:

- Everyone to feel safe and secure – agreed rules in place
- Mutual respect and consideration – between students, staff and parents
- Pro-active programs established to develop this environment
- Bullying and harassment free for students and staff – in both the classroom and playground
- Learning without interference
- Property to be cared for and respected – both school and personal
- Play and interaction without interference and an expectation to allow others to do the same
- Positive rewards for appropriate behaviours
- An understanding and acceptance of consequences for inappropriate actions
- Staff members apply these actions fairly and consistently for all.
- Suspension and Expulsion Procedures will be used when necessary according to the School Discipline Procedures 1994.
- Parents support the efforts of the School to provide this environment.

Aspendale Gardens Primary School Policy Manual	103 School Council Code of Practice
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The council of Aspendale Gardens Primary School acknowledges that it operates within the Education Act and Regulations.

Within these regulations and guidelines the School Council will:

- Provide for the best possible learning environment, maximising the educational outcomes for all students
- Provide reports, seeking school community input and expert outside advice where appropriate
- Develop policy direction and observe the Principal's right to implement policy in the most appropriate way
- Ensure that public comment will be the responsibility of the Principal and President only
- Provide adequate training for School Council members to fulfil their role
- Ensure that discretion and confidentiality will be maintained at all times
- Manage and monitor school resources and finances effectively
- Adhere to agreed School Council Standing Orders
- Expect members to support the decisions of Council and the implementation procedures developed
- Consider the needs of the community, students and staff in its decision making processes
- Seek community views on major policy decisions
- Declare conflict of interest where appropriate

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Operational Guidelines:

The School Council will meet at least twice per term and will have the following committees:

Resources, Management, Environment, Charter Development

The Council may establish further additional working parties during the year.

The school council President and Principal will participate in network and cluster activities and decision making processes.

Committees are open to all members of the school community, they will meet regularly as determined by the Council and will provide regular written reports for their area to Council at its meetings.

The Principal, as executive Officer of the Council, will ensure that decisions of the Council are implemented within current DE&T guidelines and will provide leadership, support, information and advice to Council.

Curriculum Goals

To ensure a teaching and learning program which is challenging and appropriate to the needs of all students

To empower students to become self motivated and confident learners

To provide an integrated, sequential curriculum program for all students.

To meet these goals

- We promote a curriculum that provides a **positive and cooperative** learning environment in which all children achieve their potential in all curriculum areas.
- The curriculum is planned at **four developmental levels** by teams of teachers using an integrated framework incorporating all key learning areas.
- At all levels, a **variety of teaching strategies** aligned to Early Years and Middle Years guidelines are in place to develop effective literacy and numeracy skills to meet each child's developmental needs
- A two year **Integrated Curriculum** cycle is used across Levels 2-4
- **Supporting programs** include a range of Values, Intervention, Performing Arts, Visual Arts, Health & Physical Education, Sport and Religious Education.
- The development of an **Environmental focus** has enhanced a range of curriculum opportunities for all levels.
- Wide use of a range of **computer technology tools**, including a computerised library and Internet access, are integrated in our classroom practises.
- **Aspendale Gardens Primary School** supports the Health Promoting Schools framework and we aim to foster self esteem in all children across all levels sustained by an effective behaviour code.

GUIDELINES

The curriculum at Aspendale Gardens will

- be child centred and encourage responsibilities and ownership
- be relevant and built upon the diversity of students interests, experiences and cultures
- encourage students to take risks with their learning
- focus on clearly explained purposes and goals
- be open ended and developed to meet the individual needs of students
- be based on Early Years and Middle Years philosophy
- develop students critical thinking, decision making and problem solving skills
- promote learning as a partnership between home and school
- develop positive self-esteem, sound values, effective life skills and positive behaviour in our students
- engage students in meaningful dialogue
- provide multiple ways for students to represent their learning
- help students use modes appropriate to purpose, audience and context
- integrate ICT across all Key Learning Areas

PURPOSE

To stimulate the development of *Speaking, Listening, Reading, Writing and Thinking Skills*, in accordance with CSFII Guidelines and to establish English as an enjoyable and valuable area of education.

To develop a strong grounding in literacy skills and understandings so that students recognise which literacy skills to use and how to use them in different contexts.

To connect the English Program to real-life situations.

AIMS

The English curriculum aims to develop in students:

- The ability to speak, listen, read, view and write effectively with enjoyment, purpose, effect and confidence in a wide range of contexts.
- A knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge.
- A knowledge of the different forms of writing and to be able to apply this understanding in their own reading and writing.
- An ability to recognise a variety of written material (texts) and be able to discuss and compare their purpose by being exposed to a wide range of reading materials that demonstrate varying literary styles.
- A knowledge of the ways interpretation and understanding of texts may vary according to cultural, social and personal experiences.

GUIDELINES FOR IMPLEMENTATION

1. General

- 1.1 The English Program will be based on CSF II and will be integrated across all Key Learning Areas as well as being a vital learning area with specific points for study and development.
- 1.2 The Aspects of Language: Contextual Understanding, Strategies and Linguistic Features are considered in conjunction with one another, and the Text strand sets the context at each level.
- 1.3 The English program is supported by a large range of teaching strategies and resources:
 - Early Years strategies P-4
 - Middle Years strategies 5-6
 - Reading Recovery
 - Uninterrupted daily two hour English block
 - Regular assessment and evaluation
 - Take home reading program
 - [Curriculum@work](#)
 - Professional reading and support material
 - Big books, Guided Reading sets of books, magazines, computers and software.
 - Staff Professional Development

- 1.4 Students will be presented with a wide range of experiences and resources that will stimulate and enrich their language development.
- 1.5 The Early Years and Middle Years coordinators will oversee the ongoing operation of specific approaches.
- 1.6 The English Convenor will oversee the development of this KLA.
- 1.6.1 An annual stock take of all English materials will be undertaken by the English Convenor or Committee.

2. *Early Years (Prep – 4)*

- 2.1 Where the timetable permits English will occupy a two hour time allocation daily with an hour for reading and an hour for writing.
- 2.2 Each component will follow Victorian Early Years Literacy Program guidelines.
 - whole class focus
 - small group focus
 - whole class share
- 2.3 A minimum of 2 small group teaching sessions will be conducted during each reading hour. A minimum of one small group teaching session will be conducted during each writing session.
- 2.4 Teaching groups will be fluid and flexible, changing according to need.

3. *Middle Years (Years 5-6)*

- 3.1 Where the timetable permits English will occupy a two hour time allocation daily. The activities completed will provide opportunities for learning in each of the English Strands; Reading, Writing and Speaking and Listening.
- 3.2 Lesson structure will be based on Victorian Middle Years Literacy Program Guidelines.
 - Whole class focus
 - Small group teaching
 - Whole class share
- 3.3 Students will be involved in independent work and small teaching groups as required. The small group activities will be designed to cater for students with similar needs.
- 3.4 Teaching groups will be flexible, changing according to need.
- 3.5 Teachers will endeavour to provide an engaging and co-operative learning environment to meet the needs of Middle Years Students.

4. *Resources*

4.1 Big Books

Big Books are catalogued by genre and stored in the library. A Big Book database can be found on H drive under the folders Staff, Early Years and Reading Database. This is updated whenever new books are catalogued.

4.2 Guided Reading Material

Guided Reading sets are catalogued according to their broad band colour and Reading Recovery Level. Sets contain either 6 or 8 copies. A guided reading database can be found on H drive under the folders Staff, Early Years, Reading Database and Guided Reading Database. Guided Reading sets are stored in the library.

4.3 Home Reading Material

Home reading book boxes are catalogued according to their broad band colour.

Red, yellow, green, purple, blue, silver and black boxes can be borrowed by teachers for classroom use. Boxes need to be scanned before leaving the library.

Silver +, Black +, Gold, Magenta, Orange and Turquoise Book Boxes remain in the library. Students can borrow from these boxes before and after school or at an arranged time with the librarian.

Turquoise book boxes are for Level 4 students only.

4.4 Accelerated Reader

When students in Levels 2 and above have reached Gold books the Accelerated Reader STAR diagnostic test can be administered. Upon completion of the test students are matched to an Accelerated Reader level.

Students borrow Accelerated Reader books from the library before and after school or at an arranged time with the librarian.

Students are able to complete a computer generated quiz following the completion of an Accelerated Reader book.

5. Assessment

Teachers will use assessment to:

- Maintain cumulative records of student progress
- Diagnose student strengths and needs
- Provide teaching and learning directions for both themselves and each student

5.1 Assessment Schedule

LEVEL 1 & 2

- Anecdotal Records
- Running Records
- Samples of work
- Observation Survey
- Reading Continuum
- Writing Continuum
- S.E.A. (Prep)
- Auditory Processing (if required)
- Reading Benchmarks (DE)
- Record of Oral Language (if required)

Level 3

- Anecdotal Records
- Running Records
- Samples of work
- Reading Continuum
- Writing Continuum
- Error Analysis Guide
- Torch Test (Reading Comprehension)
- AIM (Year 3)

Level 4

- Anecdotal Records
- Samples of work
- Reading Continuum
- Writing Continuum
- Error Analysis Guide
- Torch Test (Reading Comprehension)
- AIM (Year 5)

5.2 Running records to be administered on seen texts.

5.3 Running records to be administered at least monthly for students working on Red – Gold levels

5.4 Students at risk require weekly running records

6. Additional Assistance

6.1 Reading Recovery

6.1.1 Reading Recovery will be provided for at risk literacy students in Year 1.

- 6.1.2 Students will be selected following administration of the Observation Survey at the beginning of their Year 1 year.
- 6.1.3 The Reading Recovery program will follow Departmental guidelines.

6.2 Additional Assistance in the Classroom

- 6.2.1 Students who are working above/below their designated CSF Level by **12 months or more are required** to have Individual Learning Plans in place.
- 6.2.2 Home School Support groups are established for above students. Members may include class teacher, parent/guardian, Level coordinator or KLA coordinator
- 6.2.3 An Individual Learning Improvement Plan is prepared by the group, outlining strategies to address literacy issues for the classroom and home.
- 6.2.4 Individual Learning Improvement Plans are to be conducted each term
- 6.2.5 Students at risk require frequent assessment (eg Running Records) to provide focused teaching sessions that meet the student's needs.

7. Parent Involvement

- 7.1 The training programs, *Classroom Helpers* and *Developing Literacy Partnerships* will be provided for parents throughout the school year.
- 7.2 Parents trained in the *Classroom Helpers Program* will be encouraged to assist in the English program. Assistance can include working with individuals, small groups in reading, writing, speaking and listening activities and learning centres.

PURPOSE

Active and effective participation in society is enhanced by the ability to be numerate. Numeracy is the ability to use mathematics effectively to meet the general demands of life at home, in paid work and for the participation in community and civic life.

To meet these demands a strong grounding in mathematical skills and understandings is needed so that students recognise what mathematics to use and how to use it in different contexts.

For the Numeracy Program to be purposeful connections need to be constantly made to real-life situations.

GUIDELINES

The Numeracy Program will help children engage in learning mathematics and develop the ability to:

- Investigate under the five interrelated Mathematical Strands of Space, Number, Measurement, Chance and Data and Reasoning and Strategies;
- Apply currently known mathematical skills and understandings;
- Make sense of new mathematical ideas;
- Make connections between mathematical ideas;
- Construct generalisations;
- Transfer a generalisation to a new mathematical idea.

IMPLEMENTATION

1. All class teachers will implement a sequential course based on the outcomes contained in the CSF11 in the strands of Space, Number, Measurement, Chance and Data and Reasoning and Strategies.
2. In the strands of Number, Measurement and Space, points of growth will direct effective program planning based on the needs of the students. Students will be matched to growth points and associated strategies for forward growth.
3. **The program from P-4 will be based on the Early Years numeracy Program:**
 - 3.1 A structured one-hour numeracy block per day to include a whole group introduction followed by focussed teaching groups and a class share time.
 - 3.2 Focus teaching time, with the smallest possible group of students with like needs being provided with additional assistance particularly for the children experiencing difficulty
 - 3.3 Planning of the program will include activities which are open-ended
 - 3.4 Effective communication strategies between home and school will be developed including parent education opportunities and parent participation through the development of a Parent Participation Plan
4. **The Numeracy Program in years 5 and 6 will be based on the Middle Years Strategy:**
 - 4.1 A structured numeracy block to follow a similar format as Early Years
 - 4.2 Focus teaching time depending on the needs of the children inclusive in each lesson

4.3 Planning to include many open-ended activities allowing students to demonstrate their knowledge and relate their strategies to their peers and the teacher

4.4 Program planning to accommodate student interest and activities will be based on investigations from other Key Learning Areas

4.5 Sharing and reflecting time will be an integral part of each lesson or investigation.

5. The assessment and monitoring of Numeracy will be based on the Whole School Assessment Schedule, the strategies outlined in the Early Years and Middle Years Programs, including the Early Years Interview, teacher observation and peer and self assessment.

6. Regular parent education programs will be conducted to assist parents in becoming active, informed partners in numeracy learning at home and at school.

7. Professional development for teaching staff will be ongoing and multi-faceted. It may include some or all of the following:

- Formal module training of the Early Years and Middle Years Programs
- Informal professional development at scheduled meetings
- Visiting other schools or classes modelling best practice
- Mentoring other staff
- Attending personal professional development sessions
- Other

PURPOSE:

To study society at a local, national and international level so students develop an understanding of the world and its historical development, as well as how humans have interacted with their physical environments. By examining the nature and interdependence of environments and people, students will learn to develop respect and care for the environment.

GUIDELINES:

By following CSF 11 guidelines teachers will be:

- Familiarising students with the disciplines of history, geography, economics, legal studies and political studies.
- Integrating SOSE concepts into the study of *Australia and all of its peoples, Civics and Citizenship, Environmental awareness, Global understanding, Economics and Enterprise skills.*
- Encouraging students to identify, process, inquire, reason and solve problems, clarify values and attitudes, investigate and communicate ideas, participate in community activities and to use information technology as a support to learning.
- Ensuring students develop knowledge, skills and values that enable them to participate as active and informed citizens in a democratic society and global community.
- Developing an environmental awareness of the issue of Recycling.
- Utilise the various resources available to us in our locality including the Wetland areas to enhance understanding of our environment
- Ensure that the appropriate outcomes and areas of study are being included in programs and refer to [curriculum@work](#) and other resources eg. Idea bank, Sofweb, School Intranet and the Internet for unit development.
- Include special activities as they arise eg. Arbor Day, World Environment day and other society based awareness issues.

Aspendale Gardens Primary School Policy Manual	CURRICULUM 205 Science
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PURPOSE:

To provide all students with opportunities to investigate their world in an ordered way and make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live.

To enable students to see the connections between Science and people, by noting the relevance of science and technology to past achievements and current and future development.

To encourage an awareness of the impact of Science and Technology on society, the individual and the environment.

GUIDELINES:

By following the CSF 11 guidelines teachers will be:

- Emphasising the development of specific skills and attitudes through the active investigation of a range of every day phenomena.
- Developing students' investigative skills from simple observation through to increasing emphasis on measuring, experimenting, classifying, interpreting data and making justifiable conclusions.
- Ensuring students develop knowledge, skills and values that enable them to become scientifically and technologically literate citizens.
- Teachers will plan in teams to integrate Science and to ensure it receives the appropriate time fraction.
- Utilise the various resources available to us in our locality including the Wetland areas to enhance understanding of our environment
- Ensure that the appropriate outcomes and areas of study are being included in programs and refer to [curriculum@work](#) and other resources eg. Idea bank, Sofweb, School Intranet and the Internet for unit development.
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Aspendale Gardens Primary School Policy Manual	CURRICULUM 206 Visual and Performing Arts
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PURPOSE:

To provide a wide range of experiences in the Arts, including Art and Craft, Dance, Drama, Graphic Communication, Media and Music.

To provide opportunities to explore, reflect, express and communicate ideas through the above areas.

To enable all children to access and experience success, knowledge and appreciation of their own work, the work of others and of different cultural heritages.

GUIDELINES:

To ensure the Arts program encompasses a wide variety of artistic endeavours by following DE&T guidelines, CSF 11 and the resource [curriculum@work](#).

IMPLEMENTATION:

1. Integrate the Arts areas of Art and Craft, Dance, Drama, Graphic Communication, Media and Music throughout the curriculum.
2. Provide Specialists to oversee Performing and Visual Arts across the school
3. Encourage participation in music festivals, school assemblies, concerts and other productions.
4. Coordinate a Performing Arts focus during the year.
5. Develop an appreciation of the Arts through excursions, incursions, use of local community resources and Parent Participation activities.
6. Foster attitudes of independence, self esteem, appreciation of Art, use of imagination, enthusiasm of learning, participation and skill development.

PURPOSE

Health and Physical Education encompasses human movement, human development, human relations and safety. It is concerned with helping children to develop competency in decision making and taking action to promote an active, healthy lifestyle.

At Aspendale Gardens Primary School, a well balanced, comprehensive Health and Physical Education program will be provided to meet the needs of students. It will contribute to students becoming self-confident, independent, disciplined, healthy, happy and fit.

GUIDELINES

1. The Health and Physical Education program will be planned according to CSF 11, therefore explore and navigate CSF 11 / [curriculum@work](#) and select units of work for each level 1-4. The Health and Physical Education teacher is responsible for the strands of Movement and Physical Activity and Health of Individuals and Populations.
2. The Health program provided in classrooms will include studies in :
 - . Human Development
 - . Human Relations
 - . Safety
 - . Health of Individuals and Populations
 - . Drug Education
3. The Physical Education program will develop these areas sequentially :
 - . ball skills
 - . athletics
 - . dance and movement
 - . games skills
 - . swimming
 - . fitness
 - . gymnastics
 - . orienteering
4. Students in Grades Prep - 2 will participate in 20-30 minutes of physical education sessions per day.
5. Students in Grades 3 - 6 will participate in 3 hours of P.E. and Sport per week (at least 90 minutes allocated to P.E. and 90 minutes to Sport).
6. Class teachers will support the program by providing additional time to develop motor skills and fitness.
7. Students in Grades 5 and 6 will participate in intra/inter school competitions in Cross Country, Swimming and Athletics.
8. Students are expected to participate in all P.E. lessons and Sport, unless an appropriate note has been provided. Appropriate clothing and footwear is required for P.E. lessons.
9. The P.E. teacher will oversee the organisation P.M.P. program. Parents and class teachers will oversee small groups during P.M.P. sessions
10. The PE teacher will liaise with outside agencies to enhance sport activities eg. *Jump Rope for Heart, Sporting clubs (cricket, basketball, soccer, football)*

PURPOSE:

At Aspendale Gardens Primary School, assessment practices will evaluate the full range of learning experiences that are part of our integrated curriculum. Reporting will reflect the outcomes of this assessment, fostering communication and co-operation between parents, teachers and students.

GUIDELINES

1. Assessment is continuous and cumulative and the progress of student achievement can be tracked over time.
2. Learning outcomes form an integral part of assessment and reporting as well as curriculum planning and delivery. Levels and strands provide the framework for reporting student achievement.
3. Where appropriate assessment and reporting practices will reflect the school's commitment to the use of Information and Communication Technology
4. Assessment practices will:
 - evaluate a child's progress within each Key Learning Area.
 - monitor the effectiveness of the learning programs and teaching processes.
 - provide accurate and reliable indications of student achievement for all
 - provide students with opportunities for self-evaluation.
 - provide diagnosing foci for school improvement and monitoring Charter progress
 - meet public accountability requirements
5. Techniques for collecting information for assessment will be broadly based, with an emphasis on flexibility and variety. Examples of assessment techniques include:
 - pre and post testing
 - anecdotal records
 - student/ teacher consultation
 - student self assessment
 - observation of children as they work and learn
 - regular collection of samples of children's' work
 - portfolios
 - individual teacher comments
 - moderation techniques
6. A variety of procedures will be used when reporting to parents and students:
 - written reports provided at the end of terms 2 and 4
 - discussion with students as required
 - mid year parent/ teacher interviews and other meetings upon request of parents or teachers
 - Program Support Groups for students with Special Educational Needs and other students on the Student Support Program
 - information sessions conducted early in term 1
 - class level meeting
 - 'meet your teacher' sharing session
 - incidental oral or written reports as required

- portfolios sent home regularly
 - learning improvement plans for individual students in consultation with parents and, where appropriate, with others with specific expertise.
7. Mid/ End of year written reports will be descriptive, constructive and informative. They will include:
 - course content
 - student achievement against the standards outlined in CSF 11
 - achievement level (three-point scale) and related generic statement for English and Maths performance
 - generic statement for performance in Integrated Studies and each Specialist Curriculum Area
 - teacher general comment
 - recommendations for future learning where required
 - non-academic “social development”
 8. In Years 3 and 5, the Achievement Improvement Monitor (AIM) provides parents and teachers with reports on students’ progress in relation to the CSF levels for English, Mathematics.
 9. A record of individual student progress is kept on file and given to the student when transferring on or out
 10. The school is required to assess the achievements of students with special educational needs in the context of the CSF. Using Model 1 provided in the DE&T booklet *Assessment and Reporting Support Materials –Students with Disability and Impairment*, students are assessed against the levels of CSF 11 and any modifications are indicated on the report to parents. Using Model 2, the program support group develops individual student profiles containing learning goals, entry skills and outcome targets in for each student. The goals are set in the context of the key learning areas and progress towards theses goals is reviewed and reported in CASES using the “alternative assessment” category (six-point rating scale)
 11. Where appropriate the school can report achievement of students for whom English is a second language in relation to the stages of the ESL Companion to the English CSF rather that the English CSF.

The school is required by DE&T to use CSF 11 for reporting levels of student achievement in English and Mathematics and other key learning areas on a cyclical basis in the Annual Report and to use this data as the source of information for trend analysis in the Triennial School Review.

PURPOSE

The use of elearning at Aspendale Gardens Primary School refers to the effective integration of a range of technologies across all areas of schooling and Key learning Areas - to support student learning. These technologies encompass a range of media, tools, environments and resources - including rich, interactive, online resources. elearning has the potential to create engaging learning opportunities and, when effectively implemented, acts as a catalyst for authentic, meaningful learning experiences.

GUIDELINES

1. At Aspendale Gardens Primary School, students will have access to a range of computer hardware and software.
2. Computers will be used across the curriculum and wherever possible and practical, teachers will integrate them in topics and themes being covered.
3. Software availability will be regularly reviewed and updated to meet the needs of authentic, meaningful learning tasks.
4. At all Levels students will be provided with frequent hands-on experience as. They will develop a familiarity and understanding of basic computer parts, terms and uses.
5. Teachers are encouraged to develop and extend problem solving skills through software programs and co-operative group work.
6. Staff will be encouraged and assisted to participate in Professional Development sessions at personal and professional levels to keep abreast of best practice teaching methods and ideas.
7. Staff are encouraged to borrow hardware and software overnight, for the weekend and during the school holidays. A borrowing procedure is in place.

Purpose:

Aspendale Gardens Primary School actively supports access by students to a wide variety of information resources together with the development, by staff, of appropriate skills to analyse and evaluate such resources. Access is a privilege and not a right. Access entails responsibility.

Implementation:

1. The elearning team will be formed each year. The team shall be responsible for all internet related activities within the school.

2. The school undertakes to ensure that information published on the Internet by students or the School, under the School's name, meets legal requirements and standards of general practice within the community in relation to copyright and safety.

3. Accessing and Publishing Inappropriate Material :

- A censor management mechanism shall be in place for access to the Internet.
- All students shall be responsible for notifying their teacher of any inappropriate material so that access can be blocked.
- All staff shall be responsible for notifying the elearning team leader of any inappropriate material so that access can be blocked.
- Consequences of publishing, accessing or failing to notify the team leader of inappropriate material shall include the removal of access rights.

4. Identifying children by name or image:

- Signed parent and student consent is required in order to publish work, photos or videos on the Internet.
- When identifying students, only the first name of the student will be used eg. John. in Level 4.

5. Confidentiality:

- Privacy of students, parents, staff and other users either individuals or groups must be recognised and respected at all times.

6. Editing and Publishing:

- The team shall be responsible for making sure all work is screened for accuracy, appropriateness, grammar and spelling prior to publishing.
- Each class teacher and students within the class shall be responsible for maintaining class web pages on the intranet when developed.

7. Email access:

- Students email access will be through a class mailbox under teacher supervision.
- Each staff member will be provided with a DE&T edumail email account.

- All email accounts will be password protected and users will be responsible for clearing their mailboxes regularly.

8. Passwords and Rights to Access:

- Guidelines on access rights will be defined for different user levels.
- Access to the Gateway, email and Internet Management shall be limited. Restricted access shall be available to guest users for specific purposes only.
- Students and general users shall have access to their own accounts only.
- User passwords shall be revised regularly.

PURPOSE:

To promote life long learning.

To assist in the development of organisational and time management skills, self-discipline and skills in using school, home and community resources.

To establish a partnership between home and school.

AIMS

- For students to learn from many experiences and by working with many different people.
- To allow students to reinforce concepts learnt at school.
- To encourage students to develop positive home learning habits.
- To provide an opportunity for students to be responsible for their own learning.
- To provide an opportunity for parents to participate in their child's education.

IMPLEMENTATION:

- Home Learning may involve a diverse range of recreational, family, cultural and life experiences that are consistent with the above aims.
- Parents will be provided with a copy of the home learning policy at the beginning of the school year and additional information will be provided at the beginning of each term.
- Home learning tasks will be appropriate to the skill level and age of the student.
- Home learning tasks should be interesting, stimulating and where appropriate open ended.
- Home learning tasks should be purposeful, meaningful and relevant to the school curriculum.

In the Early Years (Level 1,2 &3)

Home learning task may include:

- Reading on a daily basis. Reading to, with and by parents/caregivers or older siblings.
- The continuation and/or extension of class work by gathering additional information and/or resources.
- Activities relating to classroom units of work.

In the Middle Years (Level 4)

Home learning tasks may include:

- Independent reading on a daily basis.
- Continuation and/or extension of class work by gathering additional information.
- Activities relating to classroom units of work.

TYPES OF HOME LEARNING

Tasks that provide students with the opportunity to apply new knowledge, or to review and reinforce newly acquired skills, which can be varied according to individual student needs.

Tasks that may be given may include:

- Tasks related to classroom units of work, (refer to level term planners).
- Daily reading activities.
- Discussion/Research.
- Exploring Internet sites.
- Collecting material on a given topic from a variety of sources.
- Practising Physical Education activities.

FAMILY INITIATED LEARNING

Families can enhance their children's learning by participating in a wide range of recreational, family, cultural and life experiences. One of the most important things you can do for your child is to encourage thinking, talking, reading, writing, viewing, problem solving and exploring as you go about your everyday life. This gives your child a strong and solid foundation for future success. Activities, which may encourage children to develop these skills, can include:

- COOKING
- EXPERIMENTS
- EXCURSIONS
- BOARD GAMES

Aspendale Gardens Primary School Policy Manual	CURRICULUM 212 Library Area
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PURPOSES

The Library Area is the central resource area of the school. It provides :

- students with the opportunity to develop concepts, skills, knowledge and attitudes about books and printed material.
- computer technology for efficient information retrieval.
- users with access to borrow the resources catalogued in the circulation system.
- resource management strategies which support and strengthen the school's educational programs.

GUIDELINES

1. A committee led by the Library Manager will co-ordinate and manage the resources in the Library Area. Their role will include :
 - providing a responsive service, which grows from and supports the needs of users and the school's curriculum programs
 - purchasing book and non-book resources
 - managing resources including cataloguing, repair and maintenance, circulation and the annual stock-take
 - time-tabling access for all grades
 - assisting students, staff and parents become independent users of the computer's information retrieval system
 - promoting the materials available for borrowing
 - supporting Literature Programs conducted through the school
 - setting up displays to enhance the learning environment
 - planning activities and events to celebrate Book Week
 - providing a book purchasing service for students, parents and staff (Book Club)

2. Resources will be centrally catalogued and the following system of resource circulation will be in operation :
 - loan period of materials for students and parents will be of a determined duration
 - loan period of materials for staff will be negotiable
 - bulk loans will be available to staff
 - a fee may be charged to cover the replacement of lost or damaged materials

3. Interested students will be encouraged to assist with the services and tasks of the Library Area.

4. The Library Area may be open during lunchtimes and other non-timetabled times to support student use.

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Primary Prevention 213 Drug Education
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PURPOSE:

The school is committed to providing a secure, caring and healthy environment

GUIDELINES:

- A drug is defined by the World Health Organisation as “any substance which, when taken into the body alters its function physically and/or psychologically, excluding food, water and air”. Drugs include illegal drugs of dependence eg. amphetamines, barbiturates, sedatives, heroin, LSD, methadone, cannabis, and cocaine and legal drugs eg. Tobacco and alcohol.
- Our policy is based on the principles of harm minimisation and in accordance with the DE&T Reference Guide.
- Drug education is part of the health program and will provide information about the effects of drugs (both legal and illegal) and the legal implications of drug use.
- The health program aims to develop and maintain a health promoting environment.
- The health program will provide opportunities to develop skills in communication, decision making and problem solving.
- Drug education within the health program will be introduced to all students according to the appropriate age and language level.
- The principal will ensure that there is a good working relationship between the school and the local police station officers.
- Integrate drug education for primary students into the twelve themes (ISDES) through suitable activities designed by the class teacher.
- Provide staff with appropriate professional development to assist them with teaching the drug education program.
- All staff are responsible for identifying and reporting to the principal, assistant principal or student welfare coordinator the behaviour of a student who they suspect of being under the influence of a drug.

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Primary Prevention 301 Student Welfare overview
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PURPOSE

- To ensure that Aspendale Gardens Primary School provides a safe, caring and happy environment for quality learning.
- To encourage cooperation, respect and consideration for and between all members of the school community.
- To support children in their learning and development.

GUIDELINES

The Student Welfare strategies of the school include Social skills program, Student Council, Students with disabilities and impairments program, Learning support programs, School support services, Police in schools and Welfare and behaviour management program.

In line with the framework for Student Support Services for Victorian Government Schools, the implementations of the approaches to student welfare at Aspendale Gardens Primary School are based on effective practices at each of the following levels.

1.Primary Prevention

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive curriculum to engage all students
- Enhancing school attendance
- Practising inclusive teaching and learning
- Encouraging supportive relationships
- Implementing effective social skills program
- Involving parents/families and communities
- Easing transition.

2.Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs
- Providing counselling and support as required
- Developing programs to improve skills

3.Intervention

Strategies at this level include

- Establishing a support group for the student at risk
- Linking to appropriate support staff/agency
- Monitoring and evaluating social progress

4. Postvention

Postvention relates to traumatic incidents, that is those which are extraordinary and are beyond people's normal coping abilities.

Strategies at this level:

- Emergency response plans
- Providing counselling and support
- Monitoring recovery and evaluate plans

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Primary Prevention 302 Supervision of students
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Purpose

Aspendale Gardens Primary School is committed to creating a safe school environment for its students. In order to provide for the safety of our students whilst at school between the hours of 8.45am and 3.45pm (Mon to Fri), the school will ensure there is adequate supervision of all students during these times. All students are welcome to enter their teaching area from 8.45am and will be expected to behave appropriately.

GUIDELINES

1. At the commencement of each school year, a member of staff will accept responsibility as Time-table and Yard Duty Co-ordinator. The co-ordinator will prepare and distribute a specialist time-table, yard duty and wet day duty roster for all teaching staff. The time table and yard duty roster will be reviewed at the start of each term or as the need arises.
2. During lesson times of 9-11am, 11.30am - 1.30pm, 2.30pm - 3.30pm, students will be supervised by their class teacher or a specialist teacher.
3. Each area of the school will be supervised by a teacher between 8.45 - 9am, 11 - 11.30am, 1.30pm – 2.30pm and 3.30 - 3.45pm (Mon to Fri).
4. Supervising teachers are expected to diligently monitor all spaces within their allocated area, carrying a mini first aid kit to deal with minor accidents.
5. Except in the case of major injury, each supervising teacher will remain in the designated area until replaced or end of supervising time. Teachers will be rostered on a yard duty and a wet day duty roster in a fair and equitable manner. The co-ordinator will be informed of any changes to either duty rosters and will ensure that teachers who are absent on their rostered duty day, due to illness or school business (eg.camps, professional development), will be replaced. Teachers on excursions are responsible to ensure their duty time will be covered.
6. The school will inform the parent community of and parent/guardian responsibilities, in regard to student supervision whilst at school. This includes:
 - a) knowledge of the 8.45am - 3.45pm State School hours and the availability of before and after school care facilities provided at school.
 - b) ensuring their child/ren are adequately supervised in the school yard before and after the 8.45am - 3.45pm school hours
 - c) ensuring their child/ren are punctual for a 9am start to lesson time

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Primary Prevention 303 Sun Smart
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SunSmart is a prevention strategy which used education, practical measures and example in making good choices to benefit their health. Other prevention strategies such as swimming programs, Life education, Bike Ed, and safety house are clearly endorsed by the D.E.T. they all have a valuable community education roll in raising awareness and promoting safer practices.

(adapted from the AntiCancer Council sample SunSmart policy for primary schools Dec '93)

This policy is prepared to ensure that all children attending Aspendale Gardens Primary School are protected from the skin damage caused sun's ultraviolet rays. It is to be implemented throughout the year with particular emphasis in term 1 and 4.

AIMS

- To increase student and community awareness of skin cancer risks and of practical means of protection.
- To encourage students and teachers to wear protective clothing and hats for outdoor activities and at high-risk times. E.g. During sport, lunchtimes, school camps and excursions.
- To develop strategies which encourage responsible decision making about skin protection.
- To work towards a school environment which provides shade for students and teachers.

IMPLEMENTATION

UNIFORM

- The school will require children to wear hats whenever they are outside e.g. recess, lunch, sport, carnivals, and excursions.
- Compulsory hat policy, Terms 1 and 4 with compulsory school uniform.
- Children encouraged to wear hats Term 2 and 3
- Attempt to ensure that hats worn are appropriate and satisfy Anti-cancer Council guidelines (protecting the face, neck and ears) School uniform shop to provide navy broad-brimmed hats as part of school uniform.
- Direct children who do not have their hats with them to play in an area protected by the sun (within time frame.)

CURRICULUM/ENVIRONMENT

- Encourage parents and staff to act as role models by practicing sun smart behaviours:
 - Wearing appropriate hats and clothing for all outdoor activities.
 - Using a broad spectrum 15+ water resistant sunscreen for skin protection,
 - Seeking shade whenever possible.
- Incorporate programs on skin cancer prevention into the school curriculum.

- Regularly reinforce the sunsmart policy through the newsletters, parent meeting, school community gatherings, and student and teacher activities.
- Create rewards or incentives program to encourage students to comply with the use of hats and sunscreens.
- Encourage children to use available areas of shade for outdoor or play activities.
- Increase the number of shelters and trees that provide shade in the school grounds.
- Aim for adequate shade provision at sporting carnivals and outdoor events.
- Schedule special outdoor activities before 10am and after 2pm (11am and 3pm in summer) **WHENEVER POSSIBLE**

ENROLMENT STRATEGIES.

When enrolling their children, parents will be:

- Informed of the sunsmart policy, through the school handbook.
- Advised that hats are part of the school uniform to be worn outside at all times
- Encourage to provide SPF15+ broad spectrum, water resistant sunscreen for their children's use
- Encourage to practice sun protective behaviours themselves.

SCHOOL EXCURSIONS STRATEGIES

- Plan to conduct the excursion early in the day rather than later if possible,
- Plan excursions for venues where adequate shade is available.
- Alternatively, provide your own shade with umbrellas or tents.
- Encourage all participants (staff, students and parents) to wear appropriate clothing.
 - Wide brimmed or legionnaire hats are recommended. Shirts with collars and long sleeves offer good protection.
 - Fabric should be of close weave to maximise protection against UVR.
- Ensure that all participants use a suitable sunscreen on exposed areas of the skin. Take additional sunscreen for reapplying every 2-3 hours and after swimming.
 - Where swimming is involved, encourage participants to wear a T-shirt in the water when appropriate. Ensure that a second dry shirt is available as wet t-shirts allow some UVR to penetrate.
 - Discourage sunbaking of unnecessary exposure to the sun.
 - Suggest suitable UV protective sunglasses are another method to protect the skin around the eye and to protect the lenses of the eyes.

MONITORING AND EVALUATION

- School Council Environment Committee to review implementation strategies.
 - Establish a time frame for achievement of set goals.
 - Use a questionnaire format to gather community feedback.
 - Ongoing evaluation and updating of the school curriculum in terms of its skin cancer prevention component.

Philosophical Basis

The Student Council provides a means by which students can participate in the decision making processes within the school.

Guidelines

1. Student Council will be governed by a Constitution which details:
 - election procedures
 - meeting regularly
 - agenda formulation
 - role of the Chairperson
 - role of the Principal
 - role of the S.C. Representatives
 - meeting format and procedures
 - decision making process
 - role of the Secretary
 - areas of concern of the S.C.
2. The membership of the Student Council will comprise of children elected from levels 2 to 4. A quorum is required for a meeting.
3. Gender balance is emphasised.
4. Student Councillors will assume duties and responsibilities that arise from their discussions and decision making process.

ROLE OF STUDENT COUNCIL

- provide school representation in and out of school and report via. regular articles in the newsletter, at assembly and direct to grades
- report to the students, local community and wider community regularly about activities
- represent the school on a range of official functions through out the year
- be a sounding board for teachers on the student welfare & yard environment team
- undertake student fund raising projects
- provide social service support
- support recycling and other environmental activities in the school
- undertake organisational tasks – flag, yard duty support etc.
- provide ideas for spending funds to staff and School Council and give feedback about school issues
- provide support for organised lunch time activities
- support any other student representation activities
- support the children’s involvement in a range of cultural activities in the school and in the wider community
- attend and contribute actively to meetings

Philosophical Basis

All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

Guidelines

- A sufficient number of staff (including at least one administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a cupboard in the first aid room.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- First Aid kits will also be available in each classroom including specialist rooms.
- A supply of medication for teachers will be available in a secure location in the first aid room.
- Supervision of the first aid room will form part of the responsibility of School Support Officers. Any children in the first aid room will be supervised by a staff member at all times.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the school.
- All school camps will have at least 1 Level 2 first aid trained staff member available at all times.
- Parents/guardians will be required to complete a DE&T Confidential Medical Information Form for each student prior to participation in a School Council Approved excursion eg school camp
- A comprehensive first aid kit will accompany all excursions, off site sporting activities and camps, along with a mobile phone.
- As a general health precaution, adequate hygiene practices must be used at school. Disposable gloves, tissues or hand towels will be used and hands and nails will be washed thoroughly.
- Each child with an ongoing medical condition or severe allergic reaction requires a Student Medical Condition Management Plan to be completed eg. Asthma, ADHD, Epilepsy, Anaphalaxis
- Copies of Medical Management Plans will be kept with medication in the first aid room. Copies will be given to each student's class teacher.
- General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revision of the recommended procedures for administering asthma medication will also be given at that time.

- Professional development with regard to specific illnesses will be provided to staff on the basis of need.

First Aid

First aid is defined as emergency treatment and life support provided to employees, students and visitors who suffer injury or illness while at work/school, using the facilities or materials available at the time. It should be realised that in the case of serious injury or illness, neither the Principal nor the teacher is required to diagnose or treat the condition, apart from carrying out the appropriate first aid procedures. Diagnoses and treatment is the responsibility of the ambulance officer or medical practitioner called to the scene.

- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident. All injuries or illnesses that occur during recess or lunch breaks, will be referred to the first aid teacher on duty.
- An up-to-date first aid register located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid. Information from the register will be collated on a monthly basis, reviewed and appropriate action taken.
- Minor injuries will be treated by staff members on yard duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor – require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- Parents/guardians of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised.
If the parents are unable to be contacted, the school will contact nominated emergency personnel as provided by the parents. If this is unsuccessful, or in exceptional circumstances, the Principal or first nominee will make the decision on the course of action to be taken.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than 'minor' will be reported on a DE&T Accident/Injury form LE375, and entered onto CASES 21.
- Parents/guardians of ill children will be contacted to take the children home.
- Parents/guardians who collect children from school for any reason (other than emergency) must sign the child out of the school in a register located at the main office.

Medication

Definition of a medicine: Any substance used to alleviate any medical condition.

If a child is receiving medication for a short term condition or illness the recommended place for them to recover is at home.

- The use of Medication requiring the use of an injection cannot proceed without prior consultation with the principal.
- ***When each child enrolls at school an immunisation form is required to be given to the office.***

- Medical devices eg Asthma spacers are to be provided by parents.
- Medication is to be handed into and collected by the parent/guardian from the office staff in a named and dated sealed container.
- **Medication will be kept in the first aid room out of children's reach.**
- **Parents/guardians are responsible for the regular maintenance of their child's medical/emergency information, medication and medication delivery devices.**
- Parents/guardians are to be encouraged to come to the school to administer medicines to their own child.
- Asthmatic sprays ie. Ventolin, Respolin may be kept by children trained in their use. This practice must have the parent's written stipulation.
- A medication administration form must be completed by the parent/guardian providing details of the medication to be administered
- Only the amount of medicine required to be dispensed that school day should be sent to the school where practical.
- A nominated staff member will administer the medication and if absent the rostered first aid teacher will administer.
- Analgesics / cough mixtures are to be treated at school in the same manner as prescription medicines.
- **All medicine should be kept in an appropriate place away from children's access, with the exemption of Ventolin and Respolin**

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Intervention 306 Students with Disabilities and Impairments
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Philosophical Basis

Aspendale Gardens Primary School believes that students with disabilities and impairments should be given the opportunity to be educated in a mainstream school environment where, along with their peers, they can maximise their educational and social development.

Guidelines

1. The two fundamental beliefs central to all processes for developing, implementing and evaluation of curriculum for students with disabilities are:
 - that all students can learn and be taught
 - that educational planning requires an active partnership between the school, parents and students.

2. The DE&T guideline documents *Program for Students with Disabilities and Impairments* outline the processes implementing the D&I Program:
 - documentation requirements
 - making an application for the program
 - resourcing the D&I program
 - responsibilities of the Program Support Group
 - reapplication/reappraisal processes

3. The curriculum for students with special educational needs should be meaningful and purposeful to the students, should be embedded within natural and enriched social contexts of school and daily life, and should provide students with options to progress within and beyond the school.
4. All curriculum decisions about individual students with special educational needs should be made in the context of CSF 11 and what their peers are doing.
5. Students with special educational needs are encouraged to participate with other students in common curriculum activities. For some students this participation will be partial. Other students will participate in activities that are similar, but not identical to those pursued by their peers. Preferred learning styles and different rates of learning should be accommodated.

The emphasis in curriculum planning for students with special educational needs should be based on the student's strengths, abilities, interests and learning preferences

Aspendale Gardens Primary School Policy Manual	STUDENT WELL BEING Intervention 307 Mandatory Reporting
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Philosophical Basis

Teachers have a legal obligation to report injury and sexual abuse that comes to their attention “in the course of practising” their profession, or whilst “carrying out the duties” of their official position.

Guidelines

This procedure is in response to laws as per Sections 63, 64 and 67 of the Victorian *Children and Young Persons Act, 1994* and it will be followed by staff.

Mandatory reportable risks

Teachers *must* notify Health and Community Services if they hold a *reasonable belief* that a child is in need of protection according to the following criteria :

- the child has suffered significant harm or is likely to suffer significant harm, as a result of physical injury
- OR**
- the child has suffered significant harm or is likely to suffer significant harm, as a result of sexual abuse
- AND**
- the parents have not taken appropriate action to protect the child from that type of harm in the past or are unlikely to protect the child from that kind of harm in the future

Discretionary reportable risks

Teachers *may* but *are not obliged* to report to Health and Community Services if they hold a reasonable belief that the child is exposed to the following harm :

- the child has suffered or is likely to suffer emotional or psychological harm of such a kind, that the child’s emotional or intellectual development is likely to be significantly damaged
- OR**
- the child’s physical development or health has been significantly harmed or is likely to be significantly harmed
- AND**
- the parents have not taken appropriate action to protect the child from that type of harm in the past or are unlikely to protect the child from that kind of harm in the future

School Procedures

1. Teachers who hold a reasonable belief that a child is exposed to harm or is in need of protection according to the criteria above, will inform the Principal of the matter.

2. Teachers may directly notify Health and Community Services if they feel that this is the most desirable course to follow.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 401 Staffing and Workforce Planning
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The following processes outline agreed understanding of procedures taking into account the Victorian Government Schools Agreement 2001. The processes have been developed using Part H – School Based Consultation extracted from the Schools Agreement as printed below.

PART H - SCHOOL BASED CONSULTATION

37. (1) The aim of this agreement is to establish workplace consultative arrangements that ensure the principal's responsibility to make school based decisions is carried out in a framework that enables staff to have input into the decisions that affect their working life.
- (2) The parties acknowledge that staff morale and employee job satisfaction is enhanced where the views of all employees are taken into account before decisions are made and where these decisions are consistent with the collective aspirations of staff.
- (3) Principals must put in place formal staff consultation structures, agreed at the school level, to ensure consultation with staff when undertaking any process of planning for improvement, including the development of workforce plans or the planning and organisation of the program of instruction in the school or the composition of selection and other panels. These arrangements must ensure that school staff have the choice and the opportunity to be involved in the consultation process in the school. The consultative arrangements must allow for the direct input of the union sub-branch, if one exists at the school level.
- (4) The parties recognise that the principal has ultimate administrative and operational responsibility for decisions at the school level, provided that these decisions are made in accordance with the principles outlined above. Where the principal makes a decision that the union sub-branch does not support, the sub-branch can request that the principal provide reasons for his or her decision.
- (5) Where the union sub-branch does not agree with the principal's decision, the sub-branch may refer the matter to the union who may refer the matter for resolution as outlined below.
- (6) The parties agree that one nominee of the Department and one nominee of the President of the union shall investigate the matter referred by the sub-branch and determine a resolution which shall be binding on all parties at the school level. The matter shall be determined within ten working days of receiving a reference from the union.
- (7) Where the matter cannot be resolved, the matter may be referred by either party to the Australian Industrial Relations Commission in accordance with the dispute resolution procedures of the applicable federal award.

Agreed Processes

The Whole Staff Meeting is the forum for open discussion and consultation.

This consultative process allows for all staff, to have direct input. The Staff also have individual access to the Leadership Team through their Level Coordinators and direct access to the Assistant Principal and Principal at any time. Finally and in accordance with these principles, the Principal has the ultimate administrative and operational responsibility for decisions made at the school level. The following process diagrams or statements outline procedures that will be followed in these areas –

- Composition of the Leadership Team
- Staff Meetings
- Curriculum changes and initiatives

- Workforce planning
- Staff placement
- Selection of staff

Composition of Leadership Team to be discussed and agreed with staff early each year

Staff Meetings

An Agenda and Minutes for all meetings will be distributed to all staff via email.

- Each Term a Meeting Schedule will be distributed to all staff outlining meetings to be held during the Term
- Each Level, on rotation will host Staff Meetings.
- Host Team is responsible for the agenda, chairing the meeting and the minutes
- Agenda:
 - Host Team Report,
 - Principal's Report,
 - Other Reports e.g. KLA,
 - Strategies incorporated to encourage input from all staff (small group discussion, partner discussion, team discussion).
- Throughout a Term a number of Staff Meetings will include whole staff professional development.
- Level Teams will organise Level Meetings to suit the Team.

Process for implementing major changes or initiatives

1. Staff members, submit initiatives and/or changes to improve learning outcomes for students, to the Principal
2. Leadership Team discusses and makes a written proposal to staff.
3. Level Coordinators present proposal to Level Teams at weekly meeting for discussion and input
4. Level Coordinators report back to next Leadership Meeting
5. Leadership Team discusses and develops strategies to implement the curriculum initiative
6. Final proposal presented at staff meeting for consultation and agreement or refinement

Process for Staff Selection, including the Allocation of Special Payments and Higher Duties

Panel formation

Selection of new staff, allocation of special payments and higher duties positions to existing staff will involve -

- the principal and assistant principal or nominee(s)
- leading teacher / s
- and other staff member / s deemed to have special knowledge applicable to a particular selection panel. The Principal may call on individuals from outside the teaching staff for the appointment of Leading Teacher or Assistant Principal positions.

Selection procedure

All allocations will require a written expression of interest to the selection panel and may involve an interview. All selection decisions will be based on the principles of merit and protection.

Decision procedure

The panel makes recommendations to the principal on the best appointment for positions within the school.

Workforce Planning

- The school receives the Indicative School Global Budget for the upcoming year and is adjusted based on the best available enrolment data
- Principal briefs staff on the budget and implications for the Workforce Plan
- Present budget documentation to School Council for discussion and approval
- Principal and Leadership Team, in consultation with the staff at a staff meeting, plan the most effective use of the staffing budget for the following year

Staff Placements

1. Written Expression of Interest
(Confidential Principal/AP)
2. Principal presents scenarios to Leadership Team
3. Leadership Team makes recommendations to Principal and Principal presents agreed placement to staff for consultation at a staff meeting
In cases when an expression of interest is not met the Principal negotiates with individual teachers
4. Principal presents Staff Placements Plan to staff and School Council

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 402 Communication
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Philosophical Basis

Effective communication in any organisation is crucial to the success of all operations

Guidelines

It is the responsibility of all staff to be aware of what is happening around the school. The following strategies are in place to ensure communication between staff is maximised:

- Check your **e-mail** daily. Leigh regularly e-mails staff bulletins, memos from DE&T, PD available etc. and many staff communicate to each other in this way.
- The **whiteboard** in the staff room is a major communication area, including this week's daily activities, staff absences/replacements etc.
- Staff **pigeon holes** are located in the staffroom – please clear yours daily and leave tidy.
- There is an enlarged **term calendar** in the staffroom. Check this *before* you organise an activity and add to it as soon as practicable.
- All activities must also be included in the **diary** that is located on the front bench in the office. Staff are also to write any PD (in/out of school hours) they are attending in this diary as well as any known days of future absence.
- **Staff meetings** are scheduled for Mondays 3.45 – 5.30 pm.
- Regular **Level Team Meetings** are conducted at prearranged times within the team.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 403 Staff Professional Development
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Philosophical Basis

The provision of access to quality professional development for all staff is essential for the continuing development and improvement of our school. The type of professional development will reflect the school's charter goals and priorities and the identified needs of staff.

Guidelines

- The Professional Development program will be overseen by the Principal, Assistant Principal and Charter Implementation School Council Sub Committee.
- A School Professional Development Plan will be prepared annually and a budget allocation will be directly linked to the identified needs of staff and the school.
- All teaching staff will be involved in an annual process of individually identifying goals at the following levels -
 - personal
 - level or team
 - school
 - professional
 (with non teaching staff being involved in an annual review process identifying Professional Development needs) and then considering professional development access to meet these goals. Goal achievement will be supported by an ongoing mentoring process.
- Professional Development for teachers will generally be allocated across the following areas -
 - whole school
 - link to Charter Priority
 - link to individual teaching role
 - link to a Key Learning Area
 - link to new or emerging educational initiatives
 - personal growth
- Financial allocation will be monitored to ensure fair and reasonable access is available to all staff.
- CRT replacement will be provided as required to support Professional Development.
- All staff will be expected to report back to fellow staff about their involvement in professional development activities.
- All staff will be encouraged to be involved in local curriculum networks.
- Staff will be encouraged to attend Subject or Association Conferences in areas of personal interest or responsibility.
- Where possible, consideration will be given to employing consultants to work in the school with teams of teachers rather than teachers moving out of the school.
- We recognise the benefit of teams or groups of teachers undertaking the same activity to allow for sharing and group reflection.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 404 Provision of Staff Leave
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PURPOSE:

All staff shall be entitled to the full leave entitlements as may be determined from time to time by the Teaching Service Act, Government regulations, Industrial Awards or other statewide policies. However it may not be possible to grant all requests for discretionary leave i.e. Long Service Leave and Leave Without Pay.

GUIDELINES:

- Staff will have access to a Staff Leave Handbook, which outlines all staff operational actions
- All decisions will be made referring to the handbook which links to the Department Human Resources available on Sofweb.
- The Business Manager will assist all staff with the management of leave operations

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 405 Addressing Parents Concerns
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Philosophical Basis

At Aspendale Gardens Primary School a uniform system for addressing parent concerns is in place.

Guidelines

1. Parents will first contact the teacher concerned over a matter related to their child.
2. Concerns will be documented and an action plan documented if necessary. A follow-up date will be set to discuss with all concerned.
3. Prior to taking any action, the teacher will discuss the resolution with their co-ordinator. Major concerns will be discussed with the Principal.
4. For those matters regarding school organisation, these will be referred to the Principal.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 406 Formation of Classes
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Philosophical Basis

The placement of children into class groupings is a complex process that takes into account many aspects of the individual child, along with the resources available at the school.

Guidelines

1. The school will make maximum use of available staff, classrooms and other resources.
2. Each grade will have a spread of ability and access to an even distribution of resources.
3. When classes are being formed, the process will include all the teachers at the current year level and all teachers for the following year, in consultation with the Principal.
4. When class allocations are conducted, consideration will be given to reducing the number of students in classes which include children with emotional, social, intellectual or physical disabilities.
5. Staff will consider a wide range of issues when forming classes. Criteria that will be considered include :
 - friendship groupings
 - learning needs
 - academic ability
 - confidence/self esteem
 - attitude
 - gender balance
 - social skills
 - peer conflict
 - maturity
 - child's past experiences
6. Advice will be sought from pre-school and childcare centres when grouping children for Preparatory grades.
7. Teachers will refer parents who have preference requests to the Principal. Teachers will not enter into discussion on this matter unless asked to do so by the Principal.
8. Grade allocation will be announced to children on a date to be decided annually. Staff will not inform parents beforehand unless requested to do so by the Principal.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Staffing 407 Performance and Development
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Philosophical Basis

Guidelines

Aspendale Gardens Primary School Policy Manual	MANAGEMENT School Operations 408 Occupational Health and Safety	1 of 1 1.0 2001
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PURPOSE:

To provide an environment which protects the health, safety and welfare of all whilst actively encouraging safe working conditions and practices.

GUIDELINES

Legislative overview

The object of health and safety legislation is to secure a safe and healthy work environment, and to eliminate, at the source, risks to the health, safety and welfare of persons at their workplace. Legislation also aims to provide for the involvement of employees and employers in the formulation and implementation of health and safety standards.

The full requirements for all workplace managers and employees are contained in the Occupational Health and Safety Act 1985. The Act sets out the duties binding on both employers and employees. For the purpose of the Act employer duties are delegated to the principal of the school. In a school, the School Council shares responsibility with the principal for the overall safety and maintenance of the school's facilities and the provision of resources to establish and maintain safe learning environments.

Principal's role

This policy recognises that the health and safety of all employees and students within Aspendale Gardens Primary School is the responsibility of the principal. In fulfilling this responsibility, the principal has a duty to provide and maintain so far as is practicable a working environment that is safe and without risk to health and include:

- Providing and maintaining safe plant and systems of work
- Making and monitoring arrangements for the safe use, handling, storing and transport of plant substances
- Maintaining the work place in a safe and healthy condition
- Providing adequate facilities to protect the welfare of all employees and students
- Providing information, training and supervision for all employees enabling them to work in a safe and healthy manner.

The principal is responsible for the implementation and monitoring of this policy.

The health and safety duties of management at all levels will be detailed, and DE&T procedures for training and back up support should be followed.

In fulfilling the objectives of this policy, management is committed to regular consultation with employees to ensure that the policy operates effectively and that health and safety issues are regularly reviewed.

Employees

- Have a duty to take the care of which they are capable for their own health and safety and of others affected by their actions of work

- Should comply with the safety procedures and directions agreed between management and employees with elected health and safety functions
- Must not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of school employees and students
- Must, in accordance with agreed school procedures for accident and incident reporting, report potential and actual hazards to their elected health and safety representatives.

Role of Health and Safety representative

The Health and Safety representative is elected by the employees.

The representative's functions include:

- Inspecting the whole or any part of the workplace, at any time given reasonable notice to the principal and/or immediately in the event of any accident, hazardous situation, dangerous occurrence or immediate risk to the health and safety of any person.
- Accompany any inspector during an inspection of the workplace
- Require the establishment of a health and safety committee with the consent of the employees to be present at any interview between any employee and an inspector concerning health and safety.

The manager/principal is required to provide to the health and safety representative any information he/she possesses on the health and safety of the employees or any actual or potential hazards at the workplace. The representative is also entitled to be present at any interview concerning health and safety between employer and the employee.

The representative should be permitted to take such time off work with pay as is necessary for performing their function or duties or taking part in any course of training relating to health and safety which is approved by VWA.

Managers/principals shall not prevent or obstruct the attendance of a health and safety representative at such course of training.

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT School Operations 409 Equal Opportunity
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Philosophical Basis

In keeping with the Victorian Equal Opportunity Act 1995, Aspendale Gardens Primary School aims to:

- promote recognition and acceptance of everyone's right to equality of opportunity
- eliminate discrimination against students and staff by prohibiting discrimination on the basis of particular attributes
- provide redress for students and staff who are discriminated against
- provide an environment free from sexual harassment

At Aspendale Gardens Primary School it is unlawful to directly or indirectly discriminate against staff and students on the basis of:

- | | |
|---|---|
| <ul style="list-style-type: none"> • age • industrial activity • disability physical features • pregnancy • sex • personal association with a person who is identified by reference to any of the above | <ul style="list-style-type: none"> • lawful sexual activity / sexual orientation • marital / parental or carer status • political beliefs or activity • race • religious beliefs |
|---|---|

It is unlawful for:

- Principals to sexually harass or discriminate staff or students
- students to sexually harass or discriminate other staff or students
- members of the school community and other employees to sexually harass staff and staff and students to sexually harass or discriminate members of the school community and other employees

Guidelines

Strategies for implementation will focus on Victorian Equal Opportunity Act 1995, Gender Equity:

- Appointment of Equal Opportunity Co-ordinator
- A process of redress for staff and students who are discriminated against
- Professional development programs for staff and parents
- Awareness raising for students and the school community
- Curriculum development to raise awareness of sexual harassment

In the event that a member of staff, school community or other employee experiences discrimination or sexual harassment, they are advised to follow through the following procedures in order to resolve the issue.

KEY SCHOOL REFERENCES

- Schools of the Future Reference Guide, section 6.5 Merit and Equity Policy Rights and Responsibilities under the Victorian Equal Opportunity Act 1995, Training for Principals, Staff and School Council

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT School Operations 410 Harassment
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Philosophical Basis

- To ensure that all students have the opportunity to make the most of their educational opportunities without interruption or distraction from others.
- To foster a safe school environment where everyone shows respect for themselves and others regardless of race, sex or physical ability.
- To ensure that every student has the opportunity to work effectively without their self esteem or morale being eroded or offended by others.

Definitions:

HARASSMENT

Harassment is defined as any behaviours of a verbal, written, physical or psychological nature that are unwelcomed, uninvited, repeated, hostile, offensive and degrading. This includes forms of bullying, teasing and intimidation.

GENDER BASED HARASSMENT

Gender based harassment is the unwanted imposition of behaviour that is based on sex stereotyping.

SEXUAL HARASSMENT

Sexual harassment is any unwelcome conduct of a sexual nature, including sexual advances, requests for sexual favours, acts of physical intimacy, oral or written remarks with sexual connotations and gestures, actions or comments of a sexual nature.

Guidelines:

- All students require a supportive and safe environment that is conducive to learning
- An environment free from harassment will be promoted
- All forms of harassment will be dealt with fairly and according to agreed procedures
- All complaints will be listened to and followed up.
- Professional development for staff and parents to develop an understanding of harassment.
- Anti-harassment procedures will be developed and implemented through Student Well Being documentation
- Staff, student and school community members will provide positive role models.
- Teachers will develop and implement strategies to promote effective communication, conflict resolution skills and valuing positive relationships.
- The Policy for the Prevention of Harassment will be sent to all families.

Aspendale Gardens Primary School expects all employees to behave in a professional manner and to treat each other with dignity and respect when they are at work.

Aspendale Gardens Primary School is committed to providing all employees with a healthy and safe work environment free from bullying. Bullying is not an acceptable part of our work culture and can harm a person's health and well being.

Bullying is repeated unauthorised behaviour that is intimidating, humiliating or hurtful. Examples of behaviour that could be bullying include:

- verbal abuse
- humiliating someone through sarcasm or insults
- intimidation

Anyone who experiences or witnesses bullying should report it as soon as possible. When bullying is reported, it will be investigated quickly and in accordance with our procedures. Where necessary, a formal investigation will be undertaken and disciplinary action may result. The reporting and investigation procedures for dealing with bullying are set out in the staff handbook.

Every employee: principal class
 teachers
 SSO's
 ancillary staff
 contract personnel

has a responsibility to comply with this policy.

GUIDELINES:

To protect the confidentiality of staff members and students with regard to personnel information filed both in electronic and hard copy form according to DE&T specifications of the Information Privacy Act 2000 and the Health Records Act 2001.

IMPLEMENTATION:

Principal or delegate will have access to files.

1. Access only by operators, through their own password, to personnel files in the CASES program.
2. Store all hard copy personnel files in a fireproof cabinet, locked in the office of the Principal or Bursar. Access to such files to be noted on an access record to be kept with these files. Such access to include name of accessor, date and time accessed together with a reason for access.
3. Access to hard copy files is restricted to those personnel with access by password to the CASES personnel system.
4. Access should be undertaken with two people in attendance.
5. When accessing their own file, personnel must be in the company of a person with the same level of access.
6. Store all student files in a locked filing cabinet. *Students at Risk* information to be stored securely in the office of the Assistant Principal with access only by those directly concerned.
7. Under no circumstances are personnel files to be removed from the security room.
8. No parts of the personnel file may be photocopied without the express permission of the Principal. Such photocopies to be noted on the access record stored with the files.
9. Those parts of the security cabinet containing such files are to be kept locked at all times.
10. Computer operators should ensure that whilst accessing electronic files, screens should not be in a position that allows clear vision to unauthorised personnel. Files being worked on shall be closed prior to any break or vacating the area by the computer operator.
11. Should any confidentiality be breached, a report of the breach of such confidentiality is to be filed with the personnel file.

Philosophical Basis

Transition concerns the movement of students from :

- pre-school/childcare centres to primary school
- primary school to secondary college
- one primary school to another

These transitions will be made as smooth as possible by the co-operation of the schools involved, the parents, teachers and students.

Guidelines

Aspendale Gardens P.S. will foster and develop effective communication channels with all prospective parents from neighbouring pre-schools, childcare centres, secondary colleges and other primary or secondary schools as required.

1. Pre-school/childcare centres to primary school

- a) Prep enrolments will be accepted throughout the year. A *Prep Information Booklet* will be prepared and distributed to prospective parents. Flyers advertising enrolments will be distributed to neighbouring pre-schools and childcare centres
- b) During term 3 a *Prep Information Session* will be held at school for prospective parents and in term 4, a *Prep Orientation Program* will be provided for the enrolled Prep children and their parents.
- c) When grouping children for Prep grades, consideration will be given to the advice from the pre-school and childcare centre teachers. Special requests from parents will also be considered.
- d) Parents of Prep children with disabilities and impairments will be informed of and supported through, the processes involved in the "Program for Students with Disabilities and Impairments".
- e) A settling-in period for new Prep children will be planned for term 1.

2. Primary school to secondary college

- a) Families are encouraged to investigate and consider the curriculum options and other programs available at various secondary colleges. Where practicable, staff will assist parents and their children in making the most appropriate choice.
- b) For the transition process to begin, parents will be required to officially nominate the secondary college of their choice during term 2. Placements will be confirmed late in term 3. Communication on all matters relevant to the transition process will occur between the grade 6 teachers and year 7 co-ordinators during terms 3 and 4.
- c) In term 4, grade 6 students will participate in an Orientation Day at the secondary college at which they have been enrolled.

3. One primary school to another

- a) The Aspendale Gardens P.S. community welcomes new students and families and will assist them to settle in.
- b) Students who transfer to another school will be provided with a transfer notice, on request from parents or the new school. The student's record of immunisation will be forwarded at that time.

Philosophical Basis

All excursions and incursions are planned as an integral part of the curriculum program and aim to:

- Give students a wide range of experiences beyond the classroom that will enhance and develop their language and social skills.
- Provide students with opportunities to broaden their personal understanding and knowledge.
- Link with studies in a Key Learning Area

GUIDELINES:

- All excursions require parental or guardian permission before students can be taken out of the school grounds.
- No excursions should take place within the first week of any term.
- Ideally the excursion will take place on a day when specialist programs are not operating.
- The excursion organiser must follow the agreed processes and flow chart
- Yard Duty must be swapped. Teachers can organise specialist swaps on excursion days, but joint agreement must be reached by consultation with other staff members and the specialist concerned.
- Camps will be planned for children in Level 3 and 4
- Camps, incursions and/or whole school excursions are to be planned on a semester basis. School Council endorsement is required for all overnight stays.
- The overall cost per student must be kept within the budget.
- All excursion groups must be accompanied by the correct adult to child ratio.
- The excursion organiser must ensure consideration of first aid requirements is made and the school mobile phone is taken.
- Local walking excursions are covered by the authority signed when each child enrolls in our school
- Although not encouraged, if children are transported by car a parent authority must be signed stating the name of driver, the car registration and a statement that the car has comprehensive insurance.

Philosophical Basis

To gain the maximum interest and use possible, from all money within the school.

Guidelines

- Investments must be entered onto CASES using a Level One Investment Code.
- All Investments must be documented in the "Investment Register" stating date invested, amount and all interest is to be entered onto CASES with appropriate codes.
- The Investment Register is to be kept up to date and available for Audit purposes.
- All Investments must be reconciled on CASES and reports (State of Receipts and Payments for all Level One accounts) given to School Council.

Philosophical Basis

To raise funds for the benefit of the School Community.

Guidelines:

- The Fundraising Group overseen by the Management Committee of School Council will be responsible for organising and coordinating fundraising activities.
- All fundraising activities will be approved by School Council.
- Each activity must produce a budget which will include details of income and expenditure and present it to the School Council Management Committee
- The Fundraising Group will liaise with the Principal and staff to coordinate publicity for any activity
- All funds raised will be allocated according to priorities overseen by School Council. School Council budget process will include an annual fundraising income estimate
- Funds can be raised for the benefit of the whole school, from any or all sections of the school community and from the wider community (outside the school).
- The Fundraising Group will develop a calendar and allocate times for fundraising activities to avoid overlap.
- The Fundraising Group will present to School Council a calendar of activities and School council will move a motion incorporating –

A motion is hereby placed before Aspendale Gardens Primary School Council that the following fundraising activities as listed below be nominated as input taxed events for GST purposes

Eg.

- *Chocolate Fundraising*
- *Supa Slice Drive*
- *Fathers Day Stall*
- *Mothers Day Stall etc.*

These Input Taxed events are planned to be conducted by Aspendale Gardens Primary School Council in the year ended 31st December, 2004 and all relevant financial transactions will be accordingly recorded in the schools accounting and taxation records as Z and I – that is included in the BAS for reporting purposes but no GST remitted or claimed.

The Council notes that the transactions of each Input Taxed Event will have a separate accounting record

Aspendale Gardens Primary School. Policy Manual	MANAGEMENT Resources Maintenance of school facilities
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Philosophical Basis

To maintain the school buildings and grounds at a safe, hygienic and workable standard.

Guidelines:

- Maintain, upgrade and repair damages to school buildings and grounds.
- Attend to any minor and urgent works.
- Obtain quotes according to DE&T guidelines.
- Repairs and maintenance of buildings and grounds include:
Maintenance and repairs to essential services,
lawn mowing,
plumbing,
rubbish removal
vandalism damage,
landscaping
and any other work required for the maintenance and care of the school buildings and grounds.

**Aspendale Gardens Primary
School. Policy Manual**

**MANAGEMENT
Resources
Emergency Procedures**

Aspendale Gardens Primary School. Policy Manual	ENVIRONMENT Out of School Hours
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PHILOSOPHICAL BASIS :

At Aspendale Gardens Primary School an Out of School Hours program has been established following initial parental instigation and involvement and support from School Council. The program rationale is an Out of School Hours program that is creative, stimulating and great fun for our children and is set in an environment that is safe, caring and aesthetically pleasing.

GUIDELINES :

Philosophical Basis

GUIDELINES:

The Canteen will

- adhere to the Canteen Food Handling and Safety Plan
- provide a variety of reasonably priced, nutritious and appealing foods.
- be financially self sufficient.
- reinforce classroom programs relating to nutrition and health.
- encourage participation by the school community.
- work co-operatively with other users of the shared resource and abide by operating procedures.
- To manage the Canteen according to Health and Community Services and DE&T guidelines.
- The operation of the Canteen to be overseen by a committee overseen by School Council and report to Council
- School Council will employ a Manager who will work with volunteers.
- The Manager to be responsible for ordering and buying all stock, setting prices, organising rosters, ensuring equipment is kept in a high standard of cleanliness and ensuring volunteers adhere to correct operating procedures.
- Volunteers to assist with accepting orders, restocking shelves, preparing food, packing orders, undertaking counter sales, keeping canteen clean daily and undertaking other tasks as requested by the Manager
- Food preparation and storage techniques to be in accordance with appropriate health standards
- Waste minimisation practices to be followed where practicable.
- Availability of foods high in fat, sugar, salt and additives to be limited.

Aspendale Gardens Primary School. Policy Manual	ENVIRONMENT Community Communication
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Philosophical Basis

At **Aspendale Gardens** Primary School communication with parents is encouraged to enhance a harmonious, on-going and effective relationship between parents and the school. It is a two way process.

Parent opinions are an important basis for future planning and should be conducted through correct procedures.

Guidelines

- Everyone in the school community should foster the concept of two way communication.
- Parents and teachers are encouraged to initiate contact with each other regarding classroom issues. Parents should contact the Principal or Assistant Principal to discuss matters of major concern prior to taking action.
- One method of regular communication with the school community will be through a weekly newsletter.
- The School Council and committees will ensure publicity of current activities, initiatives and future directions.
- The Principal and School Council President will be responsible to prepare an Annual Report to the School Community.
- Annually, School Council to establish a Class Representative system whereby parents are encouraged to become a representative for their child's grade to facilitate communication and support for parents, teachers and the children
- Parents will be invited to attend School Council and Committee meetings.
- Grade level information sessions will be held at the beginning of each school year to explain grade directions for the year. Other specific information sessions will be provided as required. Teaching teams will provide a written summary of plans term by term.
- The school will provide written reports on the children's progress twice yearly.
- Parent-teacher interviews will be held mid year to discuss pupil progress.
- Parent opinions will be gauged by surveys as necessary.
- An annual magazine highlighting activities undertaken throughout the year will be compiled and distributed to all families.

Philosophical Basis

To involve all parents in the education of their children.

To provide parents with facilities, resources and support to increase their involvement.

To support a two-way partnership between home and school for an effective educational experience.

To increase the participation of parents in school programs.

Guidelines:

- Encourage parents to participate in the decision making process of the school, for example; curriculum programs, fundraising, school improvement and parent programs.
- Include Parent Participation when considering the development of plans or strategies for school improvement.
- Ensure there is a cultural representation from the community.
- Follow DE&T Policy, ie. ensure that the School Council supports methods of decision making, which includes input by Parent Participation.
- Develop programs and workshops that will empower parents as teachers of literacy and numeracy skills. This will include presenting the Parent Programs in the Early Years Program.
- Encourage all parents to feel welcomed in classroom programs and school activities.
- Utilise the special talents and expertise of parents.