

SPENSLEY STREET PRIMARY SCHOOL

FAMILY INFORMATION BOOK

2020



WELCOME TO SPENSLEY STREET PRIMARY SCHOOL

Welcome to Spensley Street Primary School. We are delighted that your family is joining us at this great school.

This information book is distributed to all new families to the school to help you find out about:

- The school's teaching & learning policies and programs
- School routines and procedures and
- Opportunities for parent participation.

For more information about Spensley Street – school events, learning programs, policies, organisation, student welfare, and the ways you can get involved – please refer to the school website at www.ssps.vic.edu.au

Bec Spink

Principal



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IMPORTANT THINGS TO KNOW ABOUT OUR SCHOOL

VISION STATEMENT

At Spensley Street Primary School we strive to develop highly-skilled, knowledgeable and caring young people. We want our students to be successful, lifelong learners, who will become active, engaged and thoughtful citizens.

SCHOOL PHILOSOPHY

At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.

We provide diverse, challenging and child-centred learning programs to develop successful, lifelong learners.

The educational, social, emotional and physical needs of the whole child are of primary importance and we are committed to an assessment program that values progress and achievement in all these areas.

Our vision of a successful learner is one who is: respectful, principled, caring, thoughtful, generative, industrious, knowledgeable, courageous, a risk taker and an effective communicator.

We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence to think critically about their world.

SCHOOL ENVIRONMENT

Spensley Street Primary School provides an inclusive, multi-aged learning environment. The integrated curriculum is both broad-ranging and developmentally appropriate.

Our multi-aged class structures group students of different ages together for learning, giving them opportunities to experience a range of social and working relationships. Multi-ageing provides a flexible learning environment that is responsive to the students' skills, abilities, stages of development, interests and personalities - not just their age.

We provide our students with stimulating, targeted and challenging learning opportunities to ensure they become successful, confident learners with a strong sense of self.

We foster a strong, supportive community for our families. We value our staff and recognise their importance, in partnership with families, in supporting students to fully realise their learning potential.

We are committed to open, democratic governance that recognises the rights of everyone in our community to participate in decision-making at Spensley Street.

MULTI-AGE TEACHING AND LEARNING

Spensley Street is a multi-age primary school. In multi-age classes children of different ages are intentionally grouped for learning.

At Spensley Street, our Prep students are in classes with Year 1 and Year 2 students. Our older students are also grouped in classes made up of more than one year level. In 2019, these classes were Years 3&4 and Years 5&6.

We refer to our classes as home groups. Each home group has its own home group teacher.

Home groups work together in four open-plan teaching areas. Teachers in each area plan and work as a team, while the home group teacher takes responsibility for his or her own group of students.

A multi-age philosophy acknowledges the whole child, their social, emotional, cognitive, language and physical development, and it recognises that each child's development is unique. We know that children develop and learn at different rates and different times. We also know that children bring their unique family and cultural experience into the school and we acknowledge and support this diversity in our teaching program.

A child's stage of development is the starting point for teachers to plan learning. Our teaching program is child centred, appropriate for the child's stage of development and responsive to the child's background, experiences and interests.

DEVELOPMENTALLY APPROPRIATE CURRICULUM

At Spensley Street, teachers provide a class program that promotes the development of the whole child in the following domains:

- Social - skills that allow us to interact with others, to develop co-operation and respect for others and the ability to negotiate in order to resolve problems
- Emotional - expressing and controlling emotions, developing independence, self-confidence and trust in one's own capabilities
- Language - communication skills, speaking, listening, reading and writing
- Cognitive - thinking skills, concentration, memory, maths skills, problem solving and research skills
- Physical - gross-motor skills such as co-ordination, agility and strength, and fine-motor skills such as manipulation and hand writing.

Teachers at Spensley Street provide a program where:

- Children's interests are used as a basis for planning learning experiences
- Children's individual skills, strengths and needs are assessed and documented, and used to plan appropriate learning experiences
- Children's developmental 'readiness' for certain knowledge and skills is taken into account
- Learning objectives (eg. spelling knowledge, mathematics skills) are taught through personal projects as well as specific skill instruction sessions
- Learning experiences promote creativity, independence and initiative.

The class program balances active, hands-on, play and project-based work with skill instruction and practice.

We refer to periods of time when children are able to follow their own interests as "Personal Learning Time". During this time, children have opportunities to choose from a range of learning experiences based on their individual interests. Examples may include reading, researching and presenting a project, construction and science activities, artwork, and writing and performing in plays.

These kinds of learning experiences are not only enjoyable, they also provide important opportunities for students to develop their language, cognitive, emotional, social and physical skills.

The teacher's role is to plan for learning to occur through these projects. Teachers plan particular tasks for students depending on the individual student's needs.

Class areas of study are developed based on our whole-school, broad objectives and community interests and the Victorian Curriculum. All students are expected to gain specific knowledge and skills in each year level, in line with the Victorian Standards. Classes also often explore a common focus based on the students' interests.

SUCCESSFUL LEARNERS

At Spensley Street we aim to develop successful learners, socially confident students with a strong sense of self.

We give our students learning opportunities that will encourage them to be:

RESPECTFUL

open-minded, accepting, understanding, people who value differences;

PRINCIPLED

ethical, honest, responsible, fair, independent, people with integrity;

CARING

empathetic, compassionate, kind, aware of and concerned about the feelings of others, able to get along with others, able to understand and appreciate their own cultures and open to the perspectives, values and traditions of other individuals, communities and cultures;

THOUGHTFUL

curious, reflective, critical, problem solvers, able to demonstrate judgment, able to make inferences;

GENERATIVE

creative, original, inquisitive, imaginative, resourceful, able to show initiative, fluent, active learners;

INDUSTRIOUS

motivated, organised, self-reliant, tidy, able to stay on task and show perseverance;

KNOWLEDGEABLE

people who demonstrate expertise, understandings and skills confidently and appropriately, willing to explore concepts, ideas and issues that have a local and global significance;

RISK TAKERS

courageous, resilient, willing to try something new, people who demonstrate an independent spirit;

COMMUNICATORS

people who understand and express ideas and information confidently and creatively, and who work effectively and collaboratively with others.



THE SCHOOL OFFICE

For most people, the first point of contact with the school is the school office.

Jane Lydiate and Trish Wilkes work in the General Office and, as well as performing a range of administrative services for the school, they provide information to parents and visitors.

Contact Numbers

The school phone number is: 9481 4666.

Office hours are 8.15am to 4.30pm.

The school's email address is ssps@ssps.vic.edu.au

The school's website can be found at www.ssps.vic.edu.au

The Outside School Hours Care (Before and After Care) number is: 9481 4365.

The OSHC email is aftercare@ssps.vic.edu.au



GENERAL INFORMATION ABOUT SPENSLEY STREET

The school day

School begins at 9.00am. Teachers are in the Areas from 8.45am. Students are not permitted to stay in the Areas or the school grounds earlier than this unless they are booked into Before School Care, which operates from 7.30am until 9.00am.

It works well if students arrive 5-10 minutes before 9.00am so they have time to settle into classroom routines before the music signals the start of the day.

Students are in class from 9.00am until recess at 11.00am.

Students eat a "brain food" snack (brought from home) at 10.00 and morning tea (also brought from home or purchased from the canteen) at 11.00. Then it's recess, when they play outside for half an hour, under staff supervision.

The second teaching session is from 11.30am until 1.00pm.

At 1.00 students eat their lunches indoors before going outside to play from 1.10pm until 2.00pm. Duty teachers supervise children's play during break times.

The final class session of the day is from 2.00pm until 3.30pm.

During class times, students are in their home groups with their class teachers, or in specialist classes with specialist staff. Timetables are sent home for each class early in the school year.

Children are dismissed at 2.30pm on the last day of each term.

After school

After school, it is appreciated if children and parents leave the Areas promptly to minimise noise and disruption. Teachers' meetings often take place in the Areas at these times. Children should not remain at the computers in the Areas after school.

We know that families often like to stay in the school grounds for a while after school. Please keep your children in your line of sight during this time and we ask that you leave the school grounds by 4.00pm so that the Aftercare staff can supervise students attending the OSHC program.

Parent participation

Parents and carers are welcome to participate in class activities, as well as excursions. There are many ways to participate. Class and specialist teachers will generally make requests for help and they will also be happy to hear your suggestions.

The school has prepared a protocol to guide parents who wish to participate in school programs. This is included further on in this book.

We ask that, once classes begin at 9.00am and until 3.30pm, conversations between parents take place outside the Area so that classes are not disrupted.



PREP STUDENTS

Starting school

Prep children start school one day after the older children, with staggered arrival times on their first day. Families will be notified of their child's starting time by the end of this year.

In 2020 Prep students will commence school on Friday 31 January.

What to bring to school

All student requisites, (workbooks, writing implements, art materials and stationery) are provided by the school. Families pay for these materials as part of the Parent Payment.

Each student needs to bring:

- Lunch box and drink (labelled, please), with separate morning tea
- Sunscreen and a sun smart hat
- A school bag

Lost belongings are a big problem at school. We have lovely volunteers who keep the found belongings in order, but it collects at an alarming rate. **Please name all outer items (jackets, hoodies, hats) that your child brings to school and check the lost property rack regularly.**

The first day

Parents are most welcome to bring children into the classroom and stay for a short time. When you are leaving, it is best to tell your child that you are going and when you will be back and then leave without hesitation, looking confident and positive! The class teacher will always ring you if your child is upset.

On the first day of school our Parents' and Carers' Association organises refreshments for new parents in the Aftercare room.

On the first day Prep children are picked up at 1.00pm. Preps can eat their lunch before they go home on the first day.

First term

In 2020 Prep children will attend school for four days a week until after the Labour Day holiday, Monday 11 March. They will not attend school on the following Wednesdays: 5 February, 12 February, 19 February, 26 February, and 4 March. Their first Wednesday at school will be 11 March.

During the first weeks at school the courtyard is a designated Prep play area that is closely supervised by teachers and integration aides. When the children feel comfortable we encourage them to move out and use all the facilities in the playground. Some children do this from the first day!

Buddies

Each home group organises a buddy system at the start of the year to help new Prep students learn the classroom and school routines. Year 1 and 2 students are the buddies.

Lunch

Children eat lunch with their home group under teacher supervision before going outside to play.

After school

Parents are asked to collect their child from their classroom at 3.30pm. Prep children must be collected by an adult or an older sibling.

If you think your child will have some difficulties coping with a full school day from the start of the year, please discuss this with the class teacher.

Outside School Hours Care (OSHC, known as "After Care" or "Afters") operates from the start of the year. Preps who have places in the program will begin orientation, for two weeks from Monday 15 February. This allows children the first few weeks of term to adjust to the long school day. An orientation program is also provided for Prep children attending Before School Care.

For the first few weeks children who attend After Care will be collected from their home group by one of the outside school hours care workers. This will continue until they are confident to make their own way to Afters. Please inform the class teacher of the days your Prep child will be attending After Care.

The Aftercare Program adopts a 'buddy' system to ensure new children have a friend at Afters. If you have any questions please see OSHC Coordinator, Lisa Heard. For more information, please see the OSHC Handbook, available on the school website.



SAFE AND SUSTAINABLE TRAVEL TO AND FROM SCHOOL

Spensley Street supports sustainable ways of travelling to school and we encourage families to walk or ride.

School crossings

There are supervised crossings at the intersection of Fenwick and Spensley Streets, on Heidelberg Road, at the front of the school and near the intersection of The Esplanade and Spensley Street.

Bike racks

There are a number of bike racks in the school grounds.

Drop zone

There is a one minute car drop zone outside the school to enable safe drop off and pick up in the mornings between 8.00 – 9.00am and in the afternoons from 3.30 – 4.00pm. Drivers are not to leave their cars. The message is *Drop, Don't Prop*.

Bicycles, Scooters and Other Wheels

The responsibility for students riding bicycles to and from school lies with parents and carers. Road safety authorities recommend that before the age of nine years most children should not ride a bicycle in traffic without adult supervision. It is a legal requirement that students wear a bicycle helmet either on bikes or scooters.

During the school day, bicycles stay in the bike shelter and this area is out of bounds. For bikes stored in the bike shelter, we suggest that you use a locking device. Please don't leave bikes there overnights or on weekends.

Students who ride scooters to school need to hang their scooters on the hooks located at the end of Areas 1 and 2 or in the breezeways during the school day.

Students are not to ride bicycles, scooters, skateboards or rollerblades in the school grounds between 7.30am and 6.00pm each school day or at school events.



PARENT PAYMENTS

All schools are funded by the Department of Education and Training (DET), based on the number of students who attend the school, and according to socio-economic criteria (the Index of Community Socio Educational Advantage).

As Spensley Street ranks very high on the ICSEA index, this impacts directly on our funding – the higher the ranking, the less government funding we receive.

This means that we must raise a large percentage of our funds from within our school community.

A free public education in Victoria means that Victorian government schools must teach the standard curriculum to all students for free. This covers prep to year 12. Each school receives funding from the government to teach the standard curriculum. This funding pays for:

- staff to do the teaching and run the school
- the basic building and current facilities
- extra support for children with a disability

In order to provide students with a wider variety of programs and ensure that our school facilities are up to date and well maintained, locally raised funds are very important to our school budget.

Locally raised funds come from three sources – parent payments, donations and fundraising activities.

We work hard each year to raise money through fundraising activities, such as the Harvest Festival and Tempting Fete.

At the beginning of each school year, we ask families to make a number of Parent Payments and donations to the school. These payments help to make up for the large shortfall between what we receive from government funding and what we need to run the school and its programs.

1. The **Essential Payment Levy** covers the cost of materials used by students in class and specialist programs. This payment also covers school excursions and cultural arts activities.

2. The **Educational Levy** covers additional costs not covered by Department of Education funding and is allocated to extra classroom and teaching equipment, training and specialist teaching materials. It supports all of our school programs – maths, science, reading, writing, art, music, Italian, physical education and the edible garden.

3. We also ask families to make a **Tax Deductible Donation** to the school. This money purchases books & other library equipment and maintenance & building projects.

Parent Payments and Levies are set by School Council and reviewed each year. The costs below are the charges for 2019. Invoices will be issued in February, with payment expected by mid March.

The Department of Education administers a **Camps, Sports & Excursions Fund** (CSEF) to support parents and help schools cover some of these expenses. If a parent or carer holds a means-tested Centrelink card, the child/ren attached to this card are eligible to receive monies from this fund. Details on how to apply for this fund will be available early in 2020.

Spensley Street Primary prides itself on being an inclusive community where all children are provided with the best education despite their financial circumstances. If your family is experiencing financial hardship and holds a means-tested Centrelink card please speak with the school principal for payment options.

Parents who receive a carer allowance on behalf of a child, or hold a non means tested card in a child's name are not eligible for the fund.

Essential Payment Levy (Materials & Activities) 2019

\$408 per student

This covers classroom materials used by students: reading, writing and maths workbooks, diaries, dictionaries, folios, art materials, subscriptions to Mathletics, Spellodrome and Reading Eggs, stationery such as exercise & scrapbooks, equipment for specific programs and pencils.

It also covers Activities, Excursions and Cultural Arts Programs. Camps, sports programs such as gymnastics, swimming or inter school sport incur additional costs.

This is a compulsory fee to cover the basics for all children attending SSPS.

Educational Levy (non tax deductible) contribution 2019

\$400 per student

These funds cover the additional costs not covered by the educational budget supplied by the Department of Education.

These funds are allocated to extra classroom and teaching programs such as English, Science, Maths, Music, Art, Intervention, Italian, Physical Education, Sex Education and the Edible Garden program.

This contribution is vital for the school to maintain its current educational programs.

Ancillary Fund (tax deductible) contribution \$300-\$1500+ per family

These funds are allocated to building upgrades and works on all school buildings, library and technology equipment.

OTHER COSTS YOU CAN EXPECT

Sport

Gymnastics (Prep – Year 2)

Swimming (Years 3-5) and Interschool Sport (Years 3-6) are additional costs

The costs of the Year 6 swimming program is met by government grants and the program is free to students.

You will receive information about sports programs in 2020.

Camps

Students (except Preps) attend camp at Glen Forbes each year.

Estimated cost: \$270 (Years 1 & 2)

Estimated cost: \$300 (Years 3-6)

Year 6 students also attend a week-long adventure style camp at the end of the year.

Estimated cost: \$700

Photos

Individual, family, class and whole school photos will be taken during the year. You may wish to purchase the photos. Payments are made directly to the photographer.

Estimated cost: \$30.00



FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students.

HOW TO APPLY

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

MORE INFORMATION

For the CSEF application closing dates and more information about the fund visit www.education.vic.gov.au/csef



ABOUT THE CURRICULUM

At Spensley Street the curriculum reflects the learning needs and interests of the children as it meets their developmental needs. Teachers plan learning experiences in each of the five developmental domains: cognitive, language, physical, social and emotional. We call this a developmentally appropriate curriculum.

Teachers recognise that children learn at different times, at differing rates and in different ways. Learning programs provide enjoyable, challenging and purposeful experiences, with opportunities for individual and co-operative group work. Students play an active role in shaping programs. Our multi-age setting enables us to cater for the needs of individual students.

Teachers regularly plan together in teams, developing common goals for their students. Broad plans are developed across the whole school, while more detailed plans come from class teachers. A summary of these plans is sent home at the beginning of each term and information sessions are held for each home group during Term 1.

Detailed information about the Victorian Curriculum can be found at <http://victoriancurriculum.vcaa.vic.edu.au/>

Assessment and Reporting

Teachers regularly use a range of assessment strategies including observation, checklists, student work samples, teacher designed tests, formal testing and anecdotal records to collect and analyse information about student progress. Teachers use the information gained through assessment to plan their teaching programs. All students receive written reports in June and December each year. Parent/teacher interviews are held in February and June each year.

Home Reading

Research shows that children who read at home become more successful learners. All students take part in the school's home reading program and are expected to read at home every day. Parents' and students' comments are recorded in student diaries, providing useful feedback for teachers. A reading information session for parents will be held early in the school year.

Students are encouraged to participate in the Victorian Premiers' Reading Challenge each year.

Specialist Programs

Specialist programs at Spensley Street are Italian, art, music and digital technologies. Students spend time in each of these programs each week.

Students borrow books as part of their home group library session each week. There is a Parent Resource section in the library. Families are welcome to borrow from the library.

Student Support Programs

The school offers additional literacy support for a number of students through the school.

Musicals

Spensley Street has a tradition of producing whole school musicals written by the older students and involving all students as performers and crew. The musical is produced every alternate year and is staged during Term 3.

SSS

The Spensley Street Singers (Triple S) form the school choir. Students from Year 2 to Year 6 are able to join S.S.S. They perform at school functions such as the fete, and they occasionally represent the school at community events.

Junior School Council

Junior School Council (JSC) is the elected student forum. Two representatives are elected from each home group in term 1. JSC elects an executive and meets regularly to discuss students' activities and other matters of interest.



SCHOOL EXCURSIONS

Excursions are an important part of your child's school life. Some excursions involve walks in the local area. The greatest care is taken on these occasions, and the school adheres to DET regulations regarding "Duty of Care" and excursions.

The adult:child ratio for excursions is 1:20. Parents and carers are invited to assist with excursions.

Early in the year you will be asked to sign a consent form, which gives your child permission to take part in walking excursions within the local area.

For all other excursions you will be required to sign an individual permission form. It is a legal requirement that we have signed permission slips before we go on excursions.

It is school policy to hire buses with seat belts for excursions.

Excursion and student activity costs are covered by the Parent Payment charge.

THE CAMPING PROGRAM

Spensley Street has a campsite at Glen Forbes, near Grantville, on the way to Phillip Island. Each year children from Years 1-6 participate in the camping program.

The older children attend camp for two nights during term one or term 2 and the younger children (Years 1 & 2) attend for one night in term 4.

The objectives of our camping program are:

- To give children the opportunity to experience camping and being away from home
- To promote an awareness of the natural environment
- To enable children to develop confidence in their ability to cope purposefully, adequately and co-operatively in a different environment
- To increase children's understanding of:
 - the history of the local area and
 - features of the local environment.

The Camp Information Booklet and the Camping Policy are available from the school and can be found on the school website. These are distributed to families of all children going on camp.

The camping program is explained at the Camp Information evening meeting held each September, for all parents/carers whose children are going to camp for the first time. It is important that families attend this information evening.

Families and their friends are encouraged to book the school camp for weekends or school holidays. Enquiries should be directed to the general office.



STUDENT WELLBEING

Student wellbeing is central to our positive school culture. Staff, students, parents and carers work collaboratively to develop a fair and respectful whole-school engagement and behaviour management approach. The school's curriculum includes teaching pro-social values and behaviour so that students acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school uses a Restorative Practice approach to build relationships and resolve conflict.

Spensley Street has developed many student wellbeing policies. These can be found on the school's website and some are included at the end of this book.

Following the Victorian **Child Safe Standards**, Spensley Street has a strong commitment to the safety, participation and empowerment of our students and we have zero tolerance of child abuse. We have legal and moral obligations to contact authorities when we are worried about a child's safety, and a process that we follow rigorously. The school is committed to regularly training and educating our staff and volunteers on child abuse risks and all staff undertake Mandatory Reporting training.

We support and respect all children, as well as our staff and volunteers, and are committed to the cultural safety of children from diverse backgrounds, and to providing a safe environment for children with a disability.

Our Student Code of Conduct emphasises the rights and responsibilities of students. We encourage parents and carers to read the Student Code of Conduct with their children.

At the beginning of each year, teachers and students work together to develop Area expectations about children's behaviour that reflect their rights and responsibilities. These are displayed in each teaching Area.

YARD DUTY

To make the playground a safe and enjoyable place for all children, teachers and integration aides take responsibility for yard duty.

There are teachers and aides on duty at all break times, from 8.45am in the morning and after school each afternoon. Children should not be in the playground before 8.45am or after 3.35pm unless they are with parents and carers or booked in to the Out of School Hours Care Program.

A basic first aid kit is provided for each Area. A brief incident report is sent home when children attend the sickbay. For serious accidents, and all head injuries, parents are notified immediately.

ABSENCES

We expect your child to come to school each day unless they are sick.

It is important that students arrive punctually so that the teaching program can begin at 9.00am. Teachers "mark" the attendance roll at the start of the school day and after lunch.

If you bring your child to school after 9.00am please sign your child in at the Compass kiosk in front of the office. This is an Occupational, Health & Safety requirement.

If your child is absent from school for any reason a written explanation is required. If an explanation is not provided the absence data will be entered as "unexplained".

In order for the school to have accurate data about absences, please

- fill out the attendance/absence form in Compass

Please do not ring the school if your child is absent.

For extended planned absences such as holidays, please notify the school in writing prior to the absence via email.



PERSONAL MATTERS

Emergency contact numbers

Each year we ask families to update their child's personal information. It is important that the school has current emergency contact numbers in case your child has an accident or becomes unwell. Please notify the school immediately when there is a change of home, mobile or work telephone numbers or home address.

If a child becomes ill at school, or is injured, he or she is taken to the sick bay and cared for until a parent or carer arrives. Children should not be sent to school when they are ill.

Please do not send your child to school if they have vomited in the last 24 hours.

Medical Conditions

It is parent's responsibility to inform the school about a child's medical conditions, provide an action plan and medication and complete relevant forms.

If your Prep child has a medical condition that needs to be discussed with the school please make an appointment with the Principal during the Prep Transition program.

Any medication must be accompanied by a management plan provided by a doctor. Medication will not be accepted at school without relevant forms.

Every student with anaphylaxis, allergy or asthma must have an annual written management plan provided by the family doctor. At the end of each year all medication and plans are sent home with the children.

At the commencement of the following year new plans and medication must be bought to school and given to the office before children can start school.

The school requires the following information:

- The usual medical treatment needed by the student at school or on school activities such as excursions and camps;
- The medical treatment and action needed if the student's condition deteriorates;
- Information about common triggers for the medical condition;
- Information about how to deal with special events such as a class party (in the case of food allergies);
- The name, address and telephone numbers for an emergency contact and the student's doctor.

This information is given to staff and is displayed in the sick bay and the canteen.

The canteen follows safe food handling procedures for food preparation to avoid food contamination. We encourage you to discuss your child's condition with Jane Bryan, the canteen manager, if appropriate.

Anaphylaxis

If your child is anaphylactic and requires an Epi-pen an ***Anaphylaxis Management Plan must be completed and signed by your child's doctor and given to the office before they can start school.*** Please contact the school and make an appointment with the Principal. Students are not able to start the year without an Anaphylaxis Management Plan.

The school is nut free (no nuts in the canteen, on camps or class parties) although it is difficult to prevent individual students bringing particular foods for their lunch.

We inform families of allergies present in the class and Area each year. Students are not permitted to share food.

Allergy

If your child suffers from an allergy, an Allergy Management Form needs to be completed. This is also available from the school.

Asthma

If your child suffers from asthma, an Asthma Management Forms needs to be completed. This is available from the school.

Illness

Teachers are not able to give medicine to children except with a medical plan signed by a doctor. Children may not keep medicine in their school bags. An exception to this is asthma medication such as Ventolin, which older children are able to manage independently. Families should speak to the class teacher about this. Epi-pens, where required, are kept in the sick bay, following Education Department and school protocols.

Teachers and staff are not permitted to administer paracetamol or antibiotics to children without a written medical plan signed by a doctor.

Please do not send your child to school if they are unwell, particularly with any illnesses that are contagious.

Infectious Diseases

The infectious diseases table, indicating when the Principal is required to exclude students from attending school, is found in the appendix of this document. During outbreaks of diseases described in the table, the Principal will direct parents and carers of students who are not immunised to keep their children at home.

Family Court Orders

In cases where a Family Court Order affecting residence and contact has been issued, the school must be given a copy of the Order to be filed with the student's records.

Educational Services

The school has access to limited student services including an educational psychologist and a speech pathologist. Referrals of students to these services are discussed with families and must come through the Principal.

Student Dress Code

The school has a dress code that encourages students to wear comfortable and sun smart safe clothing. In the interest of student safety, thongs and high-heeled shoes are not permitted at school. Students should wear appropriate footwear for outdoor activities. The full dress code can be found in the policy section of this document.

Sun Smart Policies

Spensley Street is an accredited Sun Smart School. Our Sun Smart Policy states that during terms 1 and 4 all students must wear a "sun smart" hat (a legionnaire's or broad brimmed style) and clothing to protect the face, ears, neck and shoulders.

Hats can be purchased from parent volunteers at the school sales stall, located outside the canteen, on Monday mornings.

Children not wearing a suitable hat will be directed to remain in designated shaded areas.

Please remember to label hats with your child's name.

Sunscreen is available in each Area and at the Outside School Hours Care but children often prefer to have their own. Small roll-on sunscreens seem to be the most convenient for children to manage.

Birthdays at School

Students, teachers and families all believe that it is important to acknowledge and celebrate birthdays. We encourage families to think beyond providing sweet treats such as icypoles or lollipops. Our J.S.C. group has come up with a list of alternatives that include fresh fruit sticks, stickers, bringing a special book to be read and, of course, singing Happy Birthday.

Children's Belongings

Children are discouraged from bringing personal property, such as toys, to school and there is a ban on card collections, such as Pokemon and football cards. We do not allow children to bring electronic equipment to school and older children who have phones must keep these in their school bags or give them to the teacher for the school day.

Recess and Lunchtime Activities

The school provides a basic range of equipment for the children to use at break times. Children are encouraged to not bring toys to school. Parents and children need to know that toys and other belongings remain the responsibility of the child and not the school. We discourage students from bringing large amounts of money to school.

Lost Belongings

Lost property is a big problem at Spensley Street. Unclaimed items of clothing and lunch boxes collect at an alarming rate.

Please write your child's name on everything that he or she is likely to take off or put down – hat, jackets, windcheaters, drink bottles, lunch boxes – so that goods have a better chance of being reunited with their owners.

Lost property is displayed on racks for several weeks. At the end of each term clothing is donated to a charity.

A handy tip about lost belongings – if your child loses something and you don't find it as soon as you notice that it's missing, check again a day or so later. Many items take a couple of days before they arrive at the collection points. Please just keep looking.

Head Lice

Head lice are found in most Victorian schools. These insects are up to 2mm long and lay their eggs (nits) close to the scalp. The lice will cause itching and scratching and are highly contagious.

During outbreaks of head lice a note will be sent home and you will be asked to check your child's hair. If you detect eggs or lice, you need to treat the hair before your child can return to school.

Whatever treatment is used, it is very important to remove all eggs and lice from the hair with hair conditioner and a fine-toothed comb.

It is impossible to totally rid the school of head lice but, if families regularly check children's hair, we can minimise outbreaks. Excellent websites with information about the treatment of head lice are easily accessed.

HOME/SCHOOL COMMUNICATION

Spensley Street has a tradition of open and respectful communication. There are a number of ways for parents and carers to communicate with the school.

Discussions with teachers

Over the course of the year you will talk with your child's teacher on many occasions. Many of these discussions will be informal. There are formal interviews in February and in June each year.

If there are factors outside school that may be impacting on your child's wellbeing at school it will be helpful for you to communicate this with your child's class teacher.

If you have concerns about your child's welfare at school, it is very important that you speak to your child's teacher. The teacher is responsible for all concerns related to your child's individual learning needs. This includes the classroom program and organisation, friendship and playground matters.

You may also wish to talk with specialist teachers, the Assistant Principal or Principal by appointment.

Queries about whole school organisation should be taken to the Principal or Assistant Principal.

Teachers are available in teaching Areas from 8.45am each day for informal discussions or you may make an appointment. Please do not interrupt teachers during teaching time, ie after 9am.

Assembly

The whole school assembly is held just after 9.00am each Monday morning, outdoors in fine weather and in the multi-purpose room on other days. This is the one occasion of the week when the school community gets together. Students often perform or report on school activities.

Parents are encouraged to attend. Please encourage students to arrive promptly.

Bulletin

The school Bulletin is our main form of regular communication and is produced every second Thursday. The purpose of the Bulletin is to notify parents and carers of school news and events and issues in the broader educational community, to celebrate student achievements and to reinforce key messages about the school.

It is an expectation that parents read the Bulletin each week.

Our Bulletin is "paperless". It is distributed via email (for Prep parents this is the email address that you provided on your child's Enrolment Form). The Bulletin is also posted on the school website.

Parents and carers are welcome to make contributions to the Bulletin, following the guidelines. Personal notices and information about out-of-school children's activities and community events can be posted on the Parent News Page, a section of the Bulletin organised by a parent volunteer. The email address for the Parent News Page can be found in the Bulletin.

Website

The website www.ssps.vic.edu.au contains lots of information about the school, including school policies, programs, resources and news about events.

Information Sessions

A number of information forums are held during the year to communicate important information about school programs. Information sessions are held about classroom programs, reading and other aspects of the curriculum, assessment and reporting, camping and transition to secondary school.

Written Reports and Parent/Teacher Interviews

Students' progress is formally communicated to parents/carers and students by written reports in June and December.

Early in term 1 you will have the opportunity to meet with your child's teacher to discuss your child's interests, needs and goals. This is the first parent/teacher interview.

Another parent/teacher interview is held in June following distribution of the mid-year Report. Student progress is discussed and goals are set for the second half of the year.

Other interview times can be made by arrangement.

Other Communication

Special notices and permission forms will be sent home to parents/carers advising of excursions and other activities via Compass.

Student diaries, provided at the beginning of the school year, can be used to communicate with the class teacher. Class teachers will explain their expectations about use of the student diaries at class information sessions at the start of the school year.



PARENT PARTICIPATION

Spensley Street has a long tradition of parent participation, based on our belief that children learn best when there is a partnership between home and school.

Parents/carers play a vital role in supporting the school program, ranging from the formal structures of School Council to helping in the classroom, and helping to raise funds.

The Parents' and Carers' Association is one way that parents can become involved in the life of the school. PCA meets several times each term, alternating between informal meetings and a program featuring different speakers.

At Spensley Street parents and carers play an important role in many classroom programs. There are many opportunities for you to participate in your child's school life. Please talk to your child's teacher about ways that you may be able to be involved, using your skills, interests and available time to support the class program.

Some examples of parent classroom involvement are listed below. You are welcome to make other suggestions to the class or specialist teachers.

- Reading to children and listening to them read
- Assisting children during their writing time
- Playing simple games with small groups of children
- Gardening with a small groups of students
- Making maths games and playing them with the children
- Covering new books and repairing damaged ones
- Sharing an interest or skill with a small group of children eg: gardening, music or cooking
- Carrying out a cleaning and organisational task "behind the scenes", eg.keeping books in order, cleaning paint brushes, stapling books
- Typing children's stories.

There are also many ways to become involved in the wider school community. Some suggestions are listed below:

- Working in the canteen
- Attending PCA meetings – new parents are especially welcome
- Joining one of the School Council Committees such as the Environment Committee, the Fundraising Committee or the Education & Policy Committee
- Helping at a school working bee
- Working on the school musical
- Working on a stall on Fete day or at other fundraising occasions
- Accompanying groups on excursions
- Going to camp at Glen Forbes.

SCHOOL COUNCIL

School Council is the governing body of the school made up of parents, teachers and members of the community. It is the School Council that:

- Sets the vision
- Determines the priorities
- Approves the budget
- Endorses school policies
- Establishes the mechanisms to ensure that accountability is in place
- Ensures that the school is responsive to the local community.
- Oversees the work of the committees.

School Council has seven committees.

Parents are welcome to contact convenors to find out more about these Committees. Meeting dates will be published on the school calendar on Compass.

School Council Committees in 2019:

Finance - Oversees the school budget and makes financial decisions.

Education and Policy - Discusses and shapes school policies and procedures, organises information sessions for parents and carers.

Environment - Is responsible for maintaining and developing the school grounds and the buildings (including Glen Forbes).

Fundraising - Organises a series of fundraising events to supplement the school's budget. There is usually a major fundraising event each term.

Outside School Hours Care Program - Oversees the operation of the Before and After School Care Programs.

Canteen - Oversees the operation of all aspects of the canteen.

Communications - Oversees school communications, including the newsletter and the Bulletin.

Every year the school holds fundraising and other social events. In February there is a picnic to welcome new families to the school. In December there is a family "farewell" picnic at the school.

Working bees

Working bees are organised by the Environment Committee and are held at the school several times a year. They are usually held on Sunday mornings between 10.00am and 12.30pm, with refreshments for workers and their families. Working bees are a great way to get to know people. Children are always welcome.

Working bees are also held at the school campsite at Glen Forbes.

PARENTS' & CARERS' ASSOCIATION

The Parents' and Carers' Association (PCA) is a group of parents and carers who meet regularly to get to know other parents and carers, to discuss matters of common interest and find out more about school organisation and teaching programs.

PCA meets several times each term, after Monday morning assembly. Anne is invited to attend part of these meetings to share school information with parents and carers.

From time to time, teachers are invited to address the meeting to talk about their roles and their programs. PCA also organises several evening meetings each year to promote discussion topics of interest. PCA works hard to welcome new families to the school, for example by providing refreshments during the Prep Transition program.

PCA has established a Parent Resource Library in the school library. Parents are able to borrow from the library.

THE CANTEEN

The school offers a comprehensive canteen service. Jane Bryan is the canteen manager.

The canteen depends on parent volunteers to assist the canteen manager each day in the preparation of lunches. Canteen duty is from 9.00am until lunchtime. You can sign up for duty each term on the roster outside the canteen or by using the following link: <http://www.volunteersignup.org/KYHWH>

At Spensley Street we offer an online canteen ordering system for your children's lunch orders.

It's quick to register and you can set up a regular weekly order if you like. Direct debit options are available to avoid credit card fees.

Some of the benefits of Flexischools include:

- Orders can be made online until 9.15am! (Great when you have left your child's lunch on the kitchen bench and you don't realise until drop off!)
- No more sad kids who forget to put in their lunch order!
- No more scrounging around for change in the morning!

To register: flexischools.com.au

You can still order a lunch via the paper bag system. If you use this system, each lunch order must be written clearly with the child's name and Area on a paper bag. **Two paper bags, each one named, should accompany orders if hot and cold food is required.**

Children place lunch orders in a basket in the Area. This is sent to the canteen soon after 9.00am and the lunches are delivered to Areas at lunchtime.

If your child is late for school you will need to remind him or her to take the lunch order directly to the canteen. Late lunch orders are difficult to fill and orders may be simplified.

Children can purchase food from the canteen at morning recess.

If your child is having a lunch order please arrange to either give them a separate snack for morning tea or give them money to buy a snack from the canteen. It is not possible for students to access their lunch orders at recess time.

OUTSIDE SCHOOL HOURS CARE (OSHC)

The Outside School Hours Care Program, which operates every school day, is managed by School Council and staffed by qualified workers. Lisa Heard is the coordinator of the program.

Children participate in a range of supervised activities in the aftercare room and the playground.

The Before School Care Programs runs from 7.30am until 9.00am.

The After School Care Program runs from 3.30pm until 6.00pm.

The size of the program is limited to 110 places and this is determined by the space available.

There is a high demand for places in the Out of School Hours Programs and bookings are essential. There are waiting lists for some days.

Because there may be cancellations, it is possible to access the program on a casual basis, by checking availability with Lisa.

The program has Commonwealth Government accreditation.

More information about the program is available in the Out of School Hours Handbook, which is available on the school website, www.ssps.vic.edu.au



SCHOOL DATES FOR 2020

Term 1

Thursday 30 January - Years 1-6 students start the school year

Friday 31 January - Prep students start

Friday 27 March - End of Term 1

Term 2

Tuesday 14 April - Commence term

Friday 26 June - End of Term 2

Term 3

Monday 13 July - Commence term

Friday 18 September - End of Term 3

Term 4

Monday 5 October - Commence term

Friday 18 December - End of Term 4

On the last day of each term school finishes at 2.30pm

Public Holidays 2020

Australia Day	27 January
Labour Day	9 March
Good Friday	10 April *
Easter Monday	13 April *
ANZAC Day	25 April
Queen's Birthday	8 June
Grand Final Eve	25 September *
Melbourne Cup Day	3 November

*These public holidays fall within term breaks

GUIDELINES FOR CLASSROOM HELPERS

Parents and carers are involved in many aspects of the school, from joining committees, to helping at the canteen, helping with sports program and working in classrooms.

At Spensley Street we value parent participation and acknowledge the wide range of roles that parents and carers play when participating.

Although teachers welcome and appreciate parent / carer assistance in the classroom there are a number of issues that need to be considered.

The following guidelines have been developed to help address these issues. Staff and School Council have endorsed the guidelines.

Teachers are professionals.

It is important to remember that teachers are the professionals in charge of classrooms and any visitors and volunteers are there at the teacher's invitation. The teacher makes the decisions about the program and how parent help is used. The classroom is the teacher's workplace and visitors need to respect this.

Different teachers have different styles.

Teachers all have different ways in which they prefer to work. Teachers are in charge of how parents and carers work in classrooms and while they often appreciate suggestions, class teachers make the final decisions.

Teachers appreciate reliability and flexibility.

It is important that parent and carer helpers are clear about their level of commitment. The kind of help offered will depend on availability and will range from occasional assistance, for example, with a special event or activity, to regular on-going work with a group of children. All kinds of help can be accommodated but communication between parent/carers and teacher is important.

Volunteers understand that class timetables can change from time to time and plans may have to be changed. Teachers will try to communicate changes of plans to parents to minimise inconvenience to volunteer helpers and disruptions to the program.

Confidentiality is a key issue.

Parents and carers who work in classrooms may have access to information about students' learning and behaviour. It is essential that parent helpers avoid making comparisons between students and observe confidentiality at all times.

Pre-school children can make helping in classrooms a real challenge.

Many parents and carers are able to help in classrooms because they have younger children at home and are not working full time. Many younger children are able to settle during class sessions without distracting behaviour. Food and interesting activities can help young children to settle. There will be occasions when your plans to help will not work out. If the pre-schooler is unhappy, excessively noisy or uncooperative, it is best to leave the session and to try again next time.

Not all school-aged children welcome your offers of help either.

Sometimes, young school aged children find it difficult to have a parent or carer help in their classroom. They may seem clingy or unhappy either while you are there or when you are ready to leave. This situation usually improves as the child settles in to school and it is worth postponing the help you have offered until your child is ready.

Parents and carers need training to support their work in classrooms.

Parents are sometimes faced with difficult situations when working in classrooms. Some questions you may have include:

What can I expect of the children's behaviour?

How do I help a child who is really struggling?

What if I think the book a child is trying to read is too difficult?

What do I do if I think a child's behaviour is unacceptable?

The person to answer any of these questions is the class teacher. Please ask if you are not sure what is expected or if you would like advice on how to deal with a particular situation.

It is important that parents and carers are clear about their role and their purpose in helping and it is the school's responsibility to provide this direction for parent helpers.

SCHOOL POLICIES

The school has developed the following policies and they can be found on the school's website at <https://www.ssps.vic.edu.au/policies>

* Marked policies are included in this book

WELLBEING AND CHILD SAFETY POLICIES

Camping
Care Arrangements for Ill Students
Child Protection Reporting Policy
Mandatory Reporting procedures
Duty of Care (includes Restraint)
* Child Safety Policy
Child Safe Statement of Commitment
Equal Opportunity
Healthy Eating
* Healthy Relationships (This is the school's Anti Bullying Policy)
Inclusion
* Student Code of Conduct
Student Engagement (and Inclusion)
* Visitors to the School
* Volunteers (includes Working with Children Checks)

SCHOOL MANAGEMENT POLICIES

Anaphylaxis
Bereavement
Canteen
Communication of School Policies and Procedures
* Dress Code
Occupational Health and Safety
Parent & Carer Concerns and Complaints
Privacy Policy
Staff Leave
Sun Smart

TEACHING AND LEARNING POLICIES

Arts Education
Assessment and Reporting
Digital Technologies
& Acceptable use of the Internet agreements
English Education
Environmental Education
Health and Physical Education
Homework and Home Activities
Humanities Education
Library
LOTE Education
Mathematics Education
Science Education
Teaching and Learning
Technology Education

FINANCIAL MANAGEMENT POLICIES

Conflict of Interest
Hire of School Buildings
Internet Banking
Investment
Parent Payments
Procurement of Goods and Services
Purchasing Card
School Council Endorsed Business Activities
Sponsorship, Promotion and Fundraising



PROTECT



Education
and Training

Child Safety Policy

This policy is required and informed by section 8 of Ministerial Order 870 – Child Safe Standards – Managing the risk of child abuse in schools. All Victorian schools must have a Child Safety Policy or statement of commitment to child safety under Child Safe Standard 2. This template policy, once completed, adopted, and communicated by the school, will fulfil that requirement.

Purpose

Spensley Street Primary School's Child Safety Policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards.

Scope

This policy applies to all staff, volunteers, and contractors at the school, whether or not they work in direct contact with children or young people.

The policy will apply to the school environment, including:

- A campus of the school,
- Online school environments (including email and intranet systems), and
- Other locations provided by the school for a child's use (including locations used for school camps, sporting events, excursions, competitions and other events).

The policy covers both school hours and outside of school hours.

Definitions

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence, or
 - grooming; and
- the infliction, on a child, of:
 - physical violence
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff

School staff means an individual working in a school environment who is:

- directly engaged or employed by a school governing authority
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)
- a minister of religion.

Statement of commitment to child safety and child safety principles

Spensley Street Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Spensley Street Primary School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability and children who are vulnerable.

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

Child safety principles

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

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;

8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

A child safe culture

Spensley Street Primary School's culture encourages staff to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden. All child safety documents, including this policy, the Child Safety Code of Conduct the school's Child Safety Reporting Obligations Policy and Procedures [Identifying and Responding to All Forms of Abuse in Victorian Schools](#) and the [Four Critical Actions for Schools](#) are readily available online and in hard copy in the reception area for all staff and students to read at any time.

As part of Spensley Street Primary School's child safe culture, **school leadership** will:

- Ensure that child safety is a regular agenda item at school council meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.

As part of Spensley Street Primary School's child safe culture, **school teaching and leadership staff** are required to:

- Complete the [Protecting Children – Mandatory reporting and other obligations](#) online module every year
- Read the school's Child Safety Code of Conduct on induction, and maintain familiarity with that document
- Read the school's Child Safety Reporting Obligations Policy and Procedures on induction, and maintain familiarity with that document
- Read the school's Child Safety Policy on induction, and maintain familiarity with that document.

School leadership will maintain records of the above processes.

Child safety is everyone's responsibility. **All school staff** are required to:

- Act in accordance with the school's Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the Child Safety Reporting Obligations Policy and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Act in accordance with their legal obligations (more information at https://www.education.vic.gov.au/Documents/about/programs/health/protect/ChildSafeStandard5_SchoolsGuide.pdf), including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, and registered doctors and nurses)

- Failure to protect offence (applies to a person in a position of authority within the school)
- Reportable conduct obligations (applies to school leadership roles)
- Organisational duty of care (applies to the school as an organisation).

Roles and responsibilities

School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Code of Conduct, which sets out clearly the difference between appropriate and inappropriate behaviour.

Specific child safety responsibilities:

- The principal is responsible for reviewing and updating the Child Safety Policy every two years.
- The principal is responsible for monitoring the school's compliance with the Child Safety Policy.
- The principal is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in Spensley Street Primary School's other child safety policies and procedures, including the Code of Conduct, Child Safety Reporting Obligations Policy and Procedures, and risk assessment register.

Human resources recruitment practices

Spensley Street Primary School applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children, including:

- We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse
- All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check
- All position descriptions for jobs that involve child-connected work with our school include the job's requirements, duties and responsibilities with respect to child safety and the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety
- We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety. Job advertisements for child-connected work include a link to the school's Code of Conduct, which is publicly available on our website
- We carry out verbal reference checks with at least two referees to verify job applicants' history of and suitability for working with children. Our school also requires applicants for child-connected jobs to provide proof of personal identity and any professional or other qualifications.

Training and supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be inducted into the school and supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported through the Principal or Assistant Principal or directly to DHHS Child Protection and/or Victoria Police, depending on the severity and urgency of the matter.

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers in making a report about a child or young person who may be in need of protection. All staff must follow the school's Child Safety Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to the DHHS Child Protection/Victoria Police or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Spensley Street Primary School will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Reporting Obligations Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, Spensley Street Primary School will provide ongoing support for students affected by child abuse.

The Child Safety Reporting Obligations Policy and Procedures can be found on the school website.

Risk reduction and management

Spensley Street Primary School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

Spensley Street Primary School will ensure that it keeps, reviews and continually updates a risk assessment register, including the actions the school will take to reduce or remove the identified risks. The risk assessment register can be found on the school website.

Listening to, communicating with and empowering children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need.

When the school is gathering information in relation to a complaint about alleged misconduct with or abuse of a child, the school will listen to the complainant's account of

things and take them seriously, check understanding and keep the child (or their parents/carers, where appropriate) informed about progress.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students at Spensley Street Primary School to read
- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety.

The school will use its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the [DET School Privacy Policy](#).

Policy evaluation and review

This policy was last approved and endorsed by school council on October 16, 2019. To ensure ongoing relevance and continuous improvement, this policy will be reviewed every two years. The review will include input from students, parents/carers and the school community.

The Principal is responsible for reviewing and updating the Child Safety Policy every two years.

Related policies and documents

Related policies and documents include:

- Code of Conduct
- Procedures for responding to and reporting allegations of suspected child abuse
- Risk assessment register
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [School Policy and Advisory Guide – Duty of Care](#)
- [School Policy and Advisory Guide – Child Protection Reporting Obligations](#)



PROTECT



Education
and Training

CHILD SAFE STANDARDS - COMMUNITY CODE OF CONDUCT

For staff, members of the school community, volunteers, contractors and visitors to Spensley Street Primary School

Spensley Street Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Spensley Street Primary School will support the implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Spensley Street Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect, both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety or the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership team or child safety officer
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes¹
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy² or take illicit drugs under any circumstances.

This Code of Conduct was approved and endorsed by the Spensley Street Primary School

Council on 16th October 2019.

The code will be reviewed no later than October 2020.

PROCEDURES FOR RESPONDING TO AND REPORTING ALLEGATIONS OF SUSPECTED CHILD ABUSE

Strategies to identify and reduce or remove risks of child abuse

A child safety risk management strategy is a formal and structured approach to managing risks associated with child safety.

¹ SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student.

² SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx> . The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions.

In preparing for compliance schools are expected to:

- **Assess, identify** and **document** the school's risks in relation to child safety, and plan and document risk management strategies where necessary.
- **Incorporate** risk management actions and responsibilities in the **Action Plan** as described in Standard 1.
- **Identify** the actions the school proposes to take, per Standard 1, to ensure a monitoring and review process to ensure the currency of the risk management approach.

Ministerial Order No. 870 provides the framework for how schools will be required to comply with the Standards. Overall responsibility for ensuring compliance rests with the Victorian Registration and Qualifications Authority (VRQA).

The Ministerial Order specifies the following requirements for schools regarding Standard 6:

“(1) The school governing authority must develop and implement risk management strategies regarding child safety in school environments.

(2) The school's risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.

(3) If the school governing authority identifies risks of child abuse occurring in one or more school environments the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).

Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.

(4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.

(5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about:

- a) individual and collective obligations and responsibilities for managing the risk of child abuse;
- b) child abuse risks in the school environment; and
- c) the school's current child safety standards.”

Process for identifying and reducing or removing risks of child abuse

While risk management assessments and strategies will vary for each school, managing risk typically involves the following steps and considerations.

1. Identify the school's child safety risks across the range of school environments (including excursions, camps, online).
2. Identify any existing risk mitigation measures or existing controls.
3. Assess and rate the school's child safety risks given the existing controls in place, taking into account the likelihood of risk, and the likely consequence of the risk.
4. If the risk rating is more than the 'acceptable level', identify further risk management strategies through additional treatments or other prevention, detection or mitigation strategies and then re-assess the risk (once in place these treatments will then become controls).

The risk management process should be documented, recorded and reviewed periodically. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant.

Effective risk management strategies need to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups.

Reporting a belief

Mandated staff members (Teachers and Principals) must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection.

Staff members, whether or not mandated, need to report to the principal or assistant principal their belief when the belief is formed in the course of undertaking their professional duties.

A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for belief.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report.

These procedures do not:

- Prohibit or discourage school staff from reporting an allegation of child abuse to a person external to the school
- State or imply that it is the victim's responsibility to inform the police or other authorities of the allegation
- Require staff to make a judgment about the truth of the allegation of child abuse
- Prohibit staff from making records in relation to an allegation or disclosure of child abuse.

RESOURCES AND REFERENCES

- [A step-by-step guide to making a report to Child Protection or Child FIRST](#)
- Commission for Children and Young People (2015) [A Guide For Creating A Child Safe Organisation, Version 2.0.](#)
- School risk register [Risk Management in Schools – Risk Register](#).
- [Protecting the safety and wellbeing of children and young people](#)
- [Protecting Children - Mandatory Reporting and Other Obligations](#) - elearning module
- State of Victoria (2010) [Protecting the safety and wellbeing of children and young people](#): A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools.
- Victorian Government, Education & Reform Act 2006, Gazette No. S2, January 2016, [Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No. 870.](#)
- Victorian Registration and Qualifications Authority (2016) [Child Safety Standard 6: Child safety risk management strategies](#)

HEALTHY RELATIONSHIPS POLICY

THE SCHOOL'S ANTI-BULLYING POLICY

RATIONALE

Spensley Street is committed to whole-school wellbeing; to promoting harmony, respect, understanding and fairness between students, staff, parents and carers, and to people in the wider community. To provide an environment that fosters the personal, social, emotional intellectual, physical and creative development of each child, all members of the school community will behave in such a way as to promote the rights, responsibilities and mutual respect of all. Healthy relationships will be fostered and encouraged through the modelling of desired behaviour and the development and explicit teaching of social and emotional learning (SEL) across the school.

Spensley Street Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Spensley Street Primary School has zero tolerance for child abuse.

This policy must be read alongside the Spensley Street Primary School Child Safety Policy and the Student Engagement and Wellbeing Policy.

DEFINITIONS

Healthy relationships

Healthy relationships foster positive interactions between individuals and groups. A school community that enjoys healthy relationships has staff, students, parents and carers who:

- are respectful, inclusive, supportive, positive, kind, helpful, fair and resilient;
- are proactive and take responsibility for their own behaviour; and
- recognise and respect individuals inclusive of their gender, gender identity, abilities, race, sexuality, religion, culture and socio-economic factors.

Bullying

In particular, healthy relationships do not encourage or tolerate any form of bullying or discrimination.

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear. Bullying can occur face-to-face or via a range of mediums.

The expression 'bullying' is used in a broad sense and specifically includes sexual harassment, homophobia, racial and religious vilification and cyberbullying.

For what bullying is and is not please refer to Attachment 1 of this policy (DET Student Wellbeing Definition, "What is Bullying?")

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Discrimination

The Equal Opportunity Act 2010 covers areas of both direct and indirect discrimination:

Direct discrimination is when a person treats, or proposes to treat, a person with a protected attribute unfavourably, because of that attribute. In determining whether a person directly discriminates, it is irrelevant whether or not that person is aware of the discrimination or considers the treatment to be unfavourable. It is also irrelevant whether or not the attribute is the only, or dominant reason for the unfavourable treatment, provided that it is a substantial reason.

Indirect discrimination occurs if a person imposes or proposes to impose, an unreasonable requirement, condition or practice that has, or is likely to have the effect of disadvantaging persons with a protected attribute.

Protected Attributes

Section 6 of the Equal Opportunity Act sets out the 'attributes' on the basis of which discrimination is prohibited in the areas of activity in Part 4 of the Equal Opportunity Act. Those attributes are: age, breastfeeding, employment activity, gender identity, disability, industrial activity, lawful sexual activity, marital status, parental status or status as a carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

PRINCIPLES

1. SSPS is committed to preserving, improving and maintaining healthy relationships in line with a restorative practices approach.
2. SSPS is committed to creating a culture where it's acknowledged that difficulties can occur in relationships and that these difficulties can be resolved and relationships restored.
3. At SSPS we recognise the capacity for everyone to learn about and engage in healthy relationships in order to enrich our relationships with others, thereby strengthening our school community.
4. Healthy relationships are a shared responsibility of all members of the school community.
5. Individuals should have the freedom to express who they are with confidence. All members of the school community are entitled to feel safe, respected and valued.
6. Students learn more effectively in a safe and supportive environment.

GOALS

1. Achieve an understanding and awareness across the whole school that healthy relationships are desirable and attainable.
2. All members of the school community will reflect on, and be responsible for, their own behaviour.
3. Create an environment where all members of the school community are safe, respected and valued and there is a shared understanding that bullying is not acceptable.
4. Achieve a school-wide, consistent approach to social and emotional learning (SEL) and restorative practices to optimise healthy relationships.

STRATEGIES

Common strategies for School Community

1. The principles and goals of this policy will be considered by members of the school community when formulating school policies, programs, events and communications.
2. Inform the school community about the importance of healthy relationships through school communications such as information sessions, the school newsletter and SSPS Family Handbook.
3. Provide information about healthy relationships so that staff, students and parents/carers can report bullying behaviour, knowing they will be supported when they do, and will feel safe.

Staff:

1. Ensure curriculum offered to students is developmentally appropriate for individuals to achieve success.
2. Plan and implement programs that involve the explicit teaching of social skills, assertiveness, resilience and conflict resolution.
3. Teach and model social skills.
4. Provide a classroom environment that is co-operative and appreciates diversity.

5. Model healthy relationships with students, other staff, parents and carers.
6. Follow school wide strategies for early intervention of bullying, should it occur, and a plan to monitor and restore well-being.
7. Provide staff with professional development in all areas that promote healthy relationships.

Students

1. Are expected to contribute to and be involved in decision making including classroom programs, Junior School Council and class meetings.
2. Are encouraged to use resilient behaviours such as assertiveness, seeking help and being proactive.
3. Are expected to be respectful, inclusive, supportive, friendly, positive, kind, helpful and to take responsibility for their own behaviour, including participating in restorative practices.

Parents/Carers

1. Model healthy relationships with students, staff and other families.

REFERENCES

SSPS Child Safety Policy

SSPS Whole School Approach to Positive Behaviour

SSPS Student Engagement Policy

School Vision Statement

School Philosophy

SSPS Teaching and Learning Policy

SSPS Inclusion Policy

SSPS Equal Opportunity Policy

SSPS Digital Technologies Policy

SSPS Health and P.E. Policy

SSPS Changes Program

Equal Opportunity Act 2010

Department of Education - Equal Opportunity, Discrimination and Harassment handbook

<http://www.education.vic.gov.au/hrweb/Documents/Equal-Opportunity-Discrimination-and-Harassment.pdf>

Department of Education – Respectful Relationships program

<http://www.education.vic.gov.au/about/programs/health/Pages/respectfulrelationships.aspx>

Department of Education – Restorative Practices

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Department of Education - Safe Schools Coalition

<http://www.education.vic.gov.au/about/programs/health/Pages/safe-schools-coalition.aspx?Redirect=1>

Human Rights Commission Victoria

<http://www.humanrightscommission.vic.gov.au/our-resources-and-publications/victorian-discrimination-law>

Kidsmatter Program

<https://www.kidsmatter.edu.au/primary>

Bounce Back Program

<http://www.bounceback.com.au/>

Policy approved by School Council 2017

Attachment 1 to SSPS Healthy Relationships Policy

What is bullying?

There are some specific types of bullying behaviour:

- verbal or written abuse - such as targeted name-calling or jokes, or displaying offensive posters.
- violence - including threats of violence.
- sexual harassment - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.
- homophobia and other hostile behaviour towards students relating to gender and sexuality.
- discrimination including racial discrimination - treating people differently because of their identity.
- cyberbullying - direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved. mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

All Victorian government schools are required to include anti-bullying strategies in their Student Engagement Policy (or their Student Code of Conduct). More information about the Student Engagement Policy is available at: [Student Engagement and Inclusion Guidance](#).

Schools have a duty of care to take reasonable measures to prevent foreseeable risks of injury to their students.

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx#link4>

STUDENT CODE OF CONDUCT

School Vision and Values

At Spensley Street Primary School we strive to develop highly-skilled, knowledgeable and caring young people. We want our students to be successful, lifelong learners, who will become active, engaged and thoughtful citizens.

At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.

Our vision of a successful learner is one who is respectful, principled, caring, thoughtful, generative, industrious, knowledgeable, courageous, a risk taker and an effective communicator.

We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence to think critically about their world.

Goals and objectives

The goals and objectives of the student code of conduct are:

- To provide a happy and safe learning environment that meets the needs of all of the students
- To help students to develop a positive self-concept
- To maximise opportunities for all students to experience success
- To provide channels for students to be involved in decision making at school
- To promote a cooperative atmosphere at the school
- To nurture self-discipline and respect for the rights of others

Rights and responsibilities

The following are the rights and responsibilities of students at Spensley Street

Safety

Right - to be and feel safe

Responsibility - to ensure that our behaviour is always safe

Respect for people

Right - to be treated with respect

Responsibility - to be respectful of all members of the school community

Respect for learning and play

Right - to learn without disruption and play without interference

Responsibility - to ensure that our behaviour enables everyone to work and play without interference

Respect for property

Right - to have students' property respected

Responsibility - to respect school property and the property of others

Communication

Right - to be spoken to with respect and to be listened to

Responsibility - to listen to and be respectful of other's opinions

Decision making

Right - to participate in the school's decision making process

Responsibility - to contribute decision making at the school by participating in class meetings and, if elected, to represent the class as outlined in the Junior School Council Constitution

Behaviour Guidelines

All students will be encouraged to:

- Treat others with respect
- Play and work cooperatively
- Resolve problems and disagreements calmly and fairly, following the principles of restorative practices
- Move and play safely inside and outside the school grounds.
- Take care of the school environment and school property
- Comply with all school policies, including the school sunsmart policy

Implementation of the Student Code of Conduct

- The Spensley Street Student Code of Conduct is developed through a process of school community consultation.
- Students, staff, parents and carers are fully informed of the code and expected to respect it.
- The school actively promotes an understanding of the school's vision statement to the students.
- Each teaching area or class develops a statement of rights and responsibilities and strategies that is consistent with the student code of practice, in consultation with the students each year.
- Consequences for unacceptable behaviours are applied consistently by all staff.
- Where necessary, behaviour plans will be developed for individual students.
- Accurate records (incident report) are kept of significant disciplinary actions.
- Parents and carers support the school in its effort to maintain a positive learning environment.

Consequences

Our school considers that a positive approach to behaviour is desirable in order to foster a climate where personal responsibility and self-discipline can develop. The school follows the principles of Restorative Practices to resolve conflict.

All staff at Spensley Street Primary School, including casual relief teachers and pre-service teachers, managing unacceptable behaviours in the following ways:

(APPENDIX 5 of the SSPS Student Engagement and Inclusion Policy)

Spensley Street Primary School uses a restorative practices approach to student behaviour and wellbeing.

Restorative practices are the link between the way we support our students and discipline procedures.

Restorative practices are based on the belief that student wellbeing is integral to teaching and learning.

Restorative practices are based on cooperation, collaboration and respectful dialogue.

The objective of restorative practices is to offer an opportunity for the wrongdoer to make amends and restore the relationship.

When unacceptable behaviours occur at Spensley Street, staff will follow these steps.

1. The student is reminded about acceptable/expected behaviour (may be non-verbal reminder).
2. The student is reminded of the class agreement/school expectations, followed by a natural consequence e.g. picking up rubbish dropped, time out from a game.

3. The student is removed from the immediate situation, to a restricted play area or to another part of the classroom/area.
4. The behaviour/action is discussed with the student who is expected to reflect (this may be written) on their behaviour and actions, to understand how the situation came about and how they can change their response in the future.
5. The student is asked to participate in a restorative chat/group conference with others involved/affected by the behaviour/action.
6. The student may be asked to provide a verbal or written apology that emphasises how amends can be made and the relationship can be restored.
7. The student may be moved temporarily to another class or to the care of a senior member of staff.
8. The student may be asked to complete a form of community service, eg. walk with a yard duty teacher, pick up litter.
9. The student may be asked to stay in class for half of a recess or lunch period.
10. The student and his/her family may be asked to repair or pay for damage to property or equipment.
11. The teacher discusses the student's behaviour with others, including the child's parents and carers. A behaviour plan may be an outcome of this discussion.
12. The teacher arranges for the involvement of other people eg. students involved in the incident or affected by the behaviour (wellbeing coordinator, principal, assistant principal). A behaviour plan may be an outcome of these discussions.
13. The teacher will complete a student incident form for serious incidents.
14. In an emergency situation, where there is danger or where the student's safety or another student's safety is at risk, restraint may be used, following DET procedures.
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx>
15. If disruptive or dangerous behaviour continues, suspension procedures (including in-school suspension) may begin.

Suspension may be an outcome of behaviour where:

- a) a student behaves in a way that is dangerous (actual, perceived or threatened) to the health, safety or wellbeing of any person
- b) a student causes significant damage to or destruction of property
- c) a student commits, attempts to commit or is knowingly involved in, the theft of property
- d) a student possesses, uses, sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- e) a student fails to comply with any clear and reasonable instruction of a staff member and poses a danger (actual, perceived or threatened) to the health, safety or wellbeing of any person
- f) a student consistently engages in behaviour that vilifies, defames, degrades or humiliates another person
- g) a student consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

16. Expulsion may be implemented.

Corporal Punishment is prohibited in all Victorian schools.

Corporal punishment must NOT be used at Spensley Street Primary School under any circumstances.

STUDENT DRESS CODE

RATIONALE

Spensley Street encourages families to choose what their children will wear to school, within the bounds of personal and physical safety.

The purpose of this policy is to provide guidance to families for appropriate school clothing and footwear.

DEFINITION

A dress code sets out certain standards of dress for the school community. The standards relate to the Teaching and Learning Policy, the Sunsmart Policy and the Equal Opportunity Policy, the Healthy Relationships Policy.

PRINCIPLES

The positive role of clothing is recognised in promoting a sense of individual and, when required, a sense of collective identity and pride.

Within this, consideration is given to:

- Health and safety requirements
- Freedom of expression
- Respecting cultural diversity
- The range of students
- Financial constraints.

GOALS

- To promote a dress code that encourages students to be suitably attired for school activities
- To enable students to develop a positive self image.

STRATEGIES

- Sunhats must be worn outdoors in Terms 1 and 4. Sunsmart hats are recommended.
- Other clothing should provide adequate protection from the sun, eg clothing should cover shoulders and midriffs.
- Footwear should provide adequate protection for children's feet. High heels and thongs are unsafe and are not permitted.
- For protection against head lice long hair should be tied back.
- To support and promote personal safety and the school's Equal Opportunity Policy it is not acceptable to wear clothing that carries crude, violent, racist or sexist messages.
- School hats, T-shirts and windcheaters are available for sale for families who wish their children to purchase clothing with the school logo.
- Uniform clothing is appropriate for public occasions or events to promote identification with and for the school. Examples include Triple S performances and sporting events.
- The dress code is publicised through the Family Information Book, the Wednesday Bulletin, Parent Association and Junior School Council.
- Students will be encouraged to wear appropriate footwear and clothing for outdoor activities.
- All clothing should be labelled and students are expected to be responsible for their clothing.

Policy approved by School Council 2004

VISITORS POLICY

RATIONALE

Spensley Street Primary School seeks to provide an open and friendly learning environment that values and encourages visitors to the school. We believe that visitors provide valuable services and form important links between the School and the wider community.

At the same time the School recognises its duty of care to ensure a safe environment for students, staff and visitors, and we recognise our responsibility to protect and preserve our resources.

The School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment that respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Spensley Street Primary School has zero tolerance for child abuse.

DEFINITION

Visitors are those at the School for any period of time apart from staff members, pre-service teachers and people dropping off and collecting children.

Visitors include volunteers, invited speakers, sessional instructors, observers, sales people, official school photographers and tradespeople.

PRINCIPLES

1. The School will provide a safe and secure learning environment for students.
2. The School will provide a safe working environment for staff and volunteers.
3. All members of the school community, including visitors, will contribute to the security of the School and its resources.
4. Requirements for volunteers are covered by the School *Volunteer Policy*.

GOALS

1. To provide a safe and secure environment for our students, staff and resources.
2. To establish protocols and procedures that effectively monitor and manage visitors, while not compromising the open and inviting nature of the School.

STRATEGIES

1. Signs at the school entrances direct visitors to report to the School office.
2. All visitors will go to the front office prior to undertaking any activity within the School.
3. Visitors will sign in and out of the School through the visitors' book to record their name, their signature, the date and time, the purpose of the visit. They will receive a visitor badge to wear while at the School.
4. Signing of the visitors' book means that visitors agree to follow school policies and procedures including the School's *Emergency Management Plan*.
5. Visitors are expected to conduct themselves in a manner consistent with the School's *Student Engagement and Wellbeing Policy*.
6. Regular visitors to the school will be informed about school routines including the *Emergency Management Plan*.
7. With the exception of parents working directly with their own children, the *Working with Children Act 2005* (Vic) requires that all school visitors working with children hold a valid *Working with Children's Check*, of which a copy must be retained in the school office. In certain circumstances, the School may also require a criminal record check for a visitor working with children. A criminal record check is conducted through the Department of Education and Early Childhood Development, and is paid for by the School.
8. No visitors will be allowed to photograph children without parental permission in accordance with the *Information Privacy Act 2000*. This does not preclude parents photographing their own children at school events such as concerts, assemblies and sporting events.

9. This process will be regularly published in the School newsletter.
10. The Principal reserves the right, and has the authority, to prohibit any potential visitor from entering or remaining within the School, and also has the authority to invite or exclude people from using or being within the School boundaries. (*Summary Offences Act 1966*).

RELATED POLICIES

Spensley Street Primary School policies

SSPS Child Safety Policy

SSPS Student Engagement and Wellbeing Policy

SSPS Volunteer Policy

SSPS Privacy Policy

SSPS Emergency Management Plan

Department of Education and Early Childhood Development **(School Policy + Advisory Guide)**

Visitors in Schools

Volunteer Workers

Volunteer Checks

Photographing and Filming Students

Policy reviewed and approved by School Council August 2017

VOLUNTEERS POLICY

RATIONALE

Spensley Street has a long tradition of participation by parents, carers and other volunteers in many aspects of the school.

The school appreciates and values these contributions, while recognising our responsibility to provide a safe environment for students, staff, parents, carers and other volunteers.

The safety of students is of paramount importance.

Spensley Street Primary School has zero tolerance for child abuse.

The school is committed to the safety and wellbeing of children and young people.

The school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment that respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development. The school also wishes to provide a safe environment for staff, parents and carers and other volunteers.

The school recognises its duty to provide appropriate screening, training and supervision with respect to volunteers.

All schools are required to comply with the *Working with Children Act* (2005) and to ensure that volunteers approved to work with children meet legal requirements.

DEFINITIONS

Volunteer

A volunteer school worker is a person who voluntarily engages in school work without payment or reward.

School work

School work means:

- carrying out the functions of a school council
- any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- any activity carried out for the welfare of the school at the request of the principal or school council
- providing any assistance in the work of the school.

Child related work

A worker or volunteer who is over 18 years of age is considered to be performing 'child related work' if they work or volunteer at a school or with school-related activities on a regular basis and they have direct contact with children under 18 years of age.

Exempt from working with children check:

If you are a parent volunteering in an activity in which your child participates, or normally participates, you are exempt and do not need a Check.

PRINCIPLES

1. Parents, carers and other volunteers play a vital role in supporting Spensley Street school programs and activities.
2. Apart from those who are exempt, individuals who work in a school, either in an on-going or casual capacity must have a Working with Children Check.
3. Teachers are responsible for training and supervision of volunteers.
4. Spensley Street follows the Occupational Health and Safety regulations and requirements regarding volunteers, who are covered by the Education Department's Workers Compensation policy if they suffer personal injury in the course of engaging in school work.

GOALS

1. To create and maintain a school environment where parents, carers and other volunteers play an important role in many aspects of the school.
2. To ensure that the school community is aware of both the need for volunteers and the requirements regarding volunteers.
3. To provide a learning environment where children are safe, happy and included.
4. To provide regular training and education of volunteers to ensure the safety of children, including understanding of the risks of child abuse.
5. To ensure all people engaged in 'child-related work' with school students, and who are required to have Working with Children Checks, do so.
6. To ensure that Spensley Street Primary School complies with relevant Acts and regulations regarding volunteers.

IMPLEMENTATION

1. Volunteers - parents, carers and community members - will be actively encouraged to participate in school activities and will be invited to do so through the school's newsletter and by homegroup and specialist teachers.
2. The school will provide guidelines regarding expectations to volunteers with regard to specific volunteer activities (e.g. helping at camp).
3. The school will provide training where needed to facilitate volunteers being comfortable and effective in their role (e.g. morning maths).
4. Teachers will ensure that volunteer activities with children for whom they are responsible, are adequately supervised.
5. The school – Principal, Assistant Principal and class/specialist teachers – will ensure that all volunteers who require a Working with Children Check have a current WWC Check before commencing work.
6. The school will maintain records of volunteers and employees with current Working with Children Checks. These records are stored in the school's office and managed by the Business Manager.

OTHER SCHOOL POLICIES AND RELEVANT LEGISLATION

This policy should be read in conjunction with other school policies including the SSPS *Healthy Relationships Policy* and the SSPS *Teaching and Learning Policy*.

RELATED SCHOOL POLICIES

SSPS Child Safety Policy

SSPS Healthy Relationships Policy

SSPS Student Engagement and Wellbeing Policy

SSPS Visitors Policy

SSPS Procedures for Maintaining a Working with Children Register

SSPS Police Record Check Procedures

SSPS Privacy Policy

SSPS Camping Policy

SSPS Roles and Responsibilities of Parent Assistants at Glen Forbes Camp (Appendix to Camping Policy)

DEPARTMENT OF EDUCATION GUIDELINES, REQUIREMENTS AND REGULATIONS

<http://www.education.vic.gov.au/school/principals/spag/community/pages/volunteers.aspx>

<http://www.education.vic.gov.au/school/principals/management/Pages/volunteerworkers.aspx>

Child Safe Standards (Vic) 2016

<http://www.education.vic.gov.au/school/principals/health/Pages/childsafes.aspx>

OTHER RELEVANT REGULATIONS

Victorian Government Working with Children Check regulations

www.justice.vic.gov.au/workingwithchildren

DET Volunteer Work and Working Bee Procedures

<http://www.education.vic.gov.au/Documents/school/principals/management/Volunteerworkandworkbeeproc.docx>

Workplace Injury Rehabilitation and Compensation Act 2013

This policy was endorsed by School Council August 2017

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts

(Public Health and Wellbeing Regulations 2009)

Statutory Rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- (a) specified in column 2 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the Table in Schedule 7; or
- (b) specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the Table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs are marked in the table with an asterisk (*). Contact the Department on 1300 651 160 for further advice about exclusion and these diseases.)

Schedule 7 — Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (Entamoeba histolytica)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

Minimum Period of Exclusion from Primary Schools and Children's Services Centres
for Infectious Diseases Cases and Contacts

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visit the www.health.vic.gov.au/ideas.

January 2010

Department of Health

**Reference – Health.vic**

<https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table>