

Swan Reach Primary School

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Information Book 2020

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Respect and empathy for all

Welcome

Welcome and thank you for choosing Swan Reach Primary School for your child's education.

We hope that the enrolment of your child at this school will be a happy and fulfilling experience. We aim to make you feel welcome and an integral part of the school community. Should you have any questions about anything mentioned (or not mentioned) in this booklet please do not hesitate to call.

Swan Reach Primary School was opened on 8th November 1875 and celebrated its 125th year of operation in 2000. Our grounds and buildings have been significantly improved in recent years due to various Government Funding programs.

We are aware of the joint responsibility we share with you in helping your child. We welcome your support, suggestions and co-operation.

It is the philosophy at Swan Reach to value the individuality of each child and provide a quality education which meets optimum learning needs. We believe this best occurs in an open and friendly atmosphere where the teamwork between home and school encourages students to be enthusiastic and responsible learners with the flexibility to cope with our ever changing society.

CORE VALUES

At Swan Reach Primary our school motto is: 'Respect and Empathy for All', which drives our core beliefs of providing quality education to every student to enable them to reach their full potential in life.

The staff at Swan Reach are committed to providing a holistic educational experience that is explicitly targeted to teach the whole child.

SCHOOL ADMINISTRATION DETAILS

- ◆ Swan Reach Primary School
- ◆ School Number: 1631
- ◆ *Address:* 21 School Road, Swan Reach, VIC. 3903
- ◆ *Phone:* 03 5156 4287
- ◆ *Email:* Swan.reach.ps@edumail.vic.gov.au
- ◆ *Website:* www.swanreachps.vic.edu.au

Office Hours: 8.30 a.m. – 4.00 p.m.

Principal: Mr Andrew Kenyon
Business Manager: Mrs Julie Irvine

SCHOOL ORGANISATION

At present we are running five classrooms which are supported by various specialist programs.

In 2020 we have the following arrangement:

Foundation	Annette Chandler
Grade 1/2 /3	Laura Middleton & Therese Hunter
Grade 1/2/3	Robyn Rogers & Jim Allen
Grade 4/5	David Pacht
Grade 5/6	Warwick Fraser
Specialists	Etsuko Kato (Japanese), Kayleen Morgan (Art), Amana Temple (Music and Drama)
Integration Aides	Liz Allender, Audrey Stephenson, Erica Eckhardt Cheryl Lieuwen & Sharon Kinder
Kitchen/Garden	Cheryl Lieuwen, Kim Sceney
Office Manager	Julie Irvine (Mon, Tues and Wed)

Term Dates 2020

Term 1: 28/01/2020 – 27/03/2020
Term 2: 14/04/2020 – 26/06/2020
Term 3: 13/07/2020 – 18/09/2020
Term 4: 5/10/2020 – 18/12/2020

Term Dates 2021

Term 1: 28/01/2021 – 1/04/2021
Term 2: 19/04/2021 – 25/06/2021
Term 3: 12/07/2021 – 17/09/2021
Term 4: 4/10/2021 – 17/12/2021

SCHOOL HOURS

First Session	8.55 – 10.30am
Recess	10.30 – 11am
Second Session	11.00 – 1.00pm
Outside Play	1.00 – 1.45pm
Eat Lunch	1.45 – 2.00pm
Third Session	2.00 – 3.30pm

Dismissal Times	
Bus Travellers	3.20pm
Walkers & Bike Riders	3.20pm
Dismissal	3.30pm
End of Term Dismissal	2.30pm

The yard is not supervised before 8.40am. Teachers are usually there from 8.00am but this time is for preparation and meetings. If you need to drop your children at school before 8.30am please contact the teachers beforehand so that arrangements may be made.

It is very important that students arrive at school on time. Late arrivals upset the routine of the class and of the person who is late.

It would also be appreciated if children could be picked up on time at the end of the day. Teachers often have meetings after school at other locations and have to leave soon after school ends.

FOUNDATION TIMES – TERM 1 2020

To support family meetings, a positive transition and assessments, throughout February 2019 all Foundation students will be required to attend school for only 4 days a week from 8.55 a.m. – 3.30 p.m.

They will stay home

- **Wednesday 29th January**
- **Wednesday 5th February**
- **Wednesday 12th February**
- **Wednesday 19th February and**
- **Wednesday 26th of February.**

Unless they have a scheduled assessment appointment with their teachers on the above dates.

The first full week for FOUNDATION students will be the week beginning Tuesday 3rd March.

PUBLIC HOLIDAYS, PUPIL FREE DAYS & SCHOOL CLOSURES

From time to time throughout the year there will be days where students will not be required at school. These days are called '*pupil free days*' and are days where staff is involved in training, school planning or report writing. We will endeavour to give you as much notice as possible about these days.

As well as the pupil free days the school will be closed for all public holidays.

Parents will always be notified of any school closures
Please read your weekly school newsletter carefully.



Swan Reach Primary is a CODE RED SCHOOL
This means on Code Red Days our school will be completely closed and unstaffed.



2. CURRICULUM

The School Council oversees the curriculum at Swan Reach Primary School. It is based on the Victorian Curriculum issued by the Department of Education & Training (DET). It is divided into eight Key Learning Areas:

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ Health & Physical Education
- ◆ Studies of Society & the Environment
- ◆ Languages Other Than English (LOTE) - Japanese
- ◆ Technology
- ◆ The Arts (music, drama, dance, art/craft)

More information can be researched at: <http://victoriancurriculum.vcaa.edu.au>

We make extensive use of our computer resources across all curriculum areas in all grade levels. We have a current ratio of around 1:2 computers to students, in the lower end of the school, while we have a 1:1 ratio from grades 4 to 6. We have access to the Internet and students have been involved in a number of exciting projects with schools from around the world.

In accordance with DET guidelines we conduct the Early Years Literacy Program. This program involves a two-hour literacy block comprising one hour of writing and one hour of reading. The teacher groups children together for intensive teaching activities and children are fully engaged for the two hours. Students also take part in the Early Years Numeracy program.

To get the best from this program it is vital to be on time and ready to begin class at 8:55 a.m. (arrival of the school bus). Late comers make it difficult for themselves and for their classmates.

Parent information sessions will be held throughout the year and some information can be found in the charter but feel free to come up and speak to us at any time.

CURRICULUM SUPPORT PROGRAMS

Library Services

The regional library has a visiting service that stops outside the school every second Wednesday. This service is available to all members of the community to borrow. An East Gippsland Shire library membership is required to borrow books, more information about membership is available on the Shire website

https://www.eastgippsland.vic.gov.au/Libraries/Library_Membership

It is important that as many people take advantage of this service as possible as infrequent use may mean the closing of the service to Swan Reach.

PRIVATE COACHING & MUSIC LESSONS

From time to time we are able to offer coaching clinics in various sports. Wherever possible we make these available to all students and we try to have them at school.

There may be a small cost involved with these types of activities.

At times we are able to offer students the opportunity to take private music lessons with a visiting teacher. Please speak to the office to find out if these are currently available.

It should be noted that while these classes are offered during school time these lessons are a private arrangement made between parents and the tutor. There is no teacher supervision during lessons and fees and payments must be negotiated between you and the tutor.

REPORTING

Formal written reports are given to each student in June and December of each year. Each report will indicate where the student is situated according to the curriculum, their work habits and effort. Each report will also indicate attendance, strengths as well as areas to work on.

We will also have formal and informal progress interviews during the year. In 2019 this process will also include the students having input in their progress. If you feel that you would like a meeting with your child's teacher please do not hesitate to arrange a meeting at any time during the year.

A number of students will have Individual Learning Plans (ILP's) as part of their learning. These plans are developed by the school and families to cater for individual needs. One day, in each term, will be set aside for meetings regarding ILP development. Not all students will be involved.



3. WELFARE and MANGEMENT

OUR BEHAVIOUR MANAGEMENT PROGRAM

Every student has the right:

- To feel happy and safe at school.
- To learn in an environment free of unwanted disruptions.
- To have the opportunity to achieve his / her potential.
- To be treated with respect and empathy by everyone.

In the past.

In the past, classroom management techniques, such as being sent to another room, usually applied long after the student has disrupted the learning of the other children and the teacher was 'at the end of their tether'. Unfortunately, various studies have shown that it takes a student up to 15 minutes to settle down from a disruptive incident – in other words, one student has disrupted the learning of every student in the class.

Also, 'Time out' was seen as a 'punishment', without proper follow-up work with the teacher. The student becomes resentful and will blame others. Sometimes, a student on the spectrum will be sent out for disrupting the class will feel as if he / she is being punished, which should never be the case.

There are two assumptions behind this approach:

1. That the teacher controls the learning environment in the classroom, similar to a conductor leading the direction of an orchestra. One or two children do not set the learning environment of the whole class.
2. Most children can control their behaviour and make choices on their learning and behaviour. Each student will follow any reasonable request from a staff member.

The aims of the approach:

- That the learning of the class will not be disrupted by a minority.
- That students will take responsibility and control of their behaviour, thus developing resilience.
- Focus on the behaviour, not the child. It is teamwork that will modify the behaviour.
- Staff must be consistent with the approach.
- The program can be modified, at the foundation level, through discussions with the principal. However, the aims of the program must not be compromised.
- **Corporal punishment of any type will not be tolerated at Swan Reach PS.**

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

School Wide Positive Behaviour Support is a framework that helps school to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students.

The primary aim of School Wide Positive Behaviour Support is to improve educational outcomes for students. It achieves this through:

- 1) Prevention of behaviour problems and management of existing issues positively and consistently.
- 2) Developing skills and knowledge in schools for better teaching and learning
- 3) Creating and maintaining a better school environment for students, teachers and the whole school community.

BEHAVIOUR MATRIX

The school-wide behaviour matrix was developed by the teachers and students at Swan Reach Primary School to establish expectations of student behaviour that reflects the school values; Respect, Empathy & Resilience. It endeavours to create and maintain a positive school culture and safe, inclusive learning environments to achieve academic and social success for all students. Swan Reach Primary School continue to teach the expected behaviours through explicit lessons that teach students important skills to cope with social situations and when faced with adversity.

ATTENDANCE




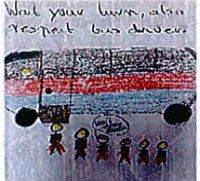


School is compulsory for all children over the age of six. Frequent absences without a legitimate written excuse are reportable to the authorities. Only five unexplained absences are allowed in a term.

Please note that it is a Departmental regulation that written reasons be provided for all absences. These letters are required to be kept as records for a number of years. All absences will be reported on uEducateUs

If you are planning to be away for an extended period of time and would like work for your child please give teachers at least two days notice so that work can be prepared. Please also be aware that the type of activities that will be provided will be of a revisionary nature and will most likely be worksheet or written type activities.

Ongoing absences of more than 10 days per year will affect a student's learning

Swan Reach P.S School-Wide Expectations

	Respect	Resilience	Empathy
Classroom 	Listen to instructions Concentrate on your work. Show good manners.	Accept the consequences of your behaviours Challenge yourself Have a positive mindset	Put yourself in other's shoes Be positive leaders Celebrate uniqueness of all people
Moving around the school 	Give personal space Walk on the deck Respect property and belongings	If you fall over pick yourself up	Help others
Playground 	Own your own behaviour Hands off policy Play by the rules	Use the 4 steps: Ignore, Ask them to stop, Walk away, Tell a teacher. Bounce back	Be inclusive Help people if they are hurt Play safely
Bus 	Follow bus instructions Wait your turn Talk politely and quietly to person next to you	Own your behaviour Wait patiently	Be considerate of other people's needs Keep bus clean and aisle clear
Toilets 	Respect privacy Use toilets appropriately Use soap and wipe your hands and turn taps off	Own your behaviour	Be considerate to other people using the toilets
Assembly 	Stand quietly and listen the speaker Sing or stand respectfully for the anthem	Be supportive of other's achievement Be sensible and safe Ignore poor behaviour	Be understanding of other people's beliefs Be happy for other people

EMERGENCY INFORMATION

At the beginning of each year families will be asked to complete an “Emergency Information” form. This form will let us know where to contact you in an emergency or whom we should try if you are unavailable. It is essential that the ‘Confidential Student Information’ form should be completed accurately when each child enrolls and be kept up to date.

Please notify us if there are any changes to any of the information.
We request that you inform our front office if you change your phone number, as soon as possible.

Emergency contact people can be called when your child is ill or has had an accident or is behaving in a way that is dangerous to themselves or other students. Families are asked to make sure these contacts are aware of the role they may play and are usually available during school hours.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

As part of the enrolment procedures students need to present a School Entry Immunisation Certificate (SEIC). The certificate tells the school whether or not all required childhood immunisations have been completed. (Students with Exemption certificates are required to be exempted from school if certain contagious diseases are present in the school.)

This certificate is a necessary document upon enrolling in any school.

The shire is able to issue the School Entry Immunisation Certificate once it has seen or collected records of your child’s immunisations.



VOLUNTEERS AT SCHOOL

We welcome and are very appreciative of contributions made by parents and other volunteers to our school programs.

You, as the parent are actively encouraged to become involved in the school and/or classroom programs.

The Department of Education requires all volunteers to hold a WORKING WITH CHILDREN CHECK card before they can volunteer on school property. A copy must be left at the front office. (If you require assistance with this please see the front office) More information can be found on the Working with Children website.

<https://www.workingwithchildren.vic.gov.au/>

For safety reasons all volunteers must also sign into the register at the front Office and complete a volunteer OHS induction every 12 months.

4. SCHOOL COUNCIL

PARENT PARTICIPATION

Open School:

We operate as an open school and we value your visits and friendship. You are always warmly encouraged to visit our school and become involved in our programs.

SCHOOL COUNCIL

The School Council is the group that oversees the running of the school. It is responsible for determining policy and budget and for the upkeep of facilities, grounds and equipment.

The council consists of eleven members: eight elected parent representatives, two elected staff representative, and the principal. All positions except that held by the principal are for a two-year term with half the elected parent reps. retiring each year. Elections are held during March with the new council taking over from the beginning of April

Meetings are held eight times during the year and dates and times are decided upon by the serving committee. Everyone is welcome to attend these meetings or you may submit items of business for discussion.

Current Members 2019:

Parent Reps: Jaime Savory (President), Samantha Scott (Vice President), Amy Meade (Treasurer), Callie Young (Secretary), Tracy Camidge, Quita Haag, Heather Wilkins, Emma Wijsma, Kim Sceney,

Community Rep: Marg Whelan

Staff Reps. David Pacht, Warwick Fraser

Principal Andrew Kenyon (Executive Officer)

Sub-Committees or project groups are set up as needed with school council members electing to be part of these groups. The project team liaises with school

FUNDRAISING COMMITTEE

Our fundraising committee is a group of dedicated parents whose primary purpose is to raise funds for the benefit of the school & our students. The committee promotes the participation of parents and friends in the life of the school generally in particular, the education of the children.

All fundraising activities require School Council approval.

SCHOOL FUNDING & SCHOOL FEES

In a Victorian Government school, money to finance school programs come from five main sources:

1. Department of Education and Training (DET)
2. Parents via the payment of school fees
3. Fundraising by parents, teachers & students
4. Special grants from the Government and other organisations.

Information regarding the payment of fees is usually distributed to parents early each year. Our fees include payment for most excursions, swimming, ICT needs, classroom resources and visiting performances during the school year.

A number of alternatives are offered for payment of fees:

- ◆ In full during Term 1
- ◆ Centrepay (Healthcare Card holders only)
- ◆ Any amount at anytime during the school year via direct deposit
- ◆ By another method after consultation with the Principal.

All exercise books and supplies required by the students will be supplied at the beginning of the year. **The replacement of lost or deliberately damaged supplies is the responsibility of the parents.**

SCHOOL GROUNDS and GARDENS

The school consists of five classrooms, library, art room, kitchen / dining room, sports shed, green house and a storage shed. The school is well resourced with computers, science equipment, musical equipment and general classroom supplies.

The grounds boast a full sized tennis/basketball court (half covered), a fort, 2 playgrounds, large open grassed areas as well as shaded nooks and crannies for quiet activities.

Kim Sceney has given the gardens a new lease on life and they are brimming with colour and food for both the tummy and the imagination.

School Council has employed a gardening service to keep the lawns in tiptop



5. TRAVEL

STUDENTS LEAVING SCHOOL GROUNDS

The only supervised area when students leave school grounds at the end of the day is at the double gates at the top of the school basketball court.

Students may also exit and enter the school via the gate at the bottom carpark area.

All students must stay at school during school hours.

If it is required that they must leave the school grounds prior to the end of the school day:

- A note should be presented to the front office staff or classroom teacher, outlining reasons and pick up arrangements.
- The parent or guardian must sign out the student in our register - located on the front desk.

Please note... messages left on the answering machine may not be checked until the end of the day if the office is busy.

Bus travellers must travel on the bus unless prior arrangements are made, or, parents are present when the bus arrives.

CARS

'Pick up' and 'drop off' arrangements.

Traffic can be extremely hectic at the beginning and end of the day this has resulted in a number of changes to ensure student safety.

- A staff member will be present in the morning (8:40 a.m. to 8:55 a.m.) and the afternoon (3:30 p.m. to 3:45 p.m.). The students must wait on the basketball court, within sight of the staff member.
- 'Kiss and Drop' zones are located outside the double gates, near the basketball court. A quick drop off will ensure smooth movement of traffic.
- Cars cannot park in the 'Bus' zone (outside the front office) until the bus has either dropped off or picked up students.

If parked on the opposite side to the school, parents must walk across the road to drop off and pick up their children.

SCHOOL BUS

Buses servicing the school under contract to the Department of Education and Training provide free transport to eligible users.

To be eligible you must attend your nearest Government school and live 4.8 kms. proximity of your nearest Government School.

An application form for permission to travel on Department buses must be completed and returned to school before commencing travel to ensure availability. This form also outlines safety and conditions of travel.

PLEASE SEE FRONT OFFICE FOR FURTHER INFORMATION.

BIKES / SCOOTERS

There are several spaces for bikes in our rack and students are welcome to ride to school. Helmets are compulsory.

Students who arrive without a helmet will not be permitted to ride home. For safety reasons bikes are not to be ridden in the school grounds unless under teacher supervision.

Students from Grades 3–6 can participate in a Bike Education program delivered by David Pachl and Erica Eckhardt.

We do not encourage students under the age of 8 to ride bikes or scooters to school unless **accompanied by an adult**.

Students must wear **bicycle safety helmets** at all times when riding/scooting.

6. MEDICAL INFORMATION

ACCIDENTS & INJURY

In case of illness or injury immediate contact is made with parents and or other emergency contact person so that the student can be collected from school.

If illness or injury is serious and the parent/emergency contact cannot be located, the student will be conveyed to either their local clinic or emergency section of the Bairnsdale Regional Health Service.

If warranted the Ambulance will be called, but only in the case of an emergency, and we encourage all families to become members of Ambulance Victoria:
<http://www.ambulance.vic.gov.au.membership.html>

Children's Illnesses

The best place for students who are ill is at home. The school has a sickbay so we can care for your child until such time as we can contact you or the emergency contact you listed. However, if your child shows signs of illness before school we would prefer you to keep them at home to avoid the spread.

Medication

It would be appreciated if you could let us know if your child is taking any medication. Please list the dose and time to be administered.

We are not able to administer pain killers unless we have written permission and they have been provided by you.

Medication Forms are available at the front office. If a child requires any form of medication this form must be completed before medication can be administered. All medication must be taken to the office to be stored in sick bay or the staff fridge. Without this form the staff cannot administer medicines. It would also be desirable if the medication is clearly labelled with the child's name and in its original container.

Items listed on the enrolment form are extremely important in ensuring that your child is quickly taken care of in case of illness or accident.

For each student requiring non-asthma medication at school, parents/ guardians should bring the medication to Reception so it is recorded and locked away.

AT NO TIME SHOULD STUDENTS CARRY MEDICATION IN SCHOOL BAGS, OR SELF ADMINISTER MEDICATION.

Medication should be supplied in a container that displays:

1. The name of the medication
2. The name of the student
3. The name of the class
4. The dose required
5. The time it is to be given
6. A dosette box is required for multiple tablets
7. Parent Consent
8. Medical reasons for medication

Medications will be **kept in a locked cupboard located in the First Aid Room or in the staff fridge.**

A member of staff who has the responsibility for giving out medication will dispense medications. In the absence of this person the Principal or member of the Reception Office staff may dispense medication.

ALL STUDENTS WILL HAVE THEIR OWN PERSONAL MEDICATION ADMINISTRATION LOG

ANALGESICS

No analgesics will be given out at school. Should a student require an analgesic then it is probably in the student's best interests to stay at home under parental supervision.

ANTIBIOTICS

Parents will need to fill out the medication form for all medication including antibiotics.

These will be given out at recess or lunchtime which should fit in with the regime set out by most doctors.



ANAPHYLAXIS / ALLERGIES

Anaphylaxis is an acute allergic reaction to certain food items and insect stings. The most common allergens are nuts, eggs, cow's milk and bee or other insect stings, and some medications.

The aim of the school is to provide a safe and healthy school environment that takes into consideration the needs of all students, including those who may suffer from anaphylaxis. Any student who suffers from an anaphylactic condition the school will be asked to meet the following conditions:

- Meet annually with the parents / carers of each student diagnosed as at risk to develop an ASCIA Individual Anaphylaxis Management Plan, which includes an ASCIA Action plan for anaphylaxis, completed and signed by a medical practitioner.
- Ensure that the parents supply the student at risk with their own auto injector such as an EpiPen and that it is in date.
- Provide training at least every year for all staff on anaphylaxis management organised through an approved trainer and briefings yearly on anaphylaxis including administering of an adrenaline auto-injector.
- Complete the Anaphylaxis Risk Management Checklist on an annual basis for each child at risk of anaphylaxis.
- Ensure EpiPens are easily accessible in a central secure spot (staff room)
- Ensure appropriate first aid resources accompany every allergic student when outside at recess/lunch, sport or leaving school grounds.
- Informing the community about anaphylaxis via the newsletter.
- Informing students about allergies, including anaphylaxis causes, and first aid as part of the Prep – 6 Curriculum.
- Not allowing food sharing and restricting food to that approved by parents.
- Keeping the lawns mowed, ensure students always wear shoes.
- Identifying susceptible students and knowing their allergens. Having this information & students photo on display in the first aid area and the staffroom.

Parents are required to provide an ASCIA emergency management plan developed by a health professional and an auto-injector if necessary, both of which will be maintained in the Staff room for reference as required.

The Principal or class teacher will contact parents if the use by date of the injector is close to expiration.

All ASCIA Anaphylaxis Action Response Posters will be displayed in the first aid room.

ALLERGIES

If children have allergies of any kind we must be notified of these. **There is a section on the enrolment form to provide details.** If allergies are severe consider buying your child a medic alert bracelet. If the allergy requires medication please supply some, to be kept in sick bay, for use at school. You need to fill out a Medicine Permission form which gives staff permission to administer the medication. These forms are available at the school office.

ASTHMA

Asthma is a condition of the airways. People with asthma have sensitive airways in their lungs which react to triggers that set off their asthma. This makes it harder for them to breathe.

Our school has been granted the status of being an 'Asthma Friendly' School by the Asthma Foundation.

Each student who suffers from an Asthmatic condition must complete an **ASCIA ASTHMA MANAGEMENT PLAN. This is to be filled out by medical professionals in conjunction with parents / guardians.**

A copy of the plan must be placed in the students' records and should be kept with other medication records and with their classroom teacher.

The Asthma management plan is to be updated annually.

The plan will include:

- Usual medical treatment – medication required when the student is unwell.
- A detailed plan of the medication to be used when the student is deteriorating due to asthma. This includes how to recognise worsening conditions.
- What to do for an acute attack.
- Name and number of an emergency contact.
- Name and number of student's doctor (including after-hours number).

ASTHMA MEDICATION

Students with Asthma **MUST** always have their medication available.

It may be stored in their classroom.

At times students may need to have their medication nearby and this may mean it is carried in their bag or pocket (especially during sports lessons).

Parents/guardians are responsible for ensuring that students have adequate supply of the appropriate medication at the school.

Each medication piece must be clearly labelled with the students' name on it.

Each student should have their own spacer clearly labelled with their name. It should not be shared with other students as it cannot be sterilised.

The school provides an Asthma Emergency Kit.

HEADLICE CHECKS

It is a requirement of the Department of Human Services that parental consent must be obtained before students may be checked for Head Lice. Our school offers a Head Lice Program managed by our Education Support Staff and a consent form is distributed upon enrolment.

At Swan Reach Primary school they will be required to fill a ONCE ONLY CONSENT FORM, this will cover the student for the duration of their schooling at Swan Reach Primary.

The best head lice treatment is prevention:

- * We encourage families to check children's hair on a weekly basis.
- * All children are actively encouraged to attend school with long hair tied up.
- * Maintain a sympathetic attitude and avoid stigmatizing families who are experiencing difficulties with control measures.
- * You will notify the school if your child has head lice
- * The school will inform parents when there is an outbreak of head lice in a class.

Many lice do not cause an itch, so you have to look carefully to find them.

Head lice are found on hair itself and move to the scalp to feed. They have 6 legs which end in a claw and they rarely fall from the head.

Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

1. Buying and using a head lice lotion or shampoo, following instructions on the products.
2. Using conditioner and comb method every second day until there have been no live lice found for ten days.

If you chose to use a head lice product always read and follow the instructions provided with the product carefully.

The following points may also be helpful:

- ◆ Head lice products must be applied to all parts of their hair and scalp.
- ◆ No treatment kills all of the eggs so treatment must involve two applications, seven days apart. The first treatment kills all lice; the second treatment kills the lice that may have hatched from eggs not killed from the first treatment.
- ◆ Cover the person's eyes while treatment is being applied. A towel is a good way to do this.
- ◆ If you are using a lotion, apply the product to dry hair.
- ◆ If you are using a shampoo, wet the hair but use the least amount of water possible.
- ◆ Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

There is no need to treat the whole family – unless they also have head lice.

Concentrate on the head – there is no need to clean the house or the classroom.

ONLY THE PILLOWCASE REQUIRES WASHING – either wash it in hot water (at least 60C) or dry it using a clothes dryer on the hot/warm setting.

MEDICATION ON EXCURSIONS / CAMPS

All medication requirements must be detailed for each excursion / camp leaving the school grounds.

All staff on excursions/camps should be familiar with particular medical conditions of students on the excursion. This includes Asthma Plans.

A staff member on the excursion/camp will be designated as the person dispensing medicines.

All medication will be labelled and stored separately for each student.

INFECTIOUS DISEASE

In compliance with DET regulations, students with certain infectious diseases are to be excluded from school for set periods of time. In a few cases, other family members are also to be excluded. It should also be noted that students without immunisation certificates will also be excluded:-

Chickenpox; Diphtheria; Viral Hepatitis; Impetigo; Leprosy; Measles; Meningococcal Infection; Mumps; Pediculosis; Whooping Cough; Poliomyelitis; Ringworm; Rubella; Scabies; Rabies; Streptococcal Infection (including scarlet fever); Tuberculosis; Typhoid and Paratyphoid Fever.

ILLNESS	EXCLUSION PERIOD
Chicken Pox	Fully Recovered At least one week after first spots appear
Conjunctivitis	Until no discharge is present
Diphtheria	Medical Certificate
Diarrhoea	Until ceased
Infectious Hepatitis	Medical Certificate
Hepatitis B	Until recovered
School Sores	Until sores are fully healed, earlier if treated and fully covered.
Measles	Five days after rash – or medical certificate
Mumps	Until fully removed
Head Lice	Until treatment is completed
Whooping Cough	2 weeks after onset AND medical certificate
Rubella	Until fully recovered – at least 5 days after rash appears
Scabies	Until treatment completed
Streptococcal Infection	Medical certificate

7. COMMUNICATION

NEWSLETTER and WEBSITE

COMMUNICATION:

Swan Reach Primary School has an 'open door' policy – meaning staff are always open to meet with parents to discuss student progress, concerns etc.

Sometimes they may have other commitments but will always book in a time to see you.

Throughout the year your child's class may hold a Student led conference and all families are invited to attend. These sessions generally run from 30 – 60 minutes.

NEWSLETTER:

The newsletter is our main way of relaying information.

This is prepared and sent home usually on a weekly basis, and generally on a Thursday, with the eldest student. A digital copy will also be emailed to each family.

It is important to read this newsletter as it contains news of coming events, changes to school programs, permission forms etc. Sometimes there are even prizes to be won!

Ueducate Us:

The school uses Ueducate Us platform as a primary means of communication for announcements and messages. Parents will be allocated a login and can use this to report student absences and make contact with teachers or the office. There are also photos in the gallery from school activities and excursions. Please contact the office if you have any problems accessing this system. The platform can be accessed via browser or download the app.

Every Monday morning we have a whole school assembly, on the school basketball court, at first bell, 8.50 a.m. During these assemblies we sing the National Anthem, celebrate birthdays and special days that week, acknowledge student achievements (sporting and academic) and hand out special awards.

All SRPS families and friends are welcome at these assemblies.

8. UNIFORMS

SUN SMART

We want to make sure our students are well protected from the sun while at school and therefore a Sunsmart policy has been devised. Students are required to wear their red coloured broad brimmed school hat at all times when outside in Terms 1 and 4. Also, when required in Terms 2 & 3.

If students do not have their hats with them they will use available areas of outdoor shade for outdoor play activities.

We will regularly reinforce the school's Sun Smart Policy in a positive way through the newsletter, parent meeting, students and teacher activities.

Uniform

Swan Reach has a compulsory school uniform.

Items of uniform may be purchased through Nicks of Bairnsdale (lay-by options available) or items in the same colours as the uniform may be purchased elsewhere. Students will also be required to **wear the Swan Reach School hat** which may also be purchased through Nicks.

UNIFORM:

- Red Polo T-Shirt with school emblem
- Red Skivvy
- Red Jumper with school emblem
- Plain black pants – no stripes or emblems
- Plain black shorts
- Red & White Gingham school dress
- Black skirt/shorts
- Broad brimmed red hat with school logo

It is recommended that all long hair be tied back for safety and health reasons.

PLEASE LABEL ALL ITEMS CLEARLY WITH YOUR CHILD'S NAME

While there is no prescribed footwear, it is requested that shoes be appropriate for the types of activities done at school, that they fit comfortably and are safe. Please note: thongs and scuff type shoes should not be worn for safety reasons.

We also have 'FREE TO A GOOD HOME' second hand uniform available all year round in our front office.

If you are having problems with the purchasing of uniform items please contact the front office or Principal.

It is expected that there will be occasions where full uniform is unavailable due to washing/drying problems etc. In these cases we ask that a brief note form parents be given to the teacher/or an out of uniform slip be completed.

In the case of students repeatedly attending school out of uniform without a note or phone call from parents the Principal will contact the parents direct to resolve the issue.

LOST PROPERTY

Student's belongings that are found around the school without a name are placed in a lost property basket outside the First Aid Room. Please feel free to look for your child's lost property in the classroom and in the lost property basket.

9. ADMINISTRATION

SCHOOL SUPPLIES and EXCURSION CHARGE

The school will supply all stationery, pencils, art requisites and other general equipment your child will need at school. All students will have access to this equipment throughout the year as determined by the class teacher.

Exercise books, pens and other used items will be replaced as long as due care has been taken. If a student loses all his or her textas or pencils, or breaks his or her ruler it is requested that these items be replaced from home.

In our fees we have a charge for excursions. This covers local excursions for the year which include Arts performances and local trips. This charge does not include individual sports events and any camps or excursions outside the local area.

EXCURSIONS & CAMPS

Camps and excursions form a very important part of the school program. It is important that that all students participate as these activities are usually organised to supplement or enhance class programs with class work being done before and after the event.

Costs are kept to a minimum with subsidies where applicable.

Students from different grades participate at different levels of activities with whole school excursions being organised as part of the three year camping program.

At the beginning of the year you will receive an excursion approval form which will cover your child for any local excursions (listed on the form). We ask that you read the form carefully and return it to school by the requested date. The idea behind the blanket approval is to save you a little time by not having to complete a permission form for every excursion. You will still be notified of upcoming excursions via the newsletter

Normally students will be transported by bus, but should we need to use cars you will be asked if you want to transport your child or make arrangements for them to travel with one of the other parents.

STUDENT PHOTO'S & STUDENT WORK

It is necessary for parent/carers to give their consent for students to be photographed at school. These photos may be used by the local newspaper, on our school website or in our school newsletter. Consent is also required for the publication of student work. A consent form will be sent home for completion each year or at enrolment.

LUNCHES

Students need to bring their own lunch on most days. Exceptions to this include days when we have lunch orders supplied by the Black Stump Store (every Friday) and when other special lunch days are offered.

Lunch orders are to be taken directly to the Black Stump in Johnsonville no later than 4.00 p.m. the Thursday prior.

Lunch play is at 1pm

LUNCH IS EATEN IN THE CLASSROOM FROM 1.45 – 2.00 p.m.

We encourage healthy lunches, consisting of sandwiches, fruit, wraps etc. and ask that any unwanted food be taken home.

FRUIT BREAK IS AT 12.00 noon DAILY

Lollies, soft drinks, chocolates and other foods containing high amounts of sugar and salt are not permitted at school. Although lollies are offered as occasional rewards. This depends on the discretion of the staff.

TUBBS (Tambo Upper, Bruthen, Buchan & Swan Reach)

Swan Reach is part of the TUBBS Cluster. As part of this cluster we have been very successful at State level for a number of sporting activities – including our girls' T-ball team being State finalists. As a cluster we get together for special activity days, cultural performances, athletics, cross country, professional development, camps and many other activities.

In 2012, Metung, Nowa Nowa and Nungurner also joined the cluster, bringing the number of schools to seven.



PLAYGROUP (currently not operational)

Every Wednesday, during school term, we have a Playgroup in our school library. This starts at 8.50 a.m. and finishes at 10.50 a.m. All parents and family friends of Swan Reach Primary community are invited to attend. There is no cost associated with this community playgroup.

SENDING MONEY

From time to time you will need to send money to school. **We have special payment envelopes which are available from the front office and a supply will be given to you at the beginning of each school year.** It is very much appreciated when these envelopes are used as it makes the job in the office a lot easier.

All money and other forms should be placed in the red box, inside the front door.

SCHOOL BANKING

We have a school banking program with Commonwealth Dollar mites. Students can open their own Dollarnite account and every Friday bring their deposit book and money to school where their banking will be processed and bank book delivered back to their classroom.

The students earn reward points and each term are eligible for free prizes, determined on the amount of deposits they have made during that term.

TOYS & PERSONAL ITEMS

We all know how exciting it is to have a new toy or game and want to bring it to school to show our friends, but school can be a rough place for toys and special belongings.

We recommend that toys and personal items be brought for show and tell but left in the school bag and saved for use at home. We cannot guarantee that the items will be safe and return in one piece.

Items such as swap cards can cause problems and so to curb any 'insider trading' or misunderstanding students are not to swap items at school.

THE FIRST YEAR OF SCHOOL AS A FOUNDATION STUDENT

When a child goes to school there is a great change for that child and for his or her family. We believe that you, the child's parents, are a very important link in the educational chain. Here are some suggestions that can help make a child's experience of school an excellent and enjoyable one.

PARENTS & TEACHERS AS PARTNERS

The message of recent research is that "the better the bridge between home and school the better the education". We look forward to our partnership with you and hope that you'll really become involved in the life and culture of our school.

We will do our best to communicate with you about what we are doing in our school and why – read our weekly school newsletter. We will try to answer your questions as honestly and completely as we can.

DON'T UNDERESTIMATE YOUR CONTRIBUTION

You were your child's first teacher and even now that he/she is entering formal education you retain that important position.

THE TRANSITION FROM HOME TO SCHOOL

Starting school is a big change for children. Often the hardest part is being away from the family and joining a group of approximately 20 other children.

Anything you can do now to help will make school a happier place for your child. You will often find your child is particularly tired at first, so plan a quiet time when they get home from school, especially during February.

Here are some ways in which you can support and build on the classroom experience:

1. AS FIRST DAY APPROACHES

- Have a picnic 'school lunch' together. Check understanding of play lunch and lunch and the ability to cope with lunch boxes, wrappers and drink bottles.
- Increase emphasis on caring for own belongings and identifying them (all things clearly named).
- If possible try to maintain 'Kinder friendships' over the holidays.
- Be sure your child can toilet themselves and won't be afraid to ask.
- Practice dressing, particularly shoes (lace tying) and jumpers.
- Talk positive and encouragingly about school.

2. ON THE FIRST DAY

- Bring your child to the classroom to meet their teacher and put his/her school bag away.
- Assure your child that you will meet them back at the classroom at 3.30 p.m.
- Separate as quickly as possible, particularly if you are feeling upset yourself.

3. ENCOURAGE QUESTIONS:

Five and six year olds are full of questions about how and why. They may annoy from time to time but such questions are at the heart of investigating and therefore learning.

Listening and answering these questions seriously will help your child remain an active and curious learner. Don't be afraid to ask questions of your child.

Questioning isn't easy, and parents, like teachers, need practice. Parents need to continually ask questions which require more than a yes/no / don't know answer. Don't be put off when your child's answer to 'What did you do at school today?' is "Nothing". Be more specific – ask about friends, art, reading time, singing, games played, stories heard etc.

4. ENCOURAGE CHILDREN TO DISCOVER FOR THEMSELVES

We all have to learn to take responsibility for our own learning. Young children are natural investigators. Don't always tell them all the answers, but do provide the means for them to find their own answers.

Much problem solving is learnt through play. Encourage active imaginative play through dress up, playing shop, mums and dads, or schools. A special messy place such as veranda or rumpus room will also help.

5. SHARE READING EXPERIENCES

At the sages of five and six the bedtime story is as important as ever.

After the bedtime story, allow some quiet time for reading in bed. Share new stories and poems, perhaps borrowed from local libraries and rediscover the fun of old favourites.

If in doubt about which books to choose, ask your local librarian or your child's teacher to recommend some.

6. ENCOURAGE DRAWING AND WRITING AT HOME

When is a child ready to begin to draw and write? As soon as he or she is able to hold a crayon. Picture and words will eventually emerge from the scribble. Keep on hand a store of pencils, paper paint, crayons, cardboard, safety scissors etc.

7. SOMETIMES SCRIBE FOR YOUR CHILD

Write down a story (statement) as your child tells it, then read it back several times. Display the 'story', for the whole family to share, on the wall, notice board or fridge.

8. PUT T.V. VIEWING IN ITS PROPER PERSPECTIVE

Most children enjoy watching T.V., but they also need far more time for playing, reading, being outdoors – time for doing lots of things. Choose carefully what and how much your child watches on television. Sometimes ask questions about the program. The ABC's Play School gives lots of ideas for activities for children to do and make at home.

9. ENSURE THAT YOUR CHILD HAS A GOOD KNOWLEDGE OF THE WAY TO AND FROM SCHOOL.

Could your child find his/her way home if necessary? Can he/she say their name and address clearly? Do they know the home telephone number? Learning these things can be made into a game – there is no need for pressure or drills.

10. TEACH YOUR CHILD BASIC ROAD SAFETY

Every child should have a basic understanding of road signs and road crossing procedures.

11. GET TO KNOW YOUR CHILD'S TEACHER AS A FRIEND WHOM YOU AND CHILD BOTH SHARE

The benefits of a good relationship between teacher and parents are obvious. Don't hesitate to communicate with the teacher as you see the need – before confusion arises or problems develop.

12. SUPPORT CHILDREN IN WHAT THEY DO AT SCHOOL

After school try to find a special time to talk over the day with your child and look at the work he/she brings home. Display at home art, craft, special work sheets completed at school, as well as stories written. Help children find things to take for school activities or themes.

13. DEVELOPING MOTOR SKILLS

The Foundation year is exactly what its name implies. The child is preparing for his/her next 12 years of formal education and he/she needs to be given the opportunity to develop physical skills to an appropriate level. Some children may be having their first experiences of specific motor development, while others will be refining specific skills learned at pre-school level.

Life is a constant series of motor tasks, and it is the regular practice which develops the skill. The thinking parent helps the child by encouraging and training the child in the motor task, e.g.,

- Open the butter container
- Put a little bit of butter on the knife
- Spread it to corners of the sandwich

Tasks which are regular parts of the child's daily routine are the best ones for motor skills development. Examples are:

- Dressing
- Eating
- Helping Parents and Siblings
- Caring for toys and books
- Going shopping
- Ball games
- Riding tricycles, etc.
- Running, jumping, skipping, climbing games
- Playing Lego, jigsaws etc.

14. SELF REGULATION

Is the ability to obtain, maintain and change emotion, behaviour, attention and activity level appropriate for a task or situation. Managing emotions is one of the most difficult things for children to do. They still rely on adult support and prompting on how to manage this.

Activity ideas: Talk about feelings with your child and reflect to them what it feels like in your body and what others may see on the outside. Assist them to problem solve when they are having big emotions and develop strategies on how to manage these. Eg 'I can see you are really frustrated. Let's have a drink, do our take 5 breathing and try again.'

HEALTHY EATING WHEN STARTING SCHOOL

Fruit has been the accepted mid-morning snack for the kindergarten year. Continue this healthy habit at school. Finger foods are easiest to manage, e.g., dried or fresh fruit pieces, raw vegetable sticks.

LUNCH

At lunch time the children sit for 15 minutes to eat their lunch (longer at the beginning of the year). Keep lunches simple and appropriate for your child/children and try to include a drink. The lunch might be made up of 2 slices of bread made into 4 squares with:

1/2 an orange or 1/2 an apple wrapped in plastic

Cheese cubes and crackers

A hard boiled egg

Yoghurt

Cold meats

REMEMBER... A bread roll may be difficult for your child to eat.

Can your child unwrap their lunch? Small fingers may not be able to manage plastic wrappers.

Cold water is best for a thirsty child. Try freezing water or diluted juice in the bottle overnight. Please, no cordial or sweetened drinks as they promote tooth decay.

HANDY HINTS

- ⇒ Breakfast ensures a good start to the day and needs to be simple. Milk, fruit, cereal, toast etc.
- ⇒ A healthy play lunch is important, especially for those who have eaten only a small breakfast.
- ⇒ February and March can often be hot, initially your child may be tired and uncomfortable on arriving home. Encourage a drink and small food item then allow them to rest and settle down.
- ⇒ Milk, water or diluted juice, cheese, fruit, raw vegetables, bread, dry biscuits are all appropriate after school snacks.

