



# Parent/Carer Information Book

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**★ STRIVE ★ TOGETHER ★ ACHIEVE ★ RESPECT**





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Dear Parents and Families,

We extend a warm welcome to both you and your child to our school. It is our desire to work with you to help your child grow and develop his or her potential as fully as possible in a happy and secure school environment.

Working as partners throughout this journey is so important. We are committed to regular communication around learning and emotional development and welcome your input, participation and feedback.

We look forward to sharing in your child's primary school experience and all the learning adventures to come!

Kind regards

Karen Langdon  
Principal



## MISSION

Yarram Primary School's mission is to provide a learning environment which supports individuals to achieve their full potential – academically, emotionally and physically – to equip them to contribute productively in a global community.

## VALUES

At Yarram Primary School, we are STARs. Our values are:

### **S - Strive**

We set goals and work towards them.

We embrace challenges.

We keep trying when things get tough.

### **T - Together**

We collaborate and connect with others in our school and community.

We value diverse perspectives, embracing the strength of our differences.

We support and encourage others to succeed.

### **A - Achieve**

We set high standards for ourselves and our learning.

We can all succeed.

We take pride when we do well.

### **R - Respect** (We respect others, ourselves, and our environment.)

We use kind words and actions towards ourselves and others.

We take care of our environment and property.

We follow expectations.

\*\* Our statement of Values and Philosophy is available on our website- Policies page:

<https://www.yarram-ps.vic.edu.au/>



## ENVIRONMENTAL CONTEXT

Located within the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has educated the local children from Yarram and District since 1861. The school has a modern facility with beautifully designed learning spaces. Several of these areas are open learning spaces that facilitate collaboration across classrooms, where students enjoy flexible seating and have opportunities to work with peers in and out of their home groups. Our open learning spaces have built a culture where students see all teachers as "their teacher," and teachers see all students as "their student."

Students study core academic subjects as well as four specialist areas, which include physical education, visual arts, performing arts and STEM (Science, Technology, Engineering and Maths). Auslan is taught in all classrooms. Classroom instructional strategies are in line with evidence-based practices, including Readers' and Writers' Workshops, systematic synthetic phonics instruction and intervention, School-Wide Positive Behaviour Supports and the Rights, Resilience and Respectful Relationships program. Our library is timetabled for class access. We offer a variety of Friday afternoon clubs, with topics ranging from cooking to yoga, iMovie animation to bushcraft, soccer to drawing. Our clubs are designed to inspire and deepen student interests and passions.

YPS has a dynamic mix of experience amongst our staff. A highly capable Education Support team work alongside our teachers to deliver timely and targeted interventions, including the Minilit Sage reading intervention program and targeted numeracy support through the Tutor Learning Initiative. A highly popular breakfast club operates three mornings per week and is lovingly run by ES staff.

Students have regular and meaningful opportunities to have a voice in their school experience. We have developed and maintained multiple levels of student leadership opportunities, including House Captains, a student School Improvement Team (that meets with school leadership to discuss school data and responses), a Junior School Council, a School Crew and Cultural Diversity Ambassadors. Students at all levels participate in discussions around their own learning goals and are supported to work towards their goals and monitor their progress, all of which builds our students' sense of agency in their learning.

At Yarram Primary School we continually update ICT tools to ensure our equipment is contemporary, useful and relevant to curriculum delivery. Our multipurpose facility houses a half basketball court, cooking area, disabled facilities, library, music facility and general purpose area and is available to school and community groups. We also have a terrific art facility, basketball / netball courts, a barbecue area, four separate play areas, a student garden, a large oval and a covered sandpit which has a ready supply of fabulous equipment available to children at recess and lunchtime.

Parent and community partnerships provide a strong support network, rich in extracurricular opportunities. We have a valued Parents and Friends Club that supports school fundraising and events. Local traditions include active participation in the Yarram Eisteddfod, Anzac/Remembrance Day, and the Yarram Show. We participate in educational and community initiatives such as NAIDOC Week, Education Week, Parks Week and Children's Book Week.

Yarram Early Learning Centre operates dynamic before and after school and vacation care programs on the school premises.

We welcome any prospective families to contact us and arrange a private interview and tour of our school.

## ASTHMA / SEVERE ALLERGY PLANS

If your child has asthma, anaphylaxis or a severe allergy please indicate this on their enrolment form. They must have an ASCIA Action Plan (for anaphylaxis) or an Asthma Action Plan filled in by their doctor and sent to school along with appropriate medication in case of an emergency.

## ATTENDANCE AND ABSENCES

1. Children should not be at school before 8:35am (unless attending Breakfast Club at 8:15am – Monday, Wednesday and Friday).
2. School hours are from 8:55am to 3:20pm daily, except on the last day of term when children will be dismissed at 2:20pm.
3. Lunches will be eaten under supervision between 1.30pm and 1.40pm.

Regular attendance is important, as it helps students make academic progress, connect socially with their peers and develop a sense of dependability, routine and responsibility. Daily attendance at school is a predictor of positive outcomes well into a child's future. School staff work alongside families to ensure children maintain good school attendance.

Any parent wishing to collect a child from school during school hours must sign them out at the office. Any person other than the parent with whom the child is living must carry written authorisation. If a child arrives late to school a late pass will be issued and the child will be marked late in Compass.

While school attendance is very important, home is the place for a sick child. A sick child cannot work well and may pass his/her illness on to the other children and staff.

Contact with the school for any absence is expected. This can be a written note, phone call or Seesaw message, or you can log on to Compass and state the reason for the absence. If it is known that a child will be absent for a long period, parents are requested to discuss this with the Principal. *Verbal notification will be accepted but a note is preferred for our records.*

*For the month of February, Prep students attend Mondays-Thursdays, with rest/scheduled assessment days on Fridays .*

## BICYCLES / SCOOTERS / SKATEBOARDS

1. It is school policy and the law that every rider must wear an approved helmet. Children who do not wear helmets will not be permitted to bring the above into the school ground.
2. Bikes/scooters/skateboards are not permitted to be ridden in the school yard (except during approved programs such as Bike Ed). All bikes/scooters/skateboards must be placed neatly in the area provided for them.
3. Bike Ed (a special bicycle safety education course) is a component of our Safety Education program. Please note, the Road Traffic Authority suggests that **children under 10 years of age should not ride to school unless accompanied by an adult.**

## **CAMPS**

We are dedicated to providing offsite camping programs for children in Grades 3 to 6. We begin to prepare our students for school camps with the P-2 camping program, which involves after school stays for Preps and Grade 1 students and a school sleepover for Grade 2 students. Grades 3-6 will be involved in a three day camp. These camps are organised by the class teachers and we endeavour to give parents as much notice as possible. Families are encouraged to arrange payment by instalment or speak to Karen Langdon, our Principal. Many families begin a direct debit program in Prep to put away funds for camps in later years. All money is kept in individual student accounts. Our aim is that all children access these programs.

## **COMMUNICATION**

**We communicate with families in many ways! We use the following methods to keep in touch with parents, families and carers:**

### **Seesaw**

Seesaw is our primary method of communication. Families will receive announcements from the school and from classroom/area teachers. Seesaw provides one to one messaging between families and classroom teachers. Student portfolios are also shared via Seesaw. We encourage all families to become familiar with Seesaw to stay informed. Please keep in mind that if parents message teachers after hours you will likely not have a reply until the following business day.

### **Pelican**

Pelican, our fortnightly news broadcast, is published every other Thursday on Seesaw. The Pelican is used to provide you with a window into school happenings. Families will receive important information and updates and can see photos and video of the exciting learning and experiences children are engaged in at school. The Pelican post on Seesaw will also include a dot pointed list of key information for your reference.

### **Term Calendar**

Our term calendar is published and distributed at the end of each term, in preparation for the upcoming term. Parents are encouraged to print the term calendar and keep it close on hand to refer to important upcoming events.

### **Paper Notes**

Sometimes paper copies of notes or information are sent home, particularly when a return signature or action is required. All notices that are printed will be distributed to students and/or placed in reader bags. Sensitive documents will be given to students in sealed, named envelopes or mailed when requested.

### **Reports**

Student reports are available through our Compass portal or via printed copy (by request only). Reports are published twice yearly, at the end of Terms 2 and 4.

### **Assembly**

Our whole school assembly runs fortnightly on Mondays from 2:50-3:20pm. Parents/families are welcome to attend. We ask that you sign in at the office.

## Email

The school email address can also be used as a means to contact the school. This email address can be used to contact the office about matters that are not able to first be addressed with classroom teachers.

## Facebook

Facebook is used as a further point of communication to families, with general school information.

## Website

The school website has copies of relevant policies and additional information about our school, including our annual report and strategic plan. [yarram-ps.vic.edu.au](http://yarram-ps.vic.edu.au)

## Text Messages

Families will receive text messages when a child is absent from school and we have not been notified as to why they are away. Please ring the school promptly to inform of the reason for the absence.

## COMPLAINTS & ISSUES

From time to time parents may have the need to contact the school to clarify, investigate or offer feedback. We value this communication as an opportunity to reflect and improve practice where needed. We hope that your child's classroom teacher will, in most circumstances, be the first point of contact. You can raise matters via telephone, Seesaw, written communication or in person (by appointment). If in doubt, the school will advise you on who it is best to speak to first. *For further information please refer to our Complaints Policy on the school website.*

## COURT ORDERS

In the event of divorce or family separation it is not unusual for custody orders in relation to the children to be issued by the Family Court. When the school receives a copy of any court order it is filed in a locked safe in the office store room and a note is placed in the child's file. The school must follow the orders as they are set out. A letter or verbal instruction does not equate with a court order. In the event that a copy of a custody order is not provided to the school, normal access to children will apply. All court orders are to be discussed with the Principal.

## DOGS

Dogs are a danger in the school grounds. Please make sure your dog does not follow your children to school. When dogs are found wandering in the grounds the ranger will be called. Please leave your dogs at home.

## EMERGENCY EVACUATIONS

Throughout the year we rehearse procedures for managing emergency situations so that we are well prepared should a real incident arise. Depending on the nature of the emergency, these rehearsals include evacuating classrooms and assembling on the basketball court or school oval, assembling offsite or moving inside from the schoolyard to classrooms or a specific room and 'locking down'.

*All procedures are outlined in the comprehensive Yarram Primary School Emergency Management Plan which can be viewed at the school office.*

## EMERGENCY INFORMATION

Please fill in all details on the family record sheet accurately and completely. It is most important that the school has the name, address and phone number of a person to contact in case of emergency, as well as a backup. Please make sure you notify the school of any change of address, telephone number or emergency contact. It is also important to let your child know your whereabouts during the day (shopping, visiting, etc).

## ENTRANCE REQUIREMENTS

Children who are to be admitted to school must have their fifth birthday on or before 30th April of the year of admission. ***Evidence of date of birth and an immunisation certificate must be produced.*** An immunisation certificate is available from your Shire Health Officer or can be accessed at mygov.

## EXCURSIONS AND CULTURAL COMMITTEE

We organise a variety of educational excursions and cultural performances for children which do incur costs to families. We encourage you to see these excursions as vital experiences to their schooling.

Being able to see things first hand with their teacher is one of the best educational experiences a child can have. You will be asked to sign a parent consent form before your child is taken on any major excursion. Parents will be asked to sign block permission for local excursions as part of yearly consent forms.

## GAMES / MOBILE PHONES / SMART WATCHES

Electronic games and toys are **not** encouraged to be at school and are not allowed in the classroom. ***Children bringing such items to school do so at their own risk. Video games of any kind are not permitted.***

**Mobile phones are not to be brought to school.** If circumstances arise where you require your child to carry a mobile phone with them, they must hand it into the office when they arrive and collect the phone at the end of the day.

**SMART watches are not permitted at school.** If your child comes to school with a SMART watch, they must hand it into the office when they arrive and collect it at the end of the day.

## GENERAL CLASSROOM REQUIREMENTS

Instead of receiving a booklist at the end of the year, we request curriculum contributions and other contributions to support our school programs. Schools provide students with free instruction to fulfill the standard Victorian curriculum and we want to assure you that all contributions are voluntary. However, ongoing contributions from families allow us to provide the best possible education and support for our students.

These contributions directly support a number of important curriculum areas and programs that we offer including but not limited to:

- class sets for vital numeracy manipulatives (MAB, playing cards, trundle wheels, counters, protractors etc.)
- critical literacy resources (take home readers, decodable texts, etc.)
- the maintenance and repair of musical instruments
- replacement of sporting equipment

- purchase of art supplies and resources
- purchase of inquiry and science resources
- consumables for the classroom
- online subscriptions
- software and equipment needed to sustain and enhance our ICT program.

Banking details are provided in yearly curriculum contributions letters with each student.

Your child will also need:

1. An art smock for protection from paint, glue etc., in the art room. A smock should open down the back so that the child can put it on unaided, with nothing to do up. A cut down shirt with the collar removed is suitable. An old T-shirt is also suitable.
2. A book bag for the protection of 'take home' books and library books. These are available through the school. Children commencing in year levels other than Prep are encouraged to purchase one.

## HEAD LICE

One of the most common health problems in many schools is head lice. Please check your child's hair frequently and inform us if lice or nits are found. Parents are asked to fill in a consent form giving permission to allow us to conduct head lice checks throughout the year. We follow the [Department of Education's Head Lice Policy](#). If your child is found to have head lice, they must be collected and their hair must be treated before they can return to school.

## HOMEWORK

Research in educational practice suggests that homework tasks should focus on meaningful life skills, building literacy skills, and building relationships, with an emphasis on family conversations and experiences. Homework is a valued educational activity in our school community.

### AIMS

- To support student development.
- To develop oral language skills.
- To develop lifelong skills, including self-organisation and positive habits.

### IMPLEMENTATION

- Classroom teachers will expect and support all students to develop and maintain a habit of reading and listening to books read aloud at home.
- Parents can choose to support school work with other additional activities at home, as suits their family schedule.
- Parent partnerships are vital to student success. Parents are encouraged to contact their child's teacher to clarify processes and implementation when necessary.

## RECOMMENDED MODEL

YEAR LEVEL	TASK	
Prep / 1	Reading nightly	Expected
2 to 6	Reading ( <i>minimum of four sessions per week</i> ) Reading log maintained and returned for weekly check by teacher  Other additional activities are encouraged i.e. maths practice, times tables practice, spelling games/revision, enrichment suggestions as per the Pelicam  <i>Please contact your child's teacher if reading logs are not coming home.</i> 😊	Expected  Encouraged

## ICT – INFORMATION AND COMMUNICATION TECHNOLOGIES

ICT is a necessary and valued element of the school curriculum. Students are spending an increasing amount of time online learning and collaborating. To be safe online and to gain the greatest benefits from the opportunities provided through an online environment, students need to do the right thing by themselves and others online. Parents need to establish clear expectations around use of technology at home.

When using the internet and digital technologies at YPS, students:

- ensure that they are following teacher instructions
- keep their personal information safe
- gain consent from a teacher before corresponding with others online
- obey copyright laws, seeking confirmation from a teacher if unsure
- communicate with others in a respectful, kind and socially appropriate manner
- take care to look after equipment.

*Further information can be found in the ICT policy.*

## INFECTIOUS DISEASE - EXCLUSION FROM SCHOOL REGULATIONS

Conditions	Patient Exclusion from School	Exclusion of Contacts
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.	Not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded
Covid-19	Exclude from school when symptomatic. Exclusion of five days after a positive test is recommended.	Not excluded
Diarrhoeal Illness	Exclude until there has not been vomiting or a loose bowel movement for 24 hours.	Not excluded

Diphtheria	Exclude until at least two negative nose and throat swabs have been obtained at intervals of not less than 48 hours, the first swab taken not less than 24 hours after cessation of antibiotics.	Exclude family/household contacts until cleared to return by the Chief Health Officer
Hand, Foot & Mouth Disease	Exclusion until all blisters have dried up.	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is produced, but not before 7 days after the onset of jaundice or illness.	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded
Measles	Exclude for at least 4 days from the appearance of the 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.
Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner).	Not excluded
Pertussis (Whooping Cough)	Exclude for 21 days after the onset of a cough or until they have completed 5 days of a course of antibiotic treatment.	Contacts aged younger than 7 years who are in the same classroom as a confirmed whooping cough case, and who have not received 3 doses of pertussis vaccine, should also be excluded for 14 days from after they were last exposed to a person diagnosed with whooping cough, or until they have completed 5 days of a course of antibiotic treatment.
Ringworm/Scabies	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

## LUNCHES AND SNACKS

Children will need morning fruit/veggie snack (that does not require a spoon), a mid-morning snack and lunch each day.

We actively promote healthy eating. Please do not send lollies, chips, cordial or soft drink. Students should bring sandwiches, salads, or other healthy options, as well as fruit and/or yogurt. To support other students who may have severe allergies, children must not share lunches. Parental support would be greatly appreciated. We encourage “nude food”, or food that does not require packaging. Fresh fruit and vegetables, cheese and homemade muesli bars are examples.

Lunch orders are available on Wednesdays, Thursdays and Fridays. Orders should be written clearly on an envelope including your child's name and room number. Please ensure that the required money is securely enclosed.

## LIBRARY

Children may borrow books on a regular basis from the library. They must be returned after two weeks and may then be re-borrowed if required. Lost or damaged books may be required to be replaced.

## MEDICAL ILLNESS / INJURY

The school has a 'sick bay' where children who are injured or ill may rest up. We stock the essentials in First Aid and most ongoing staff are qualified in First Aid. However, sick children should not be sent to school. If children become ill at school, a parent or emergency contact will be contacted and asked to collect the child.

No medication will be given to children without written / direct parental permission. Medication authority forms must be filled in for any medications that a child may need to take during the school day. If it is imperative for a child to receive medication at a particular time during the day, every effort will be made to ensure this happens.

In the event of a serious accident or illness, an ambulance will be called and parents will be notified via the information supplied on the 'Family Record Sheet'. It is essential that we have a telephone number as well as an address. The cost must be borne by the parent/family; therefore ambulance cover is recommended.

## PARENTS/FAMILIES/CARERS AT SCHOOL

Parents are very welcome at our school. In fact, **we** - meaning the children, School Council and staff - would like all parents to take an active part in the school. You are a vital part of Yarram Primary School - it is your school too! Your input will help to make the school better. You can help with areas such as listening to children read, working with small groups of children in mathematics, science, gardening or cooking. We regularly need volunteers to run Friday activity clubs and for school sports and seek members for the School Council & Parents and Friends Club.

**School Council encourages all volunteers have a Working With Children Clearance.** Adults that volunteer regularly or who are engaged in child related work will be required to obtain a Working With Children Clearance, and the Principal can require a WWCC at their discretion. **We encourage all parents that may be able to help at school to apply for and maintain a WWCC. Volunteer checks are free.**

We are proud of the assistance we have gained from parents and the general community over the years. Parents assist the school in many ways, such as supporting educational programs, serving on committees, participating in working bees, facilitating clubs, providing materials, and participating in the Parents and Friends Club.

## **PARENTS AND FRIENDS CLUB**

Yarram Primary School's Parents and Friends club is a group dedicated to helping students and the school while connecting with one another and having fun. They are always looking for new members. The club provides parents and carers with an opportunity to meet parents and become more connected with the school community. Your attendance would be most welcome and appreciated.

The Parents and Friends Club is the school's major fund raising organisation and works as a sub-committee of School Council. Parents and Friends Club communicates largely online, though depending on the makeup of the group, face to face meetings are also welcome. We aim to make it as flexible and feasible as possible for parents and carers to participate at school.

## **PARKING**

We ask parents/carers to please be considerate of others and patient when seeking a parking spot. Please look carefully at the signed parking spaces. **Do not leave your car, or stay for longer than 2 minutes, in the drop-off zone.** We have a designated drop-off zone on Wesley Street adjacent to the main building. Our school crossing on Commercial Road is monitored by a crossing guard before and after school; our Wesley Street crossing has a crossing guard each day at dismissal.

## **READING**

Encouragement is the key to making sure your child develops confidence as a reader and enjoys reading now and in the future.

### **WAYS TO HELP**

- Encourage your child to talk with you about everyday things - things you see when out shopping or in the car, television programs, things they draw or build. In this way you extend the words they understand and the ways they can share ideas through language.
- Read stories to your children every day. The stories may be in English or in any other language your children understand. Make it an enjoyable time, perhaps at bedtime. Through stories, you share your pleasure in books and help your children get to know the language used in them.
- As you read, hold the book so your child can see it too. You might run your fingers smoothly along the lines as you read so that your child becomes aware of some the features of print such as where to start reading. Encourage children to join in the parts that they know by heart, thus building confidence in their ability as readers.
- Not all print is in books. The breakfast table usually has plenty of print on it - on the cereal packet, the butter container, the bread wrapper. So do road signs, service stations, shops, etc. Whenever your children comment on this print, respond enthusiastically. For example, "Yes, the same word is on the label too. Can you find it?"
- Make reading together at home an enjoyable routine. Be relaxed and encouraging – it is meant to be fun. Find a suitable time and area free from distraction – ie. turn off the television.
- It is important not to make reading a chore. Ten minutes of quality time is better than 30 minutes of half listening.
- Make sure 'take home' books are returned daily.

## REPORTING TO PARENTS / CARERS

Parents/carers are kept informed on a regular basis of each child's academic progress, attitude to school life and level of achievement. Assessment is an integral part of learning. At YPS a variety of assessment procedures are used and comprehensive records are kept. This information is conveyed to parents/carers in verbal and written reports.

This information will be given to parents/carers in the following ways:

1. Parent / teacher interviews will be scheduled mid - late in Term 1.
2. Student reports will be available online on Compass in June and December. Printed copies will be sent home upon request. Some parents/carers may be invited to attend an interview at these times.
3. Student Led Learning Journey Sessions will be held in Term 3. Students will share with their parents/families what their learning looks like and what they are learning about at school.
4. Some parents may also be invited to attend interviews at the end of Term 3 or beginning of Term 4 to discuss an individual child's progress.
5. Interviews may be requested at any time by parents/carers or teachers to discuss progress or concerns.

## SAFETY

### CARS

When picking up or dropping off children please do so on Commercial Road, Grant Street and Wesley Street **observing the CROSSING and NO PARKING zones at all times**. Please do not use the staff car park entrance as a drop off/pick up point.

### SCHOOL CROSSINGS

These are for your child's safety. Please ensure that your family uses the crossings correctly and follows the instructions of the crossing supervisor when using the crossing on the highway. It is very important to be a role model, so please always use the school crossings.

### WAITING FOR CHILDREN WITHIN THE SCHOOL GROUNDS

We are really pleased that parents/carers feel comfortable and welcome at our school. However, to protect the privacy of children whilst still completing their lessons and to allow teachers to be able to conduct their activities safely right through to the 3:20pm bell, we ask that parents/carers do not wait in the school buildings at the end of the day. Parents/carers are encouraged to wait at the school gates or on the seating available outside classrooms. This is a great time for parents/carers to relax and chat while waiting for their children. We appreciate your understanding in this matter.

## SCHOOL COUNCIL

The School Council, in consultation with the principal and staff, decides school policy, prepares and oversees the annual budget, approves fundraising activities and maintains the buildings and grounds.

The composition of the School Council at Yarram Primary School is:

- eight parent representatives
- three staff representatives
- the principal
- two Parent and Friends Club and/or community representatives appointed annually and co-opted onto Council  
(Elected members serve a two year term)

Elections are held in February/March each year and are publicised through school announcements. The names of members of the School Council will be published each year following the election. Parents should feel free to contact these representatives if there is a matter of concern.

School Council typically meets on the third school Monday of each month at 7pm. Meetings are open to all parents – please contact the current School Council president if you would like to attend as a guest.

## STUDENT BEHAVIOUR

Students are taught the school values, Strive, Together, Achieve, Respect. We have a curriculum designed to teach our school values, and our school “rules” are written in the form of value statements, which can be found displayed across the school. These statements are written in the positive, explain to children how we want everyone to behave, and apply across all areas of school life. Our school value statements are:

### OUR VALUES S.T.A.R.



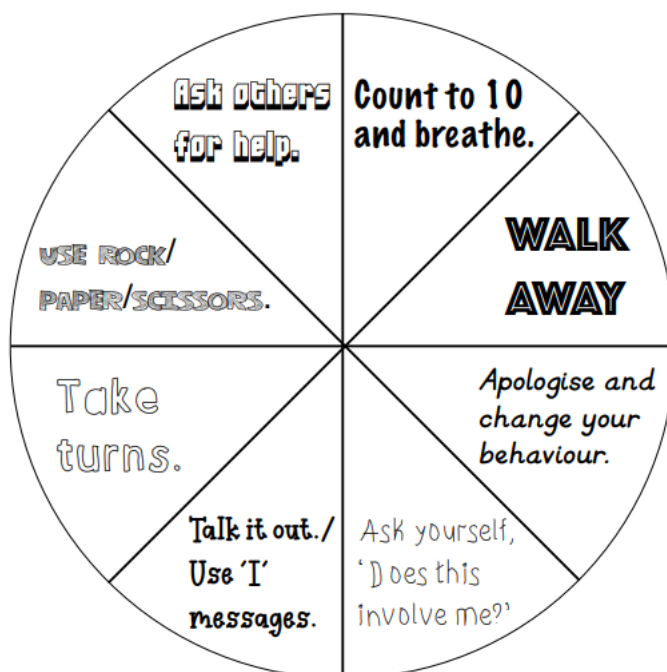
	<p>We set goals and work towards them. We embrace challenges. We keep trying when things get tough.</p>
	<p>We collaborate and connect with others in our school and community. We value diverse perspectives, embracing the strength of our differences. We support and encourage others to succeed.</p>
	<p>We set high standards for ourselves and our learning. We can all succeed. We take pride when we do well.</p>
	<p>We use kind words and actions towards ourselves and others. We take care of our environment and property. We follow expectations.</p>

We know that students will need support with following these expectations. They will make mistakes and need redirection and assistance in restoring positive relationships. We use several tools as a staff for this purpose.

### YPS WHEEL OF CHOICE

The YPS Wheel of Choice is used to teach students a variety of strategies they can try in order to solve problems. We always want students to feel that they can ask for help, and we certainly want them to alert us of any serious or ongoing concerns. We also want students to begin to build independence and to develop skills to solve some problems on their own. In these situations, we encourage students to choose something from the Wheel of Choice that might help them.

## Wheel of Choice



### TEACHER PREVENTION AND RESPONSE

We know that, as the adults at the school, we have a responsibility to set all students up for success. Therefore, when managing student behaviour, we begin with a proactive approach. We consider how to organise the classroom environment, how to instruct students in expected behaviours, and how to make simple changes that will put all students in the best possible position to learn and thrive.

When issues do arise, we then take a staged approach. All classrooms have reset plans, where students are taught several options they can access to help themselves reset and refocus if something goes wrong. Many students will have individual reset plans as well, when they learn what works best for them.

Finally, our staff works as a team to respond to all student welfare and behaviour concerns, involving parents, carers, and external professionals when appropriate. The following documents are used by staff to help move through these levels of response when necessary.

## Minor Behaviours

### How can we INCREASE positive behaviour?

#### Have you tried?

- Building positive relationships
- Providing structure and predictability
- Reinforcing appropriate behaviour
- Modifying the environment
- Differentiating instruction
- Providing opportunities for choice-making and student voice
- Breaking tasks into smaller steps
- Using visuals
- Timetabling to vary types of activities
- Explicitly teaching and referring to school values with worked examples
- Ensuring basic needs are met
- Using simple language

### How can we DECREASE negative behaviour?

#### BEHAVIOUR RESPONSE

- Having a 1:1 chat with the student about their behaviour
- Changing the environment, setting or activity
- Relocating student/s within the learning space
- Teaching alternate behaviours
- Being mindful to not reinforce behaviours of concern
- Keeping calm and moving on

Student has a chance to self-reflect and correct their behaviour.

Student can activate their reset plan.

If the behaviour continues, go to Major Behaviours.

#### Universal

- Not following instructions from any staff member
- Not following YPS values statements
- Work refusal/defiance
- Time wasting (eg going to the toilet when you don't need to or pointless wandering around)
- Interrupting (eg calling out, talking while teacher or peer is talking)
- Not participating in group/team tasks
- Not participating in the morning walk as expected
- Not sharing/playing fairly

#### Safety

- Chewing gum
- Outside play inside
- Not wearing a hat at designated times
- Leaving the classroom without permission
- Bringing inappropriate items to school

#### Outside of School

- Disruptive behaviour at the bus line
- Rude or disrespectful behaviour while outside of the school on an excursion or camp

#### Physical

- Physical actions or contact with intent to hurt, annoy or provoke reactions (stirring the pot)
- Rough play with unintentional harm

#### Verbal/Gestures

- Indirect swearing (eg using swear words in conversations, swearing when falling over or missing a goal)
- Inappropriate gestures (eg sticking out tongue, loser sign)
- Use of unkind or provoking comments
- Talking back
- Yelling
- One off put down
- Using a rude tone/manner (eg sarcasm, eye rolling)

#### Technology

- Inappropriate use of school ICT

#### Property

- Taking objects without permission
- Incorrect/disrespectful use of equipment possibly resulting in damage
- Littering
- Intentionally failing to wear correct school uniform

## Major Behaviours

### Have you tried behaviour strategies to increase positive behaviour and decrease negative behaviour?

Reset in the buddy class  
Removal from special activity  
Phone call to parents  
Write letter of apology  
Walk with yard duty teacher  
Restricted play areas  
Miss half of play time  
Access support from leadership

All behaviour responses need to conclude with restorative conferencing.

Responses will be adjusted to be appropriate for individual children.  
**Fair ≠ Equal**

#### Universal

Continuous Minor Behaviours - When minor behaviours are repeated they are treated as major behaviours.

- Major dishonesty (eg deliberately lying, stealing and not confessing after multiple opportunities)
- Extreme and consistent non-compliance (defiance and refusal) resulting in major disruption to the learning environment
- Threats/intimidation/exclusion: verbal, physical, written, cyber, racism, discrimination, sexism, homophobia, pointed verbal personal attacks

#### Safety

- Leaving school grounds
- Being in/climbing dangerous areas (eg roof)
- Bringing dangerous items to school

#### Outside of School

- Dangerous behaviour at the bus line
- Behaving unacceptably while in the school's care (before and after the bell) or while in school uniform outside of school hours
- Using online platforms to harass someone
- Deliberate, dangerous behaviour while outside of the school on an excursion or camp

Behaviour Support Plan  
Internal Suspension  
External Suspension  
External Professionals

#### Physical

- Serious physical aggression with the intent to cause serious harm (not deemed self-defence)
- Using objects or furniture aggressively with the intent to harm

#### Verbal/Gestures

- Directed swearing at someone with anger/frustration
- Aggressive yelling
- Sexualised gestures
- Racism/Sexism talk

#### Technology

- Using mobile phone during school time, including bus lines
- Dangerous use of school ICT that could harm self or others, physically or emotionally

#### Property

- Substantial stealing
- Deliberate vandalism and/or damage to school property

## PRIVACY

It is important to note that we do our best to handle student welfare and behavioural concerns in a manner that respects student privacy. Students are not always aware of the responses taken to a peer's behaviour, particularly when the situation does not involve them. We aim to communicate with relevant people while also preserving each child's dignity.

## UNIFORM

**Yarram Primary School colours are black, red and white.  
The school logo, whilst not compulsory, should be the only logo used.  
Parents/carers must name all items of school uniform.**

Students are permitted to wear:

Plain black shorts, pants, tracksuit pants or skirt/skort/culottes etc. (all shorts/skirts/skorts/culottes and leggings must mid-thigh length at a minimum)

Red long or short sleeved polo shirt (with or without YPS logo)

Plain black, white or red socks (**no logos or visible branding**)

Brimmed hat that meets the requirements of the YPS Sunsmart policy

Red windcheater (with or without YPS logo)

Red rugby top

Red and white check dress (summer)

Tartan or black skirt

Tartan tunic (winter)

Black fleece vest (with or without YPS logo)

Black soft shell jacket (with or without YPS logo; outside only)

Beanie (plain black, red or white or with YPS logo; outside only)

### **Footwear:**

Sports shoes (especially on P.E. / Sports days) or black school shoes  
**NO THONGS, CROCS**

Boots must not have heels or steel caps. They must be plain black or brown and appropriate for play. Gumboots are only permitted on rainy days for outside wear (a change of shoes for inside is required.)

### **Hat Policy:**

Children are required to wear a brimmed hat during September through to the end of April - at morning recess, lunchtime and during outdoor activities.

### **Hair:**

Hair shoulder length or longer **to be tied back**, including mullet style haircuts.

**Earrings:**

If your child has pierced ears, hanging earrings are not to be worn for safety reasons. Stud earrings and sleepers are the only permitted earrings.

**Jewellery:**

Watch **only** (Smart watches may not be worn at school. They need to be handed in at the office).

**Additional Items:**

YPS school jumpers or YPS soft shell jackets are the expected warm outer wear for students. Jumpers in other colours or with other logos are not permitted inside. Students can wear an additional plain black or red layer outside, such as a rain coat or an extra jacket on cold or wet days. Hoodies are not permitted at YPS. Plain black or YPS fleece vests can be worn inside or outside.

Only clear nail polish permitted.

Black schoolbags are available through the school.

*Support your child to look after his / her own belongings.*

*Articles of clothing which are unclaimed at the end of each term will be given to charity.*

## **WALKING / RIDING TO SCHOOL**

How do you decide if a child is 'old enough' or 'responsible enough' to travel to and from school without adult supervision? This difficult decision should not just come down to age. You have to decide whether the child has enough road sense and the essential pedestrian, passenger or cyclist skills to be left unsupervised in today's complex traffic system.

### **SAFETY ISSUES**

- As a general rule, children up to the age of 10 should not be in traffic situations without an accompanying adult, as they may not yet have developed the knowledge, skills and behaviour necessary to keep themselves safe.
- It is important to realise that children must know how to be safe pedestrians long before you decide whether they have the skills to ride their bicycles to the local shop or to a friend's house.

### **HOW YOU CAN HELP**

❖ It is important to know the route your children walk to school and to other places in your neighbourhood. You can learn a lot about the hazards they may experience as pedestrians by walking the route with them. As you walk with children, ask yourself:

- Does the route follow the quieter streets?
- Does it have the fewest number of road crossings?
- Are there footpaths or do my children have to walk along the roadside?
- Are there difficult intersections along the route?
- Are there signed or light-controlled pedestrian crossings?
- Do my children look for a safe place to cross the road?

- Do they use the '*Stop, Look, Listen and Think*' procedure before crossing roads?
  - Is my younger child under the supervision of an older child or adult?
- ❖ If your younger child has to be in the care of an older child, please be aware that the older child may not have sufficient road sense or maturity to be able to supervise the safety of a young child.

## WHAT TO DO

- ✓ Ask your child about the normal route they walk to and from school and discuss the safety issues involved in your child's route.
- ✓ If you have a street directory or a local area street map, you could look at this together. Encourage your child to choose a destination and work out a route without your assistance – you will be needed for the testing stage!
- ✓ On the test walk, discuss any safe or unsafe pedestrian features as you come to them (see above for some ideas). Ask your child to suggest some strategies for dealing with any unsafe or difficult situations encountered on the walk, and practise these with your child. Talk together about what your child could do to stay safe when out and about in your neighbourhood.

## SOME HELPFUL HINTS FOR NEW PARENTS OF SCHOOL AGED CHILDREN

1. Build up school as a happy experience.
2. Teach your child basic self-help skills - doing up fasteners, zips, dressing and undressing, caring for their own things, using the toilet correctly.
3. Have several 'school lunches' with your child at home. Children need practice in handling a lunch box and a drink bottle.
4. Teach them to recognise their name.
5. **Label everything that is removable.**
6. Make sure your child gets adequate sleep, as school is a tiring experience at first.
7. Talk and listen to your child.
8. Read stories and talk about the stories with your child. Show your child that you enjoy reading. Take them to join the library.
9. Give them as many experiences as possible, and talk about them.
10. Acquaint them with the road safety procedure, including the correct use of school crossings. Warn them not to accept rides from strangers and to go home immediately when school is dismissed.
11. Develop their ability to follow simple spoken directions and to listen carefully.
12. Please **DO NOT** allow your child to bring articles to school which could cause harm to others, eg: toy guns, arrows, pointed sticks, or knives. We advise against umbrellas, as incorrectly handled they can be dangerous.
13. Get to know your school and teachers so that we can all work together.