



# Information Booklet

*Together We Achieve*

**Acting Principal:** Mr. Nick Schneider

**Business Manager:** Mrs. Jackie Wilson



# INTRODUCTION

Dear Parents,

It is indeed an exciting stage in your child's life as they embark on the new experience of Primary School.

At Baxter Primary School, children will have an **enjoyable, challenging and exciting time**. We invite you to stay involved throughout the years of your child's education at our school. Our school promotes a philosophy of '**school and family participating together**' hence our school motto '**Together We Achieve.**'

We have a comprehensive transition program planned for our new Foundation Year children for 2019. A timetable of visits, special days, interviews and information sessions have been designed to give both children and parents a greater understanding of the caring culture promoted at Baxter Primary School. We liaise with surrounding Kindergartens and Child Care Centres to gather information about your child and plan ahead to meet their individual needs.

Through a combination of locally raised funds, government subsidies and volunteer assistance, Baxter Primary School has consistently maintained and improved the facilities available for your children. Whether you look at sports, classrooms, performing or creative arts, library, computer areas or garden beds you will see the results of hard work and School Council planning. The result is that our children are getting the best technological and physical facilities while enjoying our semi-rural atmosphere.

We have a strong focus on numeracy and literacy skills throughout the school. Our Foundation Program is an exciting and comprehensive one that has had great support and success easing the children into school life. Foundation children also participate weekly in PMP (Perceptual Motor Program), a Literacy Intervention Program, Speech Assistance Program and small group assistance & advancement groups are all running throughout the school to assist student learning.

Our curriculum is based on the AusVELS model. AusVELS develops a closer link between all states and territories. Our School Strategic Plan priorities are Mathematics and English. We also have a strong focus being maintained on Information Technology and the Arts. Other focal points are our extensive Outdoor Education programs, Performing and Visual Arts, Literacy Celebrations, Health & PE, Interschool Sports and Special Event Activity Days. Our LOTE program is Indonesian.

Baxter staff are committed teachers. They are constantly updating their skills & knowledge through professional development and professional reading. We believe that your children have access to fantastic resources at Baxter Primary School. With interactive whiteboards installed in all classrooms, netbooks, computers, ipads, Smart TVs and wonderful enjoyable programs. The children have stimulating and enjoyable learning opportunities using the very latest in technology.

At Baxter Primary School we use a very successful **Welfare Education Program** which complements our **Anti Bullying & Kids Matter Programs**. Our school initiative is designed to promote practical values as children engage with peers, teachers and parents. Respect, Courtesy, Cooperation & Responsibility are the guiding values of the program. "Baxter Kids Are Great Kids".

You will find our staff very knowledgeable and approachable. They have great experience working with young children. All parents are encouraged to be in contact with them regularly so that their child's growth is constantly shared.

Our office doors are always open, so please feel welcome to drop in at any time for a chat.

We look forward to seeing all of you around our school.

**Nick Schneider**  
**Acting Principal**

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# SCHOOL PROFILE

Baxter Primary School is a vibrant, community based school where parents are encouraged to play a significant role in the guidance of their children's education. The school was established in 1890 and it is situated 3km south of the township of Baxter. The school is proud of its long history and service to the community. Baxter Primary School has beautiful surroundings with large spacious outdoor areas. These include 2 grassed sports fields, senior and junior playgrounds, a basketball court, vegetable garden, sensory maze and a multi-functional outdoor space. These areas encourage learning through play and promote high levels of movement and exercise promoting good physical and mental wellbeing.

Our aim is for our children to grow and develop as unique and important individuals with a strong sense of self-worth, confidence and respect for other members of the community.

Our motto "Together We Achieve" is indicative of the strong community environment we aim to be a part of.

The school's population of less than 200 is comprised of:

- Low mobility and transience levels
- Most students coming from homes where English is the primary language, with fewer than 1% having English as an Additional Language (EAL)
- 1 identified Koori student.
- Approximately 6% of the school population being funded through the Program for Students with Disabilities and 10% being identified as having Learning Difficulties.

Baxter Primary School has: 1 Principal class officer, 10.1 Teachers a mix of full and part time and 5.1 Education Support Staff.

In 2016 our school had a School Family Occupation (SFO) index of 0.5295 and of our 120 families 37 families qualify to receive the CSEF (Camps Sports Excursion Fund) financial support, 30.8%.

Our school is noted in particular for its experienced, caring and nurturing staff who are invested in the whole child. Baxter Primary School have an open door policy where parents, students and staff are encouraged to build solid relationships with each other. The school provides a comprehensive curriculum for all students from Foundation to Year 6 including study in literacy, numeracy, technology, science, humanities and Indonesian. Our dynamic teachers plan in teams with a focus on improving student learning at their point of need. Our school utilizes the support of our DEET –psychologists, speech pathologists and social workers and our own part time Chaplain to enhance both the learning and social skills of our children and to help them meet their full potentials.

The school is recognised for its Health & Physical Education and Outdoor Education Programs where all children have the opportunity to participate and feel a sense of pride. Visual and Performing Arts are also recognised through participation in community events such as choir performances, children's musical productions, art shows, displays and assembly performances.

Other enrichment programs include: instrumental music, environmental activities and a wide range of sporting activities. The school also runs a number of whole school activity days where children explore topics such as science, technology and literature while working alongside peers of all ages. Our Kids Matter program and buddy program enhances our children's sense of wellbeing and belonging.

# SCHOOL AIMS

**We expect that when children leave Baxter Primary School they will have developed:**

- respect for themselves, others, and the environment.
- an interest in learning.
- a sense of purpose and have experienced success.
- an ability to adapt to change.
- skills to think clearly and independently.
- the ability to communicate effectively - read, write, speak and listen.
- Understanding of mathematical concepts and be able to use these skills in everyday life.
- understanding and appreciation of people belonging to different social, cultural and religious groups.
- attitudes which will enable them to become responsible citizens.
- collaborative skills.
- good habits necessary for fitness, health and safety and use of leisure time.
- creativity.
- the ability to make rational choices.
- appreciation of the arts and sciences.

## Enrolment

All children must have turned 5 years of age by April 30<sup>th</sup> of the year of commencement.

A birth certificate must be presented before your child can commence school.

Children must be enrolled under the name on their birth certificate unless there are “documented” circumstances preventing this.

When you enrol your child at school you are required to fill out an Enrolment Form with personal details. The form is quite detailed and it is very important to fill in all details as required.

Completion of enrolment requires the consent of:

- both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school or
- an informal carer, with a statutory declaration. Carers defined as:
  - may be a relative or other carer
  - have day-to-day care of the student with the student regularly living with them

An Immunisation History Statement is also required and can be obtained using your Medicare online account through myGov or Express Plus Medicare mobile app. For all enquiries contact 1800 653 809.

**IT IS ESSENTIAL THAT EMERGENCY CONTACT PHONE NUMBERS ARE KEPT CURRENT.**

## Attendance

Regular attendance at school is important and children should be at school unless they are ill. When possible, doctor or dentist appointments should be made outside of school hours. When your child is absent from school, continuity of learning can be affected. Children who are habitually late to school or miss many days at school can develop quite significant difficulties coping with school tasks. We encourage all parents to send children to school. If you have concerns in this area, please call the office.

## Absence Notification

Please notify the school as soon as practicable on the day if your child is absent from school. You can lodge notification via Flexibuzz or phone the office on 5971 1391 and leave a voicemail message on our absence line.

Parents will be contacted via SMS on the day if their child is absent from school without notification.

## School Hours

<b>9:00am</b>	Commencement of school
<b>10:00am</b>	Fruit break during class time
<b>11:00am – 11:30am</b>	Morning recess
<b>1:20pm – 1:30pm</b>	Lunch eaten in classrooms
<b>1:30pm – 2:15pm</b>	Lunch play break
<b>3:15pm</b>	Dismissal

## Yard Supervision

Our school grounds are supervised in the morning from 8:45 – 9:00pm and after school from 3:15 – 3:30pm. During recess and lunch time, teachers are on duty in the yard at all times.

## Term Dates

	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Term 1</b>	29 <sup>th</sup> January – 29 <sup>th</sup> March	29 <sup>th</sup> January – 5 <sup>th</sup> April	28 <sup>th</sup> January – 27 <sup>th</sup> March
<b>Term 2</b>	16 <sup>th</sup> April – 29 <sup>th</sup> June	23 <sup>rd</sup> April – 28 <sup>th</sup> June	14 <sup>th</sup> April – 26 <sup>th</sup> June
<b>Term 3</b>	16 <sup>th</sup> July – 22 <sup>nd</sup> September	15 <sup>th</sup> July – 20 <sup>th</sup> September	13 <sup>th</sup> July – 18 <sup>th</sup> September
<b>Term 4</b>	8 <sup>th</sup> October – 21 <sup>st</sup> December	7 <sup>th</sup> October – 20 <sup>th</sup> December	5 <sup>th</sup> October – 18 <sup>th</sup> December

## Term 1 Commencement Dates

<b>Monday 29<sup>th</sup> January</b>	Teachers return to school
<b>Tuesday 30<sup>th</sup> January</b>	Students return to school
<b>Thursday 1<sup>st</sup> February</b>	Foundation students will be advised of their individual starting day and times

## Foundation Timetable

During February, Foundation students attend school on Monday, Tuesday, Thursday and Friday from 9:00am – 3:15pm. Every Wednesday in this month is allocated to school entry testing. From Monday 4<sup>th</sup> March onwards Foundation children will attend school every day.

## Curriculum Days

During the year DET approves 4 Pupil Free Curriculum Days to enable staff to undertake professional development. On these days students do not attend school. You will be given ample warning so that you can make alternative arrangements. Curriculum day dates for the year 2018 will be advised as soon as they become available, via the school website, newsletters and Flexibuzz.

## Assemblies

Whole school assemblies are held every Monday in the school hall at 2:30pm. We recognise and celebrate all forms of school achievement such as our Aussie of the Week, success in curriculum areas such as literacy and numeracy and many other awards.

## Personal Goods Brought To School

We do not recommend that any child brings expensive toys / electronic games / mobile phones to school. All are bought to school at the child's own risk. If older children do bring a mobile phone to school they must have them switched off and left in their bags during the school day. Teachers may make some class arrangements about phones but remember the property is not insured nor is DET responsible for any loss or damage.

## Newsletter & Communication

All school communications are through our website [www.baxterps.vic.edu.au](http://www.baxterps.vic.edu.au) and Flexibuzz. Register for Flexibuzz on your phone, tablet or PC to receive our news, messages, events and other communications. Further information can be found at [www.flexibuzz.com](http://www.flexibuzz.com) or email [support@flexibuzz.com](mailto:support@flexibuzz.com)

**LEVEL AREA NEWSLETTERS** are provided weekly and keep you informed of activities that are particularly relevant to those grades. Students are regularly reminded of their responsibilities, delivering many forms of communication to their parents. For example, letters, meeting information, camp & excursion notices and special lunch forms.

**SNAP SHOT** our “whole school” newsletter is produced FORTNIGHTLY to keep parents informed of all school and community news. It is vital that the newsletter is read as it is the major means of communication between home and the school.

**SOCIAL MEDIA** the Baxter Facebook Page is administered by a member of our school council and one of our teachers. You will likely see information of upcoming events such as special lunches and working bees as well as photos of special events and proud Baxter moments.

## Parent / Teacher Interviews

Parent/Teacher interviews are held twice per year to discuss your child’s progress and celebrate their achievements. If parents have particular concerns at any time, they should speak to the classroom teacher directly. Our staff are very approachable and always ready to listen to your concerns or feedback.

## School Lunches

We do not operate a school canteen, but we do have weekly treat days and regular special lunch days organised by our excellent (PAV) parents and volunteers.

- Treat days are offered by PAV every Monday. These usually consist of zooper doopers & ice creams in the warmer terms of 1 & 4 and a suitable alternative –hot milo and snacks for the cooler terms 2 & 3.
- At various times throughout the year, PAV offers children a “Special Lunch Day”. Orders must be placed by the due date to facilitate adequate ordering.

### EATING ROUTINES

At 10am every grade has a fruit snack. Students are able to snack on a piece of fruit or vegetables while they work. Students are encouraged to keep bottled water (only) on their desks to sip on throughout the day.

Lunch is eaten in the classroom under the supervision of the class teacher. Don’t give your child too much to eat especially when they commence school: one sandwich, a drink, a piece of fruit and a small, separately wrapped play lunch is essential as the children are usually hungry by morning recess. Even if you place a lunch order, it is essential to provide some play lunch for your child.

### HEALTHY FOOD

- We encourage children not to eat lollies, chips, chocolate bars and soft drinks BEFORE school. Your child’s behavior can be affected!
- FRUIT SNACK: Children are encouraged to bring a piece of fruit or vegetables to eat at 10am each morning.
- Soft drinks are not permitted to be consumed at school.

## HEADLICE

Unfortunately many children will host head lice at some time during their school lives. Parents with a child infected with live lice will be notified by the office staff and the child must be treated and when returning to school, provide a note from parents or in some instances a doctor’s certificate. As part of our enrolment form all parents need to sign a consent form for their child to participate in the checking program.

## Out of School Hours Care

Baxter Primary School is pleased to announce that we have been able to secure Elysium OSHC as the provider of out of school hours care here at school. As the program grows, the morning hours may extend to cater for family needs.



### **ELYSIUM OSHC – BAXTER**

Before School Care: 7am – 8:45am

After School Care: 3:15pm – 6pm

contact us on 0406 877 787 or [baxter@elysiumoshc.com.au](mailto:baxter@elysiumoshc.com.au)

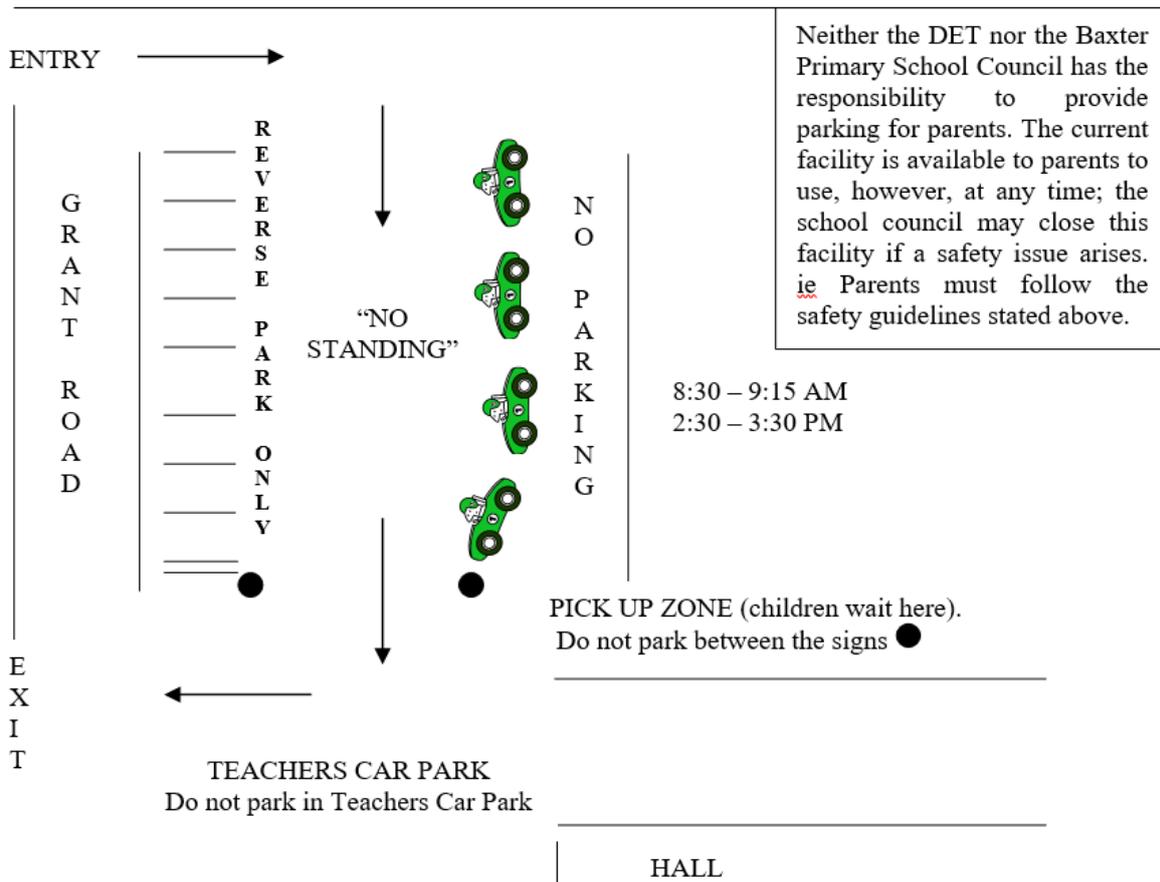
# Car Parking

Street parking is available in Baxter-Tooradin Road. **PLEASE KEEP BUS BAY FREE.**  
 Off street parking is provided in the area opposite the school with entry from Baxter-Tooradin Road.

Limited parking and a DROP OFF/PICK UP ZONE is available in the Grant Road carpark.  
 Please do not park in the teacher's carpark beside the hall.

The General Store/Shell Service Station has developed a new car park area for customers & school parents.  
 Wayne the proprietor is concerned for our children's safety and requests that parents ALWAYS walk with their children from the new car park area. Please do not park in areas that trucks and cars need to access the driveways and fuel bowsers.

**THE CARPARK OFF GRANT ROAD IS A PICK UP/DROP OFF ZONE. PLEASE DRIVE SLOWLY. YOUR CHILDREN WAIT AT THE PATH AND WILL BE DIRECTED TO YOUR CAR BY A TEACHER.**



## Bus Service

Students accessing the school bus prior to or after school will require a MYKI Card.

Morning Pick Up..... Sages Road..... 8.42 a.m.  
 Morning Pick Up..... Baxter Post Office..... 8.47 a.m.  
 Afternoon Pick Up..... Leaves School..... 3.22 p.m.



All enquiries for the bus service should be directed to Peninsula Bus Lines on 9786 7088.

# CURRICULUM ORGANISATION

## **Structure**

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

The AusVELS structure will encourage teachers to go further and use the curriculum to appropriately target the learning level of each individual student in a class. This reflects the considerable body of research that shows that in any typical mixed ability class, students will demonstrate a range of abilities that spans approximately five school levels.

The design of the curriculum as an eleven-point continuum of learning is intended to encourage schools and teachers to use the full continuum to more effectively monitor and provide feedback to students on their learning.

## **Levels**

Each of the AusVELS domains is structured by eleven levels associated with the years of schooling from Foundation to Year 10. The levels represent typical progress of students at key points within the stages of learning.

It is recognised that students' progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical. The intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.

## **Achievement Standards and Progression Points**

The AusVELS website provides the complete set of achievement standards across all domains to be used for assessment and reporting. It is available at <http://ausvels.vcaa.vic.edu.au/>.

Six month indicative progression points have been developed in English, Mathematics, Science (commencing at grade 3) and History (commencing at grade 3) to support teachers in making balanced judgements against the achievement standards.

## Specialist Lessons

### **Resource Centre/Library**

Children in all grades have access to our library and its varying facilities. Teachers conduct "library" classes with grades Prep to 6 and senior classes also receive supervised "research time". The library is open two lunchtimes per week and borrowing through our computerised system is encouraged. The resource centre is a focal point for staff and students for lessons, research and special events. Our resource centre promotes a highly motivating literacy program and information component targeted at developing English. Every child participates in our library program and is encouraged to borrow regularly.

### **Access to Computers/Technology**

Our school's various networks are monitored by a specialist technician.

- The office/administration network has restricted access to personal data
- The curriculum network includes desktop computers in the resource centre
- The portable netbook trolley – 50 new wi-fi netbooks( touch screen )
- 2 x Portable Laptop Trolleys – 20 student laptop computers
- The iPad network – 25 wi-fi iPads
- 5 x new Smart TVs and/or Interactive Whiteboards in every classroom

The various networks are set up to provide staff and children with safe and efficient access to curriculum software, word processing, internet and email. Interactive Whiteboards are in all classrooms. Netbooks and iPads are available for everyone to use. Small satellite classroom networks are supported by 10 PC Resource Centre computers and a dedicated computer lab of 14 PCs in the old "Gallery" area.

Classroom networks in the senior school have scanning, audio, video and CD/DVD copying devices and are designed as multi-media teaching centres. Two large LCD TV screens are available for video and computer display. Colour and Laser printing are available and all PC's are connected to the library public access reference facility. Teachers are up to date with cyber-safety procedures and the whole system is supervised by our TSP technician.

\*All classes are timetabled for use of the dedicated 'computer lab' each week.

## **Visual and Performing Arts**

Each class receives art/craft lessons. A named smock is required to protect clothing. Vinyl smocks offer the best protection from paint and glue.



## **Music**

Music is taught weekly to all classes. All children are given the opportunity to develop their knowledge, skills and appreciation of music through and an arts/music specialist program. A variety of activities include playing recorders, ukuleles, key boards and computer music programs. All Year 3 & 4 children participate in a musical production which is usually held in term 3 and performed for the whole school, parents & friends and the local kinder & child care centres.

Instrumental Classes are also available in both guitar and keyboard by private tutors Glen Vinton and Excel Music. These classes are provided at the school, during class times, at a personal cost to parents. Details on how to contact these private tutors will be regularly updated in our school newsletters.

## **Health & Physical Education**

Baxter Primary School offers an extensive and varied Physical and Sport Education program which is in line with the current DET guidelines. Suitable shoes and clothing will help your child to participate fully in the program. Non marking sports shoes are required for all physical activities in the gymnasium. Children compete in interschool sports and District sports competitions.

## **Science**

Our science room provides opportunities for classes to explore, experiment and investigate a wide range of concepts from the biological, chemical, physical, Earth and space domains of science.

## **LOTE**

The re - introduction of Indonesian LOTE program in 2015 provides students with opportunities to develop skills in listening, speaking, reading, viewing and writing Indonesian.

## **Perceptual Motor Program**

The Foundation and Grade 1 children participate in a perceptual motor program (PMP) weekly. This program is a series of sequential lessons in which the children participate on a rotational basis. At each activity station the children endeavour to complete a number of tasks or challenges of increasing difficulty. These tasks or challenges strive to improve balance skills, hand-eye co-ordination and body and space awareness. This program is based on the Jack Capon program and relies heavily on parental assistance.

## Health Services

### PREP ASSESSMENTS AND REFERRALS

A school nurse from The Department of Human Services provides annual health assessment for all Prep children. Children in all other grades can be seen at the request of either parents or teachers.

Prior to the school nurse visiting the Prep children, a questionnaire will be sent home asking for your permission for the assessment which includes vision and hearing, general observation of your child and discussion with your child's teacher regarding any concerns they may have about your child.

If there are no concerns following the Health Assessment, the results will be forwarded to you via your child. Otherwise the school nurse will make contact with you.

## Medical Information

It is advisable for your child to have a physical check-up before starting school and to have any eye, ear, speech or dental trouble treated. Please let us know if your child has any special difficulty or impediment. Encourage consistent attendance and punctuality but, if your child has an illness, they should be kept at home.

It is a requirement of the Department of Education & Training that children are required to have the following immunisations prior to starting school:

- Infanrix (Diphtheria, Tetanus, Whooping Cough)
- Sabin (Polio)
- MMR (Measles, mumps, rubella)

An Immunisation History Statement is required and can be obtained using your Medicare online account through myGov or Express Plus Medicare mobile app. For all enquiries contact 1800 653 809.

## Medication at School

If your child is required to take any medication at school, parents must sign a consent to administer medication form. This applies to both prescription and non-prescription medication. All prescription medication brought to school must be in the original packaging with the name of the patient clearly visible. The dosage and time required must also be clear.

## Sick Bay

If your child is required to attend the sick bay for any reason whilst at school, a notice will be sent home with your child on that day indicating the reasons and/or treatment that he/she received. Children are regularly reminded of this process and their responsibility to give parents their notice. You may decide that consultation with a doctor is a reasonable course of action. A bump to the head or serious accidents will be reported directly i.e. via a telephone call.

## Asthma and Anaphylaxis

Baxter Primary School, in accordance with DET guidelines, keeps an up-to-date Asthma file and Anaphylaxis file. This lists all children who suffer from Asthma and Anaphylaxis, the medication and treatment required and the names of their Medical Practitioner and Pharmacist.

**If your child has been diagnosed as an asthmatic or anaphylactic please complete the Asthma Management Form included in your package of information. Anaphylaxis forms are available upon request from the office.**

## No Smoking Policy

Please remember that Government Regulations have banned smoking in school buildings, on school grounds and within 4 metres of all entrances and exits points of the school grounds **AT ALL TIMES.**

## Exclusions

A child must be excluded from school if suffering from the following -

<b>Chicken Pox</b>	Until fully recovered or at least one week after the eruption first appears.
<b>Conjunctivitis</b>	Until discharge from eyes has ceased.
<b>Diphtheria</b>	Until receipt of a medical certificate of recovery from infection ♦ <i>Domiciliary contacts excluded until investigated by the medical officer of health or a health officer of the Department of Human Services, and shown to be clear of infection</i>
<b>Giardiasis (Diarrhoea)</b>	Until diarrhoea ceases
<b>Hepatitis B</b>	Until recovered from acute attack
<b>Hepatitis (Infectious Hepatitis)</b>	Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.
<b>Head Lice:</b>	Until effectively treated. You are asked to check your child's hair regularly. If everyone can share this responsibility there will be no problem. Should your child require treatment you will be requested to treat your child immediately with lotion obtained from either the school or from your chemist. After treatment your child may return to school. Please, do not be embarrassed should this happen in your household. Lice love clean hair, we are here to assist you in any way we can.
<b>Impetigo (School Sores)</b>	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings
<b>Measles</b>	Until at least five days from the appearance of rash or until receipt of a medical certificate of recovery from infection ♦ <i>Not immunised contacts must be excluded for thirteen days from the first day of appearance or rash in the last case unless immunised within seventy-two hours of first contact</i>
<b>Meningococcal Infection</b>	Upon receipt of a medical certificate of recovery from infection ♦ <i>Domiciliary contacts must be excluded until they have been receiving appropriate treatment for at least forty-eight hours</i>
<b>Mumps</b>	Until fully recovered
<b>Ringworm:</b>	Until appropriate treatment has commenced
<b>Rubella:</b>	Until fully recovered or at least five days after onset of rash
<b>Scabies</b>	Until appropriate treatment has commenced
<b>Streptococcal Infection (Inc. Scarlet Fever)</b>	Until receipt of a medical certificate of recovery from infection
<b>Whooping Cough (Pertussis)</b>	Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection ♦ <i>Domiciliary contacts must be excluded from attending a children's service centre for twenty-one days after the last exposure to infection if the contacts have not previously had whooping cough or been immunised against whooping cough.</i>

## Dental Health Services Victoria

The School Dental Service is free for children whose parents have a Health Care card. Rates are reasonable for all other children. Great importance is attached to the prevention of dental disease through preventative procedures and education of children, teachers, parents and the community. Additional dental care is also provided.

**For further information contact:**

**School Dental Service  
Phone: 9784 8184**

# Student Welfare Policy

Baxter Primary School has adopted a whole school approach to welfare with basic rules which cover the behaviour expected of children. Our policy is pro-active and we encourage children to communicate and socialise in positive ways reflecting the positive values of our community. All children are expected to be responsible for their behaviour with either positive or negative consequences.

Three general rules should be adopted:

1. No child has the right to disrupt anyone else's learning.
2. Children and teachers should be courteous to each other.
3. All children, teachers and parents have a right to feel safe at school.

Copies of our Student Welfare Policy are available from the office. This policy outlines strategies to promote a positive learning environment for all children and staff.

Elements include:

<b><i>SOCIAL WELFARE</i></b>	Bullying, disruptive grade behaviour
<b><i>EMOTIONAL WELFARE</i></b>	Children at risk, self-esteem, Protective Behaviours
<b><i>EDUCATIONAL WELFARE</i></b>	Early intervention, parent support
<b><i>PHYSICAL WELFARE</i></b>	Life Education, mandatory reporting, support agencies.

## **Classroom Rules**

1. Be courteous.
2. Follow directions.
3. Raise hand for permission.
4. Respect others' rights and property.

## **Playground Rules**

1. Be courteous.
2. Respect others' rights and property.
3. Play safely.
4. Play outside school buildings.

## **Bus Rules**

1. Be courteous.
2. Respect others' rights and property.
3. Travel safely.
4. Follow the driver's instructions.

Our Student Welfare Policy promotes parent participation and support for parents. This policy must be read in conjunction with:

- Baxter Primary School "Code of Conduct."
- Department of Education "The Student Code of Conduct."
- Baxter Primary School "Equal Opportunity Policy."

# Chaplaincy Program

We are fortunate to have the services of a chaplain, Sonia Cann-Milland. The non-denominational chaplaincy program is partially funded through State and local Government. The remainder of funding is directly from school funds. Sonia is at our school every Monday and Tuesday. Her support for students, parents and staff is invaluable. She supports staff in the classrooms, working with small groups of children on a range of things including socialisation skills and behavioural etiquette. Sonia also assists in our transition program with students entering school and our year 6 students exiting to secondary college. Referrals to Sonia can be made through your child's classroom teacher or from Principal.

## Buddy Program

As part of our welfare program, each Foundation student has a buddy from grades 3 and 4. Children are given the opportunity to spend time together and form a bond which assists younger children in adapting to the school environment. We find our buddy system is extremely helpful, particularly during play and lunch times.

## Bikes/Scooters

There is a storage rack for bikes and scooters near the entrance to the junior school corridor. However, we feel that until children have a sound knowledge of road safety and school rules and are confident in their use of a bike that it is inadvisable for them to ride to school. Children who ride to and from school and do not comply with road or school rules will not be permitted to ride a bike to school.

**Helmets are compulsory.**



### **BIKE RIDING RULES**

- Never ride alone to/from school
- Never stop to talk to strangers
- Always wear a helmet
- Your bike must be well maintained with a bell
- You must comply with road rules- including walking your bike in the school grounds and across school crossings
- Even though scooters are classified as toys, we still expect children to wear a helmets and abide to all rules for bicycles.



## Pets

If your child asks you to bring an animal or pet to school for show & tell or as part of a project / presentation we request that the classroom teacher is notified at least 2 days before you intend to bring your pet in. This allows the teacher time to consider the appropriate actions, organise the time table and/or arrange for any children with allergies to be removed from the class during the presentation time.

### **No Dogs Policy**

School Council has endorsed a “No Dogs” policy. Dogs are not permitted in the school grounds before, during or after school.

## School Banking    **Bank day is Friday**

The school provides the opportunity for students to establish savings through the Commonwealth Bank (Dollarmite) accounts. Children are asked to place their bank book and deposit in the wallet provided and hand it to their class teacher. New account forms can be obtained from the school office. This is a free service to families and the school also receives a commission from the Commonwealth Bank.

# Parent Payments and Permission Slips

## **Payment for Excursions, Camps, Special Events, Special Lunch Orders, etc.**

All payments must be received by the **due date specified** unless prior arrangements have been made with the Principal or Business Manager. This is to facilitate the viability, organisation and accountability/safety of the excursion. Please avoid disappointment for your children by being prompt with the return of permission slips and payments. Please refer to the full Parent Payment Policy on our website.

## School Excursions

In the interests of pupil safety, please note that **ALL** children who travel by bus to a particular venue will return to school **by the same bus** for the normal dismissal time. It is not common practice for children to be picked up from a venue by parents unless:-

- the issue is extremely important
- arrangements have been previously made with the teacher in charge

Due to the hustle and bustle at departure times, the presence of children from other schools, pressure on the bus companies to keep to schedule and the additional complications of custody cases, it is vital to keep the organisation simple to protect your children.

## Booklists/Stationery Supplies

Families are encouraged to purchase stationery and booklist items at the commencement of the school year using our preferred supplier and take advantage of bulk purchasing prices. Alternatively you may select a supplier of your choice but we can vouch for the price and quality of the products supplied by our school supplier.

Compulsory items include stationery and essential education items. The school takes advantage of bulk purchasing and provides additional curriculum resources which greatly enhance your child's learning potential. For example ICT, software and peripherals, supplementary worksheets, art/craft materials, etc.

School Council also encourages families to make a voluntary financial contribution for resources to enhance our curriculum and school environment.

## School Uniform (Dress Code)

School Council has developed a dress code with a high degree of community input.

School uniform has been compulsory for many years. There is a wide range of uniform items that appeal to both parents and children. Parents have the choice to purchase clothing items from the school's supplier, Peninsula Uniforms, or source similar, unbranded items. Some second hand uniform items are available for a gold coin donation. Ask at the office for details.

A full copy of the Student dress code is available upon request from the office.

**PLEASE LABEL CLOTHING CLEARLY** it is very difficult to return items of clothing that is not named!

## School Council

School Council has the ultimate responsibility for our school's finances, policy development, grounds and buildings maintenance and continued growth within the broader school community. One of the major roles of the school council is to ensure that the Program Budget process meets the resourcing needs of all programs and enhances the Baxter Primary School Strategic Plan priorities.

The general composition of School Councils in Victorian Government Schools is decided by the school council in consultation with the Department of Education and Early Childhood Development (DEECD).

Our community opted for the following membership:-

8 Non-DEECD Members  
4 DET Members (including the Principal)

Positions are held for 2 years with half of the Council retiring annually at the end of March to ensure there is always a core of experienced members. During February you will be advised through the newsletter of vacancies and election procedures. Meetings are usually held on the 3<sup>rd</sup> Tuesday of each month and visitors are always welcome.

The 2018 Office Bearers are:

PRESIDENT:	Simon May
VICE PRESIDENT:	Kate Cremen
SECRETARY:	Jackie Wilson
TREASURER:	Sally Hiam



## Parents and Volunteers (PAV)

Parent participation and interaction is an important part of your child's enjoyment and success at primary school. Teachers encourage and value parent involvement in many areas including classroom reading and PMP.

The operations of PAV focus on two major areas: SOCIAL ACTIVITIES and FUNDRAISING. Basically, we try to have a lot of FUN whilst supporting our school. The money raised by PAV is used to purchase items not provided by DET. These are the "extras" which enrich your child's education.

Activities include assisting with the running of the enormously successful Baxter Family Fair, school discos, treat day, special lunch days, fundraising through various "drives" and social events.

Contact the school office if you wish to contribute or participate in PAV Activities.

We do need YOUR HELP to maintain the range of various fun & fundraising activities. We will value your IDEAS and any TIME that you can assist.

Contact Jackie in the office on 5971 1391 if you have ideas or would like to be put in touch with a representative of PAV!

## Working With Children Checks

Parents are invited to assist in the school by reading in the junior classes, helping on camps and excursions, covering books etc. Please note you will need a current Working With Children Check, linked to our organization, before you can carry out volunteer work within the school. Working With Children Checks are free for volunteers and you can obtain yours by going to the following web site [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

**TOGETHER WE ACHIEVE!**

# PREPARING YOUR CHILD FOR SCHOOL

## **Some Important Facts**

Children grow at different rates. In any classroom many children will be at different developmental stages of learning and physical and emotional development. Given encouragement, opportunity and time children will master basic skills of speech, movement and formal learning. Parents can provide encouragement and opportunities, but need to exercise patience while the child takes the time needed to master a skill. Trying to hurry children before they are ready is likely to result in more harm than good.

Schools expect the beginners to have a wide range of skills and abilities and they plan a variety of activities to take this into account.

## **Physical Development**

**Skills** Two things are important: 1. Children need a level of independence. 2. Children need to be well enough to enjoy school. Some particular areas for parents to consider are:

### ***Eating***

At school children will need to:

- Feed themselves
- Unwrap a food packet
- Open a lunch-box
- Unscrew a drink container
- Peel a piece of fruit
- Get a drink from a tap
- Know the difference between play lunch and lunch
- Know the order for eating i.e. sandwich first.

Such skills are developed at home from an early age.

***Practice having a school lunch.*** Encourage your child to sit until they have finished and put their scraps in a rubbish bin.

**Fruit Snack:** Fresh fruit or vegetable  
**Play-lunch:** Fruit or alternative healthy snack  
**Lunch:** Nutritious sandwiches fruit and water.

### ***Nose Blowing***

For health reasons, it is important that parents remind children when noses need blowing and show them the correct use of a handkerchief or tissues.

### ***Eye-Hand Co-ordination***

This is the ability to direct the hand with the eye. It is important for many things such as writing, cutting, drawing, ball games. Eye-Hand co-ordination is developed through things such as: putting containers one inside the other; drawing with pencils, chalk or crayons; pouring water; building with odds and ends or construction kits; throwing and catching balls; and hitting balls with bats.

### ***Basic Movements***

At school, children use the skills of walking, running, jumping and skipping in games. Most children will develop and refine these skills simply by having the opportunity to play freely.

## ***Toileting***

Children will also need:

- To go to the toilet by themselves, undo and do up any buttons or zips
- Flush the toilet
- Wash their hands
- Manage the taps

Toilet training is usually accomplished over a period of years, and most children are competent by the time they start school. However, “accidents” can happen at this age. Teachers try to prevent these by programming regular visits to the toilet during the first weeks.

In the early weeks of school, parents could consider sending spare clothes i.e. underpants, shorts etc.

## ***Dressing***

Children require the independence to be able to cope with jackets and windcheaters. Shoes must be taken off and put on again when the children go to P.M.P. The best way to help children learn these skills is to encourage them to dress themselves. Even so, many five year olds still find it impossible to tie shoe laces.

## **Health**

Parents would like their children to be healthy all the time. However, this does not often happen. If a child has an illness or condition, for example asthma, epilepsy or an allergy, the teacher should be told about it. The teacher should also be told about the effects of any treatment that a child is having so that allowances can be made both in and out of the classroom.

### **Some areas of your child’s health to consider are**

#### ***Eyesight***

There are many different kinds of eye problems, although fortunately only a few children have them. Some of these may not be evident until a child is asked to do reading activities. If a child is finding these tasks stressful, then eye problems may be responsible. The school nurse visits early in the year and a visual assessment is part of this procedure.

#### ***Hearing***

Small children often seem to suffer from ear, nose and throat infections which may affect their hearing for a while. If a child has many of these infections or if the child does not seem to be hearing well, parents can seek advice from:

- Infant Welfare Centres
- Doctors

The school nurse also completes a hearing assessment during her visit.

#### ***General Health***

Starting school is usually a tiring experience even for a healthy child. A cross and miserable child or one who is not sleeping or eating well may have a minor illness. When a child is ill they need to be kept home until well. Children cannot learn when they are sick and there is the risk of spreading infection. An absence note or a phone call to the office is required when your child has been away from school.

## **Social Development**

The school is not simply a place, it is a community. When small children have opportunities to mix with older children and adults apart from their siblings and parents they learn skills which will help them to cope with the more social aspects of school and society.

### ***Learning How to Relate to Adults***

Children learn how to relate to adults when they are minded by someone other than their parents, play at the home of friends, go out with other people, learn to ask for things in shops, go to playgroups and attend pre-school.

#### **When a child can**

- Listen to the teacher and others
- Do what is asked and
- Make needs and requests known

#### **It will be easier to**

- Learn and
- Be happy at school

### **Sharing, taking turn and co-operating**

Children often work in groups at school and this means they will need to take turns, share materials and co-operate. They need the same skills in the playground where adult supervision is not always immediate.

Children learn to share when they are given food to pass around at home and when they are asked to let another child play with a prized possession. They learn to be co-operative when they help to prepare food, make beds or water the garden. Children find all these things rewarding when parents notice them and praise them for their efforts. Playing games with adults helps to teach children how to take turns and how to cope with success and failure.

### **Emotional Development**

Before starting school children need to have an opportunity to deal with their feelings when their parents are not on hand to help. Once again adults are not as readily available at school as at home.

At school children will have to cope with their feelings in a variety of situations. For example, when their parents leave them, when they are not getting attention or when they find tasks difficult. Undue unhappiness can often be avoided if parents plan experiences to prepare children emotionally for school.

### ***Separation***

It helps if the child is able to separate easily from the parents. When parents tell a child that they are going to leave but will be back and then keep their promise, the child learns to accept separation. A child, worried that a parent may not return after school, will not be able to concentrate on what is happening in school and so will not learn. Parents who are cheerful and encouraging about things the child will be able to do at school, helps to ease the separation.

A child who enjoys school should not be made to feel guilty about this by parents frequently asking questions such as, "Did you miss me?"

### ***Sense of Security***

Children who are confident that they are loved and accepted at home are able to face the uncertainties of starting school.

Children develop a sense of security when there is consistency in the way they are treated and when they feel that they are loved. For many families, arrangements for the care of a child may be quite complicated. Children can nevertheless feel secure if parents explain to them what is planned.

A sense of security is also developed when parents set limits on a child's behaviour and make sure these limits are kept. For example,

*"Bed time is eight o'clock."  
"No lollies before dinner."*

### **Children know they are loved through:**

- Physical contact – a hug, a kiss, a pat on the head
- Being told
- Having parents explain that the set limits (such as those above) are in the child's best interests, for example,

*"I know you would like more lollies, but they are bad for your teeth and I don't want you to have a toothache from lollies."*

**Insecure children worry – about themselves, about their parents, and about imaginary things. Unfortunately they cannot do this and pay attention at school at the same time, so they do not learn as well as they could otherwise.**

### **Self Control**

No one expects small children to control their emotions as well as adults, but temper tantrums like those of a two year old are not expected of a five year old.

Children who "perform" if they do not get their own way or when they have to wait for something they want, are often rejected by other children.

#### **Self control is developed at home, for example:**

- When parents do not give in to a temper tantrum and do not always let children have their own way.
- When the child is asked to wait while the parent finishes some activity before attending to the child.
- When parents don't give children everything they ask for.

However, starting school can be a very demanding experience for small children, particularly if they have to travel a long way or if they are unaccustomed to large groups of children. After their effort of coping at school, they may come home irritable and seemingly impossible to get on with. Quiet activities after school are suggested as ways of meeting this situation.

### **Confidence**

Confident children see themselves as generally being successful. They will be better prepared to meet the new challenges of school than the child who is lacking in confidence.

Each time parents commend a child for a new achievement they give the child a sense of their own ability to do things. When parents encourage a child to tackle tasks of gradually increasing difficulty and give praise for success they increase the child's confidence.

### **Responsibility**

In school each activity has to be tidied away before another can be started and delays because some children don't share clean up routines are seen as a nuisance and unfair. A sense of responsibility is developed when parents encourage children to keep their room tidy and to put their toys away. At first parents need to help to tidy up, but gradually more and more can be left for the child to do.

### **Independence**

The school provides a marvellous range of activities for children. Those who can choose an activity and occupy themselves will attempt more and probably learn more. Each time parents allow children to tackle something for themselves they are encouraging the growth of independence. As children develop parents can give them more independence.

## **Persistence**

At school new tasks frequently depend on the completion of earlier ones. For example a model cannot be painted until it is finished.

Small children give up easily when they find that things are difficult. If a parent helps them with the difficulty and then lets them finish the task, children come to see the value of persistence and enjoyment of achievement.

## **Intellectual Development**

### **General**

Children come to know and understand things by seeing, hearing, touching, tasting, smelling and doing. They can talk about what they know when parents give them words for things they see, hear, touch, taste, smell and do. The experience and the words go hand in hand and are usually developed together. Before children can understand what they read they need to have heard the words and to know what they mean.

Knowledge and language are obtained when children build with blocks, use construction kits, play imaginatively, ride on trains or trams, visit the country, the beach or the zoo, look at pictures, learn nursery rhymes, have stories read to them, get money to spend, set the table, count the pegs, hammer nails and play with sand or water. In fact, whenever children are actively doing something they are learning.

When parents say, "That's a big apple", "Yours is a red cup", "Your aunt is my sister", they are giving children knowledge and words to express that knowledge.

When parents answer questions like, "Why has that man got a funny leg?" and "Why can't we go to the hospital and buy a baby too?", they are telling the child something – showing the child how to reason and encouraging the child to think.

### **Pre-reading skills**

Learning to read well is a complex task which usually takes several years to master. Naturally, being able to read well makes learning easier and becomes an enjoyable experience. Reading is a fundamental skill for survival in our society.

#### **Some ideas to help prepare children for reading**

- Talking to and listening to your child.
- Draw the child's attention to signs, advertisements and writing on packets and tell the child what is written on them.
- Point out differences in symbols which lead to difference in meaning for example, *Men, Women*.
- Parents, grandparents, brothers or sisters reading to a child.

#### **When children are developmentally ready they can learn. They become aware that**

- Meaning can be obtained from print.
- Reading can be a useful and pleasurable activity.
- There are 'rules' about print such as – *you 'read' the print, not the pictures, we start at the top of the page.*
- The written language of books is often different from the language that is spoken. We may say, "John's got a truck", but in the beginner's reader this idea would probably be written as "John has a truck". In ordinary conversation some words are run together, such as "gonna", which would be written as "going to".

### ***Pre-mathematics skills***

Mathematics in the primary school includes numeracy and measurement skills. Before children can work with symbols such as 10, 84, +., x, =, they need to understand the ideas behind them. Children who come to school understanding terms such as more, less, the same as, bigger, smaller, how many, are prepared for early mathematics and should move easily to formal work.

#### **Early preparation for mathematics occurs when parents or others:**

- Help children to count a few objects such as the number of plates to put on the table, or the number of buttons on a cardigan.
- Talk to children about time, for example, “How many sleeps until your next birthday?” “Dad will be home in half an hour, when that T.V. program is finished.”
- Let children find out what they can buy with a few coins.
- Talk to children as they use building toys, for example, “Can you make it bigger?”, “Find some more blue blocks”, “Is that as tall as the first one you made?”
- Let children play with water, sand, dough, etc, so that they learn how much will fit into different sized containers.

### **Beginning School**

As time gets close for the child to start school there are a number of things which parents can do to help the child settle in easily:

- Participate fully in the school orientation program provided. This enables your child to become familiar with routines, the school environment, children and prep teachers.
- Visit the school and point out the different school buildings and playground areas.
- Once school starts, make sure your child knows where to meet you and be there on time.
- Label all clothes that may be taken off, together with things like lunch boxes and school bags. Show the label to your child.
- Talk about how long the school day will be in a way that your child can understand.

### **Conclusion**

During the year we expect development in your child’s independence, confidence and academic achievements. This is an ongoing process, but if there are concerns along the way we would like you to discuss these with us. There are opportunities for formal interviews but please feel free to contact us at any time.

Your child’s physical and emotional well being is of paramount importance as a child will only learn when they feel secure in a positive, supportive environment.

**We provide a friendly and caring environment at Baxter Primary School to help make your child’s primary school years rewarding, successful and happy.**

