



Castlemaine

Primary School 0119

The background of the cover is a photograph of a school sports field. In the foreground, a red running track is visible. The middle ground shows a green soccer field with white markings, where several students in blue and white uniforms are playing soccer. In the background, a large, multi-story brick school building with a gabled roof and several windows is visible, surrounded by trees.

PARENT INFORMATION BOOK

WELCOME

On behalf of the teachers of Castlemaine Primary School we welcome you and your child to our school community.

This booklet is intended to give you an overview of the operations of the school and hopefully answer the more common questions parents may have.

At school, we build on the foundations laid by parents in the early years, and starting school can be both an exciting and anxious time for parents and children so it is important that home and school maintain close contact.

We have highly qualified, caring and dedicated teachers, well equipped to create appropriate learning environments for children. School programs aim to cater for the many differences in children – academically, socially, emotionally and physically – and to challenge them to do their best.

If you have any concerns please do not hesitate to contact our classroom teachers or the Principal. We look forward to a long and successful association with your family.

Peter McConnell
Principal

CONTACT DETAILS

Address: Corner Mostyn and Urquhart Streets.
Castlemaine. Victoria. 3450.

Telephone: 5472 1452

Email Address: castlemaine.ps@education.vic.gov.au

Website: <https://castlemaineps.vic.edu.au/>

2023 STAFF

PRINCIPAL Peter McConnell

**BUSINESS
MANAGER** Joanne Martin

**EDUCATION
SUPPORT STAFF** Kath Kuster
Jan Hull

**CLASS
TEACHERS** Gr P-1 Jessica Woodman
Gr P-1 Demy Pye
Gr 1 Daniel O'Halloran
Gr 2-3 Juliet Jefferys
Gr 2-3 Rainer Canobie-Harrison
Gr 4-5 Megan Butler
Gr 4-5 Kate Ward/Amaya Osbourne-
Macpherson
Gr 6 Rachel Harvey

TERM DATES FOR STUDENTS

2023

Term 1: 30 January to 6 April (Teachers commence 27 Jan)

Term 2: 24 April to 23 June

Term 3: 10 July to 15 September

Term 4: 2 October to 20 December

STUDENT FREE DAYS (Curriculum Days)

The department provides schools with **4 student free days per year** for schools to use for administration, planning and professional development activities. **Students are not required at school on these days.** Parents should make arrangements for the care of children on these days. These days will be provided in advance to parents via the school newsletter. The first of these days is always held prior to the children returning to school in term 1. The remaining 3 days will be provided to parents when confirmed dates are available.



SCHOOL TIMES

8.50 am	Yard duty commences
9.00 am	1st learning block Children should be in class and ready to learn at 8.50am. Parents should ensure their child is at school @ 5-10minutes before the 8.50am bell.
11.00 am	1st recess Includes supervised eating time in class or on decking.
11.30 am	2nd learning block
1.30 pm	2nd Recess Includes supervised eating time in class or on decking.
2.30 pm	3rd learning block
3.30 pm	Students dismissed Yard duty commences
3.45 pm	Yard duty ceases Supervision of students ceases. Children not collected by this time will be brought to the office and placed in Out of School Hours Care Program. Parents will be responsible for any costs incurred.

SUPERVISION BEFORE 8.45AM AND AFTER 3.45PM.

Supervision by school staff is available between 8.45 am and 3.45 pm. If supervision of children is required outside of these time we have an Out of School Hours Care Program onsite 5 days per week. (See Out of School Hours Care Program).

ABSENCE NOTES

WHEN A CHILD IS ABSENT FROM SCHOOL: If your child is absent from school a note outlining the reason for that absence must be provided. (DEECD requirement). An absence note can be written and signed by the parent and deposited in the letterbox located in the administration office.

ANAPHYLAXIS

It is impossible for our staff to police all food products which come into the school each day and so we rely on parents and children supporting us by considering carefully the food products you send to school each day and help us to keep all children safe from what can be a life threatening reaction to certain foods.

We can all support these children and minimise their risk of exposure to egg and nut products by:

- **Good hygiene practices:** teach your child to wash their face and hands with soap and water. This is critical if your child has eaten or handled eggs and/or nut products.
- **Help your children become more familiar with the contents of various foods they may have in their lunch boxes.** If certain foods have nuts or egg in them, if this is known to the teacher and child, they can then take appropriate steps to ensure the risk to others is minimised.
- **Choose foods which do not contain eggs or nuts where possible.**
- **Avoid peanut butter at school.** This product, more than any other, can stick to hands and faces and be left on objects touched by children. Please don't send peanut butter food items to school.

Anaphylactic reactions can be life threatening.

ART SMOCKS

There is no need to provide an art smock as the school has class sets of art smocks which all children should wear during art sessions involving paint, glue, etc.

ASSEMBLIES

Assemblies are a time to celebrate achievements and come together as a school community. Whole school assemblies take place each **Monday at 2.50 pm**. These assemblies are organised and hosted by the senior students, and showcase a different class and their work each week. Generally each class will present at an assembly once per term. The newsletter will list the date each class will be presenting at the weekly assembly. Parents of that class are welcome to attend the assembly. **NOTE: Senior students need to learn how to conduct assemblies and so weekly assemblies generally commence in term 2.**

BETTER BUDDIES PROGRAM

The buddy program matches a Grade 6 child with a Prep child. The older child will help introduce the younger child to

school life and make the environment less threatening to younger children. Senior students are encouraged to be more aware of young children during the first term of school and to participate in various activities with the prep children.

BICYCLES

The riding of bicycles, roller skates, skateboards or scooters in the school grounds is not permitted. Children should dismount bicycles at gates and walk these directly to the bike racks. Bicycles are the responsibility of the owner and should be locked using a chain and lock to prevent theft. Children are not permitted to handle or interfere in any way with a bicycle belonging to another person.

Each year children in grades 3-6 participate in a Bike Education Safety Program (usually term 4). Staff take children through a series of safety and skills lessons. Parents will be notified of these programs through the school newsletter and notices from your class teacher. Participation is subject to appropriate conduct. Children must have a roadworthy helmet and bike to participate.

BOOK CLUB

Your child will have the opportunity to buy books through the Ashton Scholastic Book Club at regular intervals during the year. When offers are made by this club, details will be included in the school's Newsletter.



BUSHFIRE SEASON – SCHOOL PROCEDURES FOR CODE RED DAYS

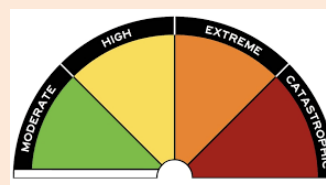
Fire danger ratings and warnings are used in Victoria to provide clear direction on the safest options for preserving life.

Schools and children's services listed on the DEECD Bushfire At-Risk Register (BARR) will be closed when a Code Red fire danger rating day is determined in their Bureau of Meteorology district.

Castlemaine Primary School has been identified as being one of those at high bushfire risk and is listed on the BARR.

BUSHFIRE SEASON –NOTIFICATION OF CLOSURES

Where possible, we will provide parents with up to four days notice of a potential Code Red day closure by letter and via our XUNO school app.



A Code Red day will be determined by the Emergency Management Commissioner no later than 1.00 pm the day before the potential closure. Once we are advised of the confirmation of the Code Red day we will provide you with advice before the end of the school day via the Compass app and a hardcopy notice provided to the oldest child in the family.

Once confirmed, the decision to close will not change, regardless of changes in the weather forecast. This is to avoid confusion and help your family plan alternative care arrangements for your child.

It is important to note that:

- No staff will be on site on days where the school is closed due to a forecast Code Red day.
- Out-of-school-hours care will also be cancelled on these days.
- School camps will be cancelled if a Code Red fire danger rating day is determined for the Bureau of Meteorology district in which the camp is located.
- Depending on which Bureau of Meteorology district is impacted, bus route cancellations will affect our school.

On these Code Red days families are encouraged to enact their Bushfire Survival Plan – on such days children should never be left at home or in the care of older children.

For those of us living in a bushfire prone area, the CFA advise that when Code Red days are forecast, the safest option is to leave the night before or early on the morning of the Code Red day.

WHAT CAN PARENTS DO?

- Download the Compass app so that you can receive updates on closures and emergency management.
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is closed.
- Ensure we have your current contact details, including your mobile phone numbers. Keep in touch with us by reading our newsletters, and by talking to your child's teacher or any other member of the teaching staff about our emergency management plan.
- Most importantly at this time of year, if you're planning a holiday or short stay in the bush or in a coastal area, you should check warnings in advance of travel and remain vigilant during your stay.
- If your child is old enough, talk to them about bushfires and your family's bushfire survival plan.
- You can access more information about children's services closures on the Department of Education and Early Childhood Development website – see <http://www.education.vic.gov.au/about/programs/health/pages/closures.aspx>
- For up-to-date information on this year's fire season, visit the CFA website at www.cfa.vic.gov.au or call the 24-hour Victorian Bushfires Information Line on 1800 240 667.

CODE RED DAY FAQ

What is a planned closure?

Schools and education and care services (children's services) identified as being at the greatest risk of bushfires will be pre-emptively closed on days determined by the Emergency Management Commissioner as having a Code Red Fire Danger Rating.

Why are we pre-emptively closing schools and children's services?

The Department's priority is the safety of its staff, students and children. On a Code Red day all facilities on the Department's Bushfire At-Risk Register will be closed.

Who makes the decision to close a school or children's service?

The decision to pre-emptively close schools and children's services is made by the Department, based on a Code Red day being determined by the Emergency Management Commissioner.

How will I know if my school or children's service is likely to close this fire season?

Schools and children's services considered to be at risk have been included on the Department's Bushfire At-Risk Register and informed of their status on the Register. Further information on the Register is available from this website.

How much notice will I have if my school or children's service is going to be closed?

It is intended that families will be provided with as much notice as possible of a planned closure. However, if unexpected weather patterns are experienced, closures may happen at short notice.

The final decision to close a school or children's service will be confirmed no later than 1.00pm the day before the planned closure. Schools and children's services are expected to communicate planned closures to families.

Families are encouraged to ensure that their bushfire survival plan always includes alternative care arrangements for children in the event of a planned closure. No child should be left at home alone or under the supervision of older children.

Who will tell me that my school, kindergarten, or child care centre will be closed?

You will be directly advised by your school or children's service. Information will also be published on this website.

What happens if the forecast changes?

If the Bureau of Meteorology downgrades the risk forecast in the days leading-up to a planned closure, the closure will still go ahead to avoid confusion.

The final decision to pre-emptively close a school or children's service will be confirmed no later than 1.00pm the day before the planned closure. Once the decision to close has been confirmed, there will be no change – regardless of improvements to the weather conditions the following afternoon or overnight. This will help limit confusion and provide time for parents and guardians to make alternative care arrangements for their children.

What should my school-age child do if their school is closed?

Families are encouraged to ensure that their bushfire survival plans include alternative care arrangements for

children in the event of a planned closure. Given the expected severity of the weather conditions, children should not be left unattended or under the supervision of older children.

Is it likely that my school or children's service will be closed for consecutive days? If yes, how will I know?

It is possible that schools and children's services will be closed for consecutive days. Information about ongoing closures will be published on the Department's closures page. Where possible, schools and children's services will contact families directly to confirm their ongoing closure(s).

To get warnings and find out what's happening, listen to ABC local radio, call the Victorian Bushfire Information Line on 1800 240 667, go to cfa.vic.gov.au, and/or check the FireReady telephone application.

On average, how many days does the government predict that schools and children's services will need to close due to Code Red days?

While we cannot predict the exact number of days, it should be noted that there has not been a determined Code Red day since January 2010.

When my school or children's service is closed, will any staff remain on site?

No. The safety of staff and children is our main priority. Schools and children's services have been advised that no-one is to remain on site when their facility is closed due to high-bushfire danger risk.

Will there be times when my school is closed but another school not far away remains open?

Yes. If your school is on the Bushfire At-Risk Register then it will close on Code Red fire danger days. Schools not far away may remain open because they are not on the Bushfire At-Risk Register.

Does this also apply to children's services?

Children's services that are on the Bushfire At-Risk Register are required to close on Code Red fire danger days. However because such services are not owned or managed by the Department they may also decide to close on other high-risk days. Services are expected to advise all affected families of such decisions.

Can I keep my child away if I'm concerned about the risk of fires - even if my school or children's service remains open?

Yes. If your family decides to enact its bushfire survival plan, the most appropriate place for your child may be with you and your family, and not at school or in child care. You must advise your school or childcare provider as soon as possible of your child's absence.

My child travels by bus to school. Will bus routes be closed on Code Red days?

Similar to Code Red facilities that pre-emptively close on determined Code Red days, bus routes servicing these schools will also be cancelled on Code Red days. Bus routes

from schools not on the Department's Bushfire At-Risk Register that enter high-risk areas will be pre-emptively closed as well.

Will school off-site activities (e.g. camps and excursions) continue to operate on high-bushfire risk days? What happens if my child's off-site activity is threatened by fire?

Yes, off-site activities will continue throughout the year as they are an important part of school programs. However, off-site activities in high bushfire risk areas affected by a predicted Code Red day will be cancelled or rescheduled. Your school will assess the likely threat of fire when organising off-site activities during the summer fire season. If an off-site activity is threatened by fire, your school will enact its emergency management plan.

What have schools and children's services on the Department's Bushfire At-Risk Register done to prepare for the summer fire season?

Schools and children's services on the Department's Bushfire At-Risk Register have:

- Reviewed and updated their emergency management plans and submitted them to their region
- Held staff training sessions and drills with students and children
- Been offered training in emergency management planning
- Undertaken works, where required, around their facilities to manage vegetation

What else can I do?

- Ensure that your school or children's service has your current emergency contact details
- Review and update your family bushfire survival plan
- Keep in touch with your facility
- Look out for more information about activities your local community is planning
- Go to www.cfa.vic.gov.au or call 1800 240 667 for more information



COMMUNICATION WITH YOUR TEACHER

Communication between parents and the school is very important to enable staff to act in the best interests of our children. Parents should remember that schools are work environments for teachers and students and trying to talk with a teacher prior to classes commencing at 9.00am is not an appropriate time as the teacher will be heavily involved in preparation for classes and supervision of their students.

The best time to talk with a teacher is after 3.30pm when the teacher is likely to have more time to discuss matters.

Often a short note can provide your teacher with information they may need about your child, otherwise it is best to contact your teacher or the office and make a time to meet. It is appropriate to indicate what you would like to discuss so that any information can be gathered prior to the meeting if required.

EARLY YEARS LITERACY PROGRAM

The Early Years Literacy Program focuses on a strategic, balanced and comprehensive approach to Literacy. The key features of this program are:

- Focused two hours of literacy per day.
- A balanced mix of reading, writing, speaking and listening tasks;
- Regular monitoring of student progress; and
- Targeted assistance for students requiring extra support.

EMERGENCY MANAGEMENT

The Department of Education and Early Childhood Development (DEECD) aims to ensure a safe and secure environment for all children, staff and volunteers who work or participate in schools. Every facility in Victoria is required to have an Emergency Management Plan (EMP). The purpose of the EMP is to:

- Reduce the likelihood of emergencies and critical incidents;
- Minimise the impact of these events on children and young people, staff, volunteers and visitors;
- Facilitate the return of the workplace to normal operations as soon as possible; and
- Provide staff with the tools that, if faced with an emergency situation, will enable them to cope.

Effective planning and management of emergencies helps minimise trauma and distress to those within the facilities and allows teaching, learning and care services to be maintained or resumed as a priority.

Natural disasters such as floods, fires and storms can strike a community with little or no warning. Children and young people rely on and find great comfort in the adults who protect them. Staff must therefore know how to help them through an emergency and support their recovery.

Emergency management is the discipline of minimising and dealing with risks. It involves preparing for emergencies before they occur, responding to emergencies, as well as supporting and rebuilding after the emergency has occurred. Emergency management is a dynamic process that can be described as:

- The process of planning to prevent the impacts of an emergency;
- Preparing for the broadest ranges of emergencies;
- Being able to respond safely, quickly and effectively; and
- Being prepared and capable of recovering from the emergency.

ENROLMENT REQUIREMENTS

To complete the enrolment requirements of the Department of Education, Employment and Training the following forms and information are required by the School Office –

- Enrolment form – completed and signed
- Immunisation Form
- Local Excursion form
- Uniform Order

- Copy of birth certificate
- Asthma or Anaphylaxis Management Form (if required)

Please contact the school office if you have any other queries.



EXCURSIONS

Excursions are an important part of the school program and begin in the Prep year. Experiences such as those listed above form the basis for work done in the classroom prior and following the excursion undertaken.

Participation in camps, excursions or other school activities is conditional on:

- **A signed permission form** returned to the school by the legal parent or guardian.
- **Full payment prior to the activity commencing.**
- **Appropriate and reliable behaviour by the child.** Children who are considered a potential risk to themselves or others will be refused permission to attend camps and excursions.

GARDEN CLUB

Each week we conduct a garden club at recess time. The club is run by parent volunteers and so is dependent on their availability. The club is open to all comers.

HEAD LICE

Headlice can be a common problem where ever young children gather together. Head lice can be transferred from one child to another quite easily. If a child is found to have live head lice, health regulations require the child be excluded from school until an **approved** treatment has commenced.

Two treatment options are available:

1. **Chemical shampoo** purchased from a chemist. It is important to note that the chemical treatment DOES NOT necessarily kill all lice or eggs and follow up treatments will be required.
2. **Comb and conditioner** method of removing headlice and eggs. This is more time consuming but a safer option for the child.

In each case, a special nit comb purchased from the chemist must be used.

A common complaint we hear at school is that a child was 'treated' and then returned to school and was again infected with headlice. While this is possible, it is highly unlikely that all eggs or lice will be removed in an initial treatment, as a result missed eggs can hatch out 'reinfesting' your child. **It is necessary to re-treat for headlice repeatedly over several weeks until all signs of headlice/nits are gone.**

To minimise infestation by head lice:

1. Tie long hair back each school day (this includes boys).
2. Be vigilant and check your child's hair regularly at home.
3. If you find signs of infestation, treat your child as soon as possible.
4. Contact the school to inform us so that we can notify all parents through the XUNO App that head lice are in the school, and encourage them to take quick action.

Further information and advice can be sought from the following website: Scratching for answers <http://health.vic.gov.au/headlice/>

NOTE: Management of all aspects of your child's health is a parental responsibility. The school is required to follow health regulations in relation to all infectious diseases and health risks which means that students will be excluded from school in accordance with health regulations.

HOMEWORK

There is an expectation that all children read every night at each grade level. From time to time classroom teachers set homework tasks such as spelling, maths, research or project work. If you or your child are unsure of the expectations in relation to a homework task, please contact your class teacher for clarification.

IMMUNIZATION CERTIFICATES

The provision of a School Entry Immunization Certificate is a Department of Education requirement. These certificates can be obtained from the Australian Childhood Immunisation Register (ph: 1800 653 809) or from any Medicare office.



INFECTIOUS DISEASES

Infections can spread quickly at school. Some illnesses can have serious after effects, accordingly, the School Medical Service exclusion list must be followed. **If your child does not have a full immunisation certificate, they may be excluded from school for the duration of an infectious disease outbreak.**

- Chicken Pox - For at least 7 days after the beginning of the illness and until the last lesion has healed.
- Conjunctivitis - Until discharge from eyes has stopped.
- Diphtheria - Until 2 negative swab tests have been received at intervals of not less than 48 hours - the first swab taken 72 hours after cessation of antibiotics or chemotherapeutic agents.
- Head Lice - Students are to be withdrawn from school until appropriate treatment (ie. lotion applied) has been administered.
- Impetigo (School Sores) - Until sores have fully healed. Child may be permitted to return provided appropriate treatment is being applied and that sores are properly covered with occlusive dressings.
- Measles - For at least 7 days from the appearance of the rash or until a medical certificate of recovery is produced.
- Mumps - Until fully recovered.
- Ringworm - Until appropriate treatment has commenced unless ordered by the School Medical Officer.
- Rubella (German Measles) - Until fully recovered and at least 4 days have passed since the appearance of the rash.
- Scabies - Until appropriate treatment has commenced unless ordered by School Medical Officer.

- Scarlet Fever - Until medical certificate of recovery is produced.
- Tuberculosis - Until a medical certificate is produced stating that the patient is no longer infectious.
- Viral Hepatitis - Until a medical certificate of recovery is produced or where no medical certificate is available the child may be re-admitted on subsidence of symptoms provided that at least seven days have passed since the onset of jaundice.
- Whooping Cough - Excluded for 4 weeks or until a medical certificate of recovery is produced.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

We have an ICT rich school with a 1 to 1 Netbook program in years 3-6. The 1 to 1 technology program means that each child has a Chromebook available for school use. Students have access to the internet to support their learning.

Interactive screens are used by teachers and students during whole class instruction or small group work. We also use digital cameras to record what students are doing (still photos or video).

The cost of infrastructure, maintenance and management of ICT in schools is significant. Students have access to the technology on the condition that they use it appropriately at all times. Cyber bullying, or the use of technology to harass or attack/insult others is a serious offence and may incur disciplinary action and loss of access to personal devices.

INQUIRY LEARNING

Learning should be based around student's questions. Students work together to solve problems rather than receiving direct instructions on what to do from the teacher. The teacher's job in an inquiry learning environment is therefore not to provide knowledge, but instead to help students along the process of discovering knowledge themselves.

'Inquiry-based learning is a student centred or active learning approach that takes as its starting point the natural process of inquiry, building on this to develop information processing and problem-solving skills. The focus is on 'how we know' rather than 'what we know', with students actively involved in the construction of their own knowledge'.



LATENESS

Family life can be very busy – especially in the morning when getting children ready for school. Good routines, plenty of rest are crucial in getting everyone to school on time. Occasionally things don't go according to plan and, despite the best efforts, you may arrive late to school. If so, please sign your child in at the office before taking them to class.

If however lateness is becoming a habit, it is a sign that the morning routines and planning need to be reviewed. Late arrival at school creates significant problems for everyone. It is disruptive to the work of students and teachers and impacts on your child's learning.

IMPORTANT – Please consider that the class teacher and students are already at work when you arrive and it is not

appropriate to interrupt classes to discuss things with the class teacher at this time, or distract either the teacher or students from their work. Please respect the work of students and teachers and try to minimise disruption to the classes as much as possible.

LATE ARRIVAL OR EARLY DEPARTURES

An Ipad is located in the Administration Office for sign in/out for students, parents and contractors. Parents must sign in if they bring their child to school after 8.50am, and sign out if taking their child before 3.20pm. This enables staff to track and monitor changes to attendance throughout the day. This is a legal requirement and it is critical to enable staff to account for all people in the school in the event of an emergency.

PLEASE ENSURE YOU USE THIS PROCEDURE IF COMING LATE OR LEAVING EARLY.

LIBRARY BAGS

Children are encouraged to bring along a library bag before books are borrowed. Each child will have the opportunity to borrow from the school library each week. Borrowing is a privilege and the borrower is responsible for the care and return of books borrowed.

LOST PROPERTY

Unnamed clothing which accumulates throughout the year will be put on display for identification and collection then any unclaimed clothing will be given to a charitable society at the end of each term.

A box containing lost property is located in the corridor outside the staffroom. Parents are encouraged to check for items their children have misplaced. **Please name all items of clothing, drink bottles and lunch boxes.**

LUNCH

The school does not operate a daily canteen. Parents are encouraged to provide healthy snacks and lunches for their children. Children are not permitted to leave the school to go to shops to purchase lunches.

Periodically parents group may conduct a special lunch day providing a nutritious and tasty meal for a very reasonable price. These lunches are optional and children will be provided with order forms for special lunches.

Students are supervised for @5-10minutes when eating meals. Some younger children can take significantly longer than this (especially preps in term 1). Please assist children with meals by providing foods which are easy for them to manage and eat. 'Finger' type foods are ideal for preps as they are easy to eat and to hold with little hands.

Children are encouraged to put uneaten food back in their lunch boxes so that parents can monitor what their child eats each day. If you find your child (especially P-1 children) are not eating a great deal through the day, this is not an uncommon occurrence. Please contact your class teacher to discuss how we may be able to support your child with their food.

LUNCH AND THE SCHOOL TIMETABLE

The school is operating a timetable which provides two recess times through the day. These are at 11.00am and 1.30pm. We encourage parents to provide two reasonable size snacks or meals for their child rather than the traditional small morning snack and lunch meal.

Parents should monitor their child's food habits and adjust these meals accordingly until they have struck the 'balance' needed for their child. We find that younger children can take a long time to eat a meal as they can be easily distracted from the task. The allotted time frame is @ 10 minutes of supervised eating time. Parents can assist us by preparing lunchboxes with well prepared food and containers that are easily and independently manageable by your child.

While treats have a place in a child's diet, it is important that lunches are balanced and ensure good nutrition variety.

SINGLE USE PLASTIC IN LUNCHES

Our school is a 'bin free' school yard and children are not permitted to take wrapped foods outside to play. **Children are encouraged to place any wrappers back in the lunch box for disposal at home.** Children are encouraged to bring 'nude food' which means food stored in reusable containers rather than plastic disposable wrappers.

MEDICAL PROBLEMS

Any children who have medical problems such as allergies, anaphylaxis, asthma, eczema etc. must provide a current medical form. This provides staff with an appropriate care plan to be developed. Any changes to the child's medical status must be communicated to the school as soon as possible.

MEDICATION AT SCHOOL

(i) **Any medicines sent to school must be brought to the office and the parent must provide clear written instructions of times and dosage.**

(ii) **As schools are not permitted to administer pain relief tablets to children, parents must complete a written note and provide a tablet to school if they wish to have one provided to their child.**

(iii) **All tablets/medicine must be in the original packaging/container.**

MONEY AND NOTES

Money and notices should be deposited in the secure letter box in the front office. All notes and money should be in a sealed envelope together with the child's name, the amount of money and the activity on the front of the envelope.

Parents are encouraged to buy a box of envelopes at the start of the year so that notes and money can reach their intended destination. Please be careful of some self-sealing envelopes as \$2 coins can slip out the ends of the sealed areas.

NOTE: The school takes no responsibility for loose money or notes left in classrooms, handed to teachers in passing

in corridors, or left on counters. The correct procedure is to seal notes and money in an envelope with details on the outside. The envelope can then be mailed into the secure letter box located in the front office.

NAMES ON PERSONAL ITEMS

Please label all items children bring or wear to school, e.g. lunch boxes, clothing, swimming gear, reader boxes etc. Lost property is a considerable problem as children have a tendency to remove jumpers when playing outside. These are sometimes forgotten by the child and eventually found and brought to the office. **Most have no name in them and so cannot be returned to the owner. Please label clothing to enable us to return it to your child.**

NEWSLETTERS & NOTICES

The primary way in which the school disseminates information to parents is through the weekly newsletter. The newsletter is currently published on the **XUNO school app** each Friday.

From time to time, your child may also bring home a hard copy notice relating to activities in the school. Please watch for these. If you think you may have lost or mislaid a notice, please contact the office as spare copies are generally available on request. Generally notices and reminders for parents will be distributed via the XUNO app. Parents are strongly encouraged to download the app to keep up to date with information on events at the school.

OUTSIDE SCHOOL HOURS CARE PROGRAM (OSHC)

This program will commence in early March 2023 and is operated by OSHClub **onsite** here at the school. Details and cost of the program are available by contacting the main office or accessing the OSHClub website.

PARENTS GROUP

Currently the school does not operate a formal Parents Club. Parents are however involved in a range of activities at school and often these are organised and managed by small groups of 'interested' parents. Eg: garden group, Fresh Fruit Friday group, and Kitchen Crew.

Due to the pandemic restrictions in place between 2020 and 2022, parents have had little opportunity to perform volunteer work in schools. With the removal of all restrictions in semester 2 2022, we anticipate that 2023 will see a return to full school operations including many more parent volunteers in our school.

PERSONAL BELONGINGS/PRIVATE PROPERTY

Parents, teachers and students are responsible for personal belongings brought to school. The school discourages students and parents from bringing personal belongings to school and they do so at their own risk. The department of education will not cover the costs associated with lost, stolen or damaged property in schools.



PERSONAL RECORDS

The school keeps confidential records for each child. It is essential that we be informed of any changes to a family

situation. While this will assist us generally, it is particularly helpful in emergencies or instances requiring sensitive judgement (e.g. custody). Such items as changes of address, telephone number, guardianship, emergency contacts etc. are important to the welfare and safety of your child. If your contact details, emergency contact details or other information change, please ensure that you update these details **in writing** with the office. All matters are treated with confidentiality.

PREP TRANSITION TO SCHOOL

Each year in term 3, all primary schools and kinders meet to develop the transition process between kinder and schools. Schools each conduct an information session in late term 3 and then conduct 3 transition sessions for kinder children who will be attending the school the following year. At these sessions children participate in a variety of hands-on activities in the classroom setting. Parents are encouraged to depart for a short while to facilitate the development of relations between the child and teacher.

At Castlemaine Primary School, parents who have their first child attending school are encouraged to attend the parent briefings operating concurrently with the children's transition program. The parent program generally covers the following topics and is conducted over 3 sessions:

- (i) Introduction to the school and curriculum. Uniforms and ordering.
- (ii) Preparing your child (and self) for school. School fees.
- (iii) Managing anxiety and helping your child at school (conducted by family support councillors from centacare).

Prep attendance in term 1: To help our new Prep children adjust and cope with the demands of longer school days and more intense activities, their hours of attendance are modified at the start of the year. **During February, prep children will not attend school each Wednesday.** This rest day in the middle of the week will assist with the transition from Kinder to longer hours and school routines.

Collecting prep children: Prep children should be collected on dismissal from the asphalt area near their rooms. This is to ensure that your child leaves the school under adult supervision and learns to cross roads appropriately. Parents are encouraged to collect children in this way during term 1.

REPORTING TO PARENTS

Initial meetings with parents take place in term 1 (March/April). This is an informal opportunity to meet with your child's teacher and for you to provide background or relevant information which may support your child's learning and school experience. This meeting is not provided as a report to parents but an opportunity for parents to inform the class teacher about their child.

Formal report meetings are held at the end of semester 2 (June). Parents will be provided with a time to meet with your child's teacher to discuss their progress. Formal written

reports are provided to parents twice a year at the end of semester 1 and semester 2. Reports are published to parents each semester via the XUNO App.

If a parent feels there is a need to meet with their teacher at any other time, please contact the office to make a mutual time to do so.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

A school entry immunisation certificate is required regardless of whether your child has been immunized or not. This certificate is available from The Australian Childhood Immunisation Register (phone 1800 653 809) or at any Medicare Office.

SCHOOL COUNCIL

The School Council is an organization representing parents and staff which oversees the operation of the school. Parents are elected to Council in February/March each year and serve a two year term. Council is responsible for school development and for developing and reviewing school policies.


SCHOOL ENTRY ASSESSMENT

To ensure we know your child and their academic needs as early as possible, the Prep teachers will implement a series of assessment tasks during February. These tasks will involve some literacy and numeracy activities and discussions with teachers. The information from these assessments provide benchmark data enabling teachers to determine your child's current knowledge and skills and to adapt programs to suit their learning.

SCHOOL HOURS

8.50 am	Yard duty commences
9.00 am	1st learning block Children should be in class and seated at 8.50am. PLEASE ENSURE YOUR CHILD IS AT SCHOOL AT LEAST 5 MINUTES BEFORE CLASSES COMMENCE
11.00 am	1st recess Includes supervised eating time in class or on decking.
11.30 am	2nd learning block
1.30 pm	2nd Recess Includes supervised eating time in class or on decking.
2.30 pm	3rd learning block
3.30 pm	Students dismissed
3.45 pm	Yard duty ceases Children not collected by this time will be brought to the office and placed in Out of School Hours Care Program. Parents will be responsible for the costs incurred.

VARIATIONS TO REGULAR SCHOOL HOURS

 **End of Term dismissal** – On the last day of each term, students are dismissed earlier than the usual dismissal time – usually **2.30pm** unless otherwise notified. Please see the newsletter and XUNO App for further details.

End of school year dismissal time – The last day of the school year will have an earlier dismissal time. This can be as early as 1.30 pm for bus users. The dismissal time at Castlemaine PS will be determined by the district school bus timetable on that day. Parents will be notified of the dismissal time through the newsletter and XUNO school app.

Curriculum Days, or Student Free Days – The Department of Education provides all schools with **4** of these days each year. These days are used for administration and professional development activities. Students are not required on these days. When the dates for these activities are confirmed, the dates are provided to parents in advance through the school's newsletter.

CODE RED DAYS – Our school is listed on the Bushfire At Risk Register (BARR). On Code Red days, the school will close. **Parents will be notified, in this case however warning may be short, please be vigilant on days of extreme weather and monitor the CFA website and Compass school app. All parents should develop Code Red day plans which include appropriate care for your children in the event of Code Red school closures.**

SCHOOL PROGRAMS

Core curriculum areas of Numeracy and Literacy form the basis of our daily learning. The students' learning is enhanced through the study of other curriculum areas: Science, The Arts (visual and performance), Technology, Health and Physical Education, Interpersonal Development, Humanities (Geography & History).

Specialist teachers deliver programs in The Arts (performing and visual), P.E. and French extending learning opportunities for children. A strong emphasis is placed on providing a settled learning environment.

SCHOOL STRUCTURE

Our school's class structures will vary from year to year. A significant factor in determining class structures is the number of children within each cohort. The department guidelines recommend that classes in the early years (Prep-2) should be no larger than 21 where possible, and grades 3-6 should be no larger than 26 where possible.

Enrolments can vary from year to year and are not always predictable. Our school has limited capacity for expansion and 8 classrooms is considered the maximum number of classes our school can provide. This brings many challenges for the staff when enrolments are close to maximum capacity. The final class structure provided is, in the judgement of teachers, the one that provides the best balance for curriculum delivery, gender and overall student numbers.

SCHOOL WIDE POSITIVE BEHAVIOURS

School Wide Positive Behaviour Support (SWPBS), is a positive learning environment framework. Our Wellbeing Student Learning Team has developed this information highlighting positive behaviours that coincide with our

school wide expectations for students, staff and parents. The goal is to use this framework to recognise the positive expected behaviours associated with our school values - **Respectful, Responsible, Learning and Community.**

What is SWPBS?

SWPBS (School Wide Positive Behaviour Support) is an evidence-based, school wide, proactive approach, which emphasises the instruction of social skills, data-based decision making and the prevention of problematic behaviour. While fostering positive behaviours and interactions, SWPBS also improves academic performance. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

The most important part of SWPBS is teaching expected behaviours. This is accomplished by utilising a school-wide matrix of behaviours, which encompasses Castlemaine Primary School's four main values (Respectful, Responsible, Learning, Community).

Reinforcing Positive Behaviour

To reinforce positive behaviour, students are 'rewarded' for making good decisions. These rewards (which have been decided with considerable input from students) encourage and maintain appropriate behaviour, while teaching students to work toward accomplishing a goal.

The ultimate objective of Castlemaine Primary School is to not only create a safe learning environment which most effectively utilises instructional time, but also to partner with parents in reinforcing lifelong values in our students.

Consequences for Poor Decisions

As much as we try to reinforce positive behaviour, there are times when students make poor choices and may face disciplinary consequences. The main goal of any disciplinary action is to help the student learn from their mistake and make better choices in the future.

Specific Components

1. Behavioural Expectations Are Clearly Defined.

There are specifically defined expectations exhibited throughout the school in positive, clearly stated rules. The expectations are linked to our four core values, **Respectful, Responsible, Learning, Community.**

2. Behavioural Expectations Are Taught.

The underlying theme is teaching behavioural expectations in the same manner as any core curriculum subject. Expectations are taught to all students in all settings throughout the school. Behavioural expectations and rules are best learned through positive examples, which can be modelled, combined with opportunities for practise.

3. Appropriate Behaviours Are Acknowledged.

Appropriate behaviours are acknowledged on a regular basis through praise and system-wide incentive programs to promote and reinforce behaviours demonstrated by individual students and classes. Any

staff member will recognise and reward students exhibiting GOTCHA behaviours.

4. Negative Behaviours Are Corrected Proactively.

Specific procedures are designed to address students who do not meet expectations. Students are informed of unacceptable behaviour and re-taught the expectation or rule. Positive practise and consistency are important to promote success.

SWPBS Home Connection

1. Clearly Define And Communicate Expectations.

Tell your child(ren) exactly what you want them to do. Identify situations in which appropriate behaviour is important. Teach with examples and non-examples of appropriate behaviour. Model expectations through your own behaviour.

2. Give Frequent, Positive Reinforcement For Appropriate Behaviour.

Look for opportunities to praise your child(ren), praise them on the specific behaviour that they have practised. Catch them doing something good!

3. Actively supervise your child(ren).

Watch and interact with them while they engage in chores and play. Communicate your interest in and awareness of their activities.

4. Pre-correct and intervene early.

"Nip the problem in the bud!" Pre-correction involves seeing a possible problem coming and changing it before it happens. Do not yell at a child for a behavioural issues that he/she has not yet committed but instead, use the opportunity to re-teach the expected behaviour.

Tips For Positive Behaviour

- Set the stage for success; reward the effort.
- Stay calm. Use a calm voice.
- Set reasonable limits.
- Be consistent. Yes means yes and no means no.
- Set the example. Actions speak louder than words.
- Have patience, and most of all, have fun and enjoy your child(ren).

How Can Parents Be Involved With PBS At Home?

- Help out with the responsibility of homework.
- Create posters with expectations for home.
- Compare home rules with SWPBIS at school.
- Recognise and reward positive behaviour

At the end of this document is a series of charts identifying the positive behaviours expected of all school community members. The School Wide Positive Behavior Booklet has been sent home to all parents as a reference copy.

**SICKNESS AT SCHOOL**

Should your child become sick at school, or have a serious injury you or your emergency contact person will be notified and asked to pick the child up. Children who are unwell should not be sent to school as we cannot cater for sick children. If your child has a minor injury at school, staff will apply appropriate first aid.

In the event of a serious accident or injury, an ambulance will be called without hesitation. Parents are strongly encouraged to take up an ambulance subscription as any costs associated with medical treatment are the responsibility of parents.

SMOKING

The Government has declared our school buildings and school grounds to be smoke free zones. We ask that all visitors to our school respect this requirement. Drinking of alcohol on school premises is also not permitted.

SPECIAL EVENTS

Dress-up days, Concerts, Activity Days etc. are conducted throughout the year. Parents and children are encouraged to participate in these programs. Parents will be notified of upcoming events through the school newsletter.

**STUDENT FREE DAYS (CURRICULUM DAYS)**

Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. **Students do not attend school on these days.** These days are published in the newsletter as dates are confirmed each year.

The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. The remaining three student-free days are determined by each individual school.

**SECURITY AND SAFETY**

Everyone has a right to feel safe at school and the Department of Education takes the safety of its students and employees very seriously. The safety of students and employees is considered one of the highest priorities within the school. **A school is a workplace subject to industrial laws and regulations just like any other workplace. As such all teachers and students have a right to a workplace free from harassment, intimidation and aggression of any kind. They also have a right to their personal privacy.**

Any person who disrupts the normal operations of the school, or is considered a potential threat to the safety of staff and/or students may be ordered to leave the property by the Principal or representative. If the nature of the threat is considered serious, police will be called and a trespass order may be issued preventing further access to the school grounds or buildings. A trespass order will result in police intervention each and every time it is contravened and may result in formal charges applying.

While the school encourages parents to participate in a variety of volunteer programs, the Principal and teachers have the right to determine if any individual may or may not participate in school activities or enter classrooms. Schools are not public places but work places for students and teachers. Access to the school is granted subject, at all times, to appropriate conduct and respect for the school as a workplace. Disruption to the operation of the classroom or programs may result in this privilege being revoked.

Access to staff areas are not permitted without authority of the principal or staff. These areas include: Staffroom, administration office, staff toilets, teacher offices, store rooms, etc.

Access to classrooms is conditional on appropriate conduct and language at all times. Not all people are well suited to working with children in a classroom and while the school encourages parents to participate in a variety of volunteer programs, the Principal and teachers have the right to determine if any individual may or may not participate in school activities or enter classrooms. A Workin With Children Check (WWCC) is also required before working in a school as either a volunteer or employee.

As part of our security procedures, all visitors must sign in at the office before going to a classroom or other area to work or participate in volunteer activities.

SCHOOL BUS SERVICE

The school bus service is a free service for eligible students. To access the school bus service, you must live more than 4.8 km from your closest government primary school. Access to the bus service may be granted under other circumstances however a charge may apply. If you wish to find out more about the school bus service, please contact the Principal to obtain further information.

SWIMMING PROGRAM

A swimming program is held each year for grades 3-6. Parents will be notified about these via information and permission forms sent home with children, and through the school's newsletter.

TRAFFIC MANAGEMENT

Parking facilities around the school are limited, and traffic congestion does occur during peak drop off and pick up times. Increased pedestrian and vehicle traffic at these times makes for a dangerous combination and parents are strongly advised to *never* place their own convenience over the safety of themselves or others.

We encourage you to consider the following strategies to minimise traffic issues around the school:

- Walk or ride to school where possible.
- Seek parking a little further from the school and walk to the school to drop off or collect your children.
- Always use school crossings where available to encourage good safety habits for your children.

- Please observe and obey all road traffic laws and parking signs in the area.
- Do not attempt U-turns in either Mostyn or Urquhart streets as the likelihood of a collision is very high.
- Do not park in resident's driveways.
- Do not park in school buses parking zones or obstruct school buses.

Staff of the school have no authority to direct traffic movement on public roads. Parents and staff are encouraged to report dangerous or inappropriate driver behaviour to the local police. Police will be requested to patrol the area if incidents of inappropriate driver conduct are reported.

UNIFORM

The school has a compulsory uniform policy. All children are expected to wear the school uniform every day and to all school activities. The exception will be school camps (overnight activities).

Children are required to wear sunhats during Term 1 and 4 (and as required). Students should wear shoes appropriate for outdoor activities and must have enclosed toes. Boots, thongs, slippers or other such footwear are not appropriate for school activities and can result in injuries.

'Hoodies' or other alternative tops are not to be worn in place of the school tops. Jeans are not to be worn at school.

If your child has to attend school out of uniform for a particular reason, please provide a **written note** so that all teachers will be aware that your child will be out of uniform for the day. Where children repeatedly attend school out of uniform, parents will be contacted.

WORKING HOURS FOR STAFF

The teacher's day commences well before the start of lessons at 9.00am. Before this time teachers are involved in planning & preparations for the day's lessons. We would prefer that parents did not try to hold discussions or meetings with teachers during this very busy time.

After students are dismissed at the end of the day, teachers return to their non-teaching duties which include planning meetings, staff meetings, administration tasks, professional development, etc.

Staff meetings and unit meetings are generally held on **Monday and Wednesday** afternoons between 3.40pm and 5.00pm. If you would like to meet with your teacher regarding your child's schooling, a time after dismissal time on either Tuesdays or Thursdays is preferable. It is appropriate to provide some information on what you would like to discuss in case some preparation or information collection is required for the meeting.

XUNO SCHOOL APP

The XUNO app is a free application used by the school to send information and reminders to parents on upcoming school events and activities. The school newsletter is also

available to parents each Friday afternoon through the XUNO app.

The app is also an important part of the school's emergency management plan. The app can provide update information to parents in the event of an emergency. All parents are encouraged to download the app for this reason. **Go to the your app store to download the XUNO app for your device.**

YARD DUTY

There are up to two yard duty teachers outside at the scheduled yard duty times (see below). These teachers wear fluorescent vests and carry a basic 1st aid kit with them. As there is almost two hundred children in the school yard, it is impossible for yard duty teachers to be aware of every incident that may take place in the school yard. We strongly encourage parents to advise their children to speak with a yard duty teacher if they have a problem so that issues can be resolved in a timely manner.

With very young children, it is not uncommon that they may inform parents about an incident at school rather than speak with a yard duty teacher. If your child talks to you about incidents in the school yard, please contact the school as soon as possible so that these can be followed up.

Yard Duty times are as follows:

8.45 – 9.00am	Before classes
11.00-11.30am	First recess
1.30-2.30pm	Second recess
3.30-3.45pm	After classes.

Outside these times, the school yard is not supervised and children should not be present in the school yard. If supervision outside of school times is require, we have an Out of School Hours Care Program available onsite operated by OSHClub, an external care provider.

Castlemaine Primary School **Student** Positive Behaviour Support

RESPECTFUL	RESPONSIBLE	LEARNING	COMMUNITY
<ul style="list-style-type: none"> • Be friendly, welcoming and approachable to all members of the school community • Use manners and be polite • Treat others how you would like others to treat you • Think before you speak and speak in a respectful tone • Be accepting of the diversity and individuality of others in our school community and value others • Listen carefully to others • Use appropriate voice levels • Wait your turn • Look after property • Walk in lines quietly • Sit down whilst eating and use table manners • Line up carefully • Share space with others • Keep hands to yourself • Have awareness of children with allergies 	<ul style="list-style-type: none"> • Take responsibility for your actions and the consequences that result from the actions • Wear correct school uniform • Follow rules • Wash and dry your hands • Take your belongings with you • Be sensible • Be honest, reliable and trustworthy • Make strong decisions and have reasons for the things you say and do • Be SunSmart • Be safe • Complete expected homework and submit to school on time • Use technology safely • Leave areas clean and tidy • Use time wisely • Care for your own property and the property of others' • Model appropriate behaviours for others • Pack schoolbag • Look after others • Take initiative – do things without being asked • Walk bikes and scooters in the school grounds 	<ul style="list-style-type: none"> • Be a 'STAR' • Learn from and with others • Set goals to achieve • Be brave to participate, try new things, have a go • Do your personal best • Use your imagination • Obey rules • Complete expected homework • Have a positive attitude • 100% effort • Learn using different ways • Contribute to discussions and ask and answer questions • Accept roles in group activities • Be an active member, inquire and investigate • Learn from mistakes 	<ul style="list-style-type: none"> • Be a role model in the school community – model appropriate behaviour • Respect our school environment including gardens and equipment • Work with different types of people to make connections • Work together to achieve goals – 'teamwork' and support your team • Be aware of your community, contribute to it and represent it • Involve others by being inclusive • Encourage others to do the right thing • Build strong, co-operative relationships • Accept others' similarities and differences • Value all contributions • Have pride in your school

Castlemaine Primary School **Staff** Positive Behaviour Support

RESPECTFUL	RESPONSIBLE	LEARNING	COMMUNITY
<ul style="list-style-type: none"> • Be friendly, welcoming and approachable to all members of the school community • Provide constructive feedback where necessary • Value student, parent and collegiate input into learning • Be accepting of the diversity and individuality of others in our school community • Include all team members in decision making • Accept decisions that are made; go to the source if you feel concerned • Lead by example 	<ul style="list-style-type: none"> • Act in a professional manner • Commit and adhere to timelines and deadlines • Be punctual • Share the workload with colleagues • Maintain professional standards in relation to clothing and appearance • Check emails and pigeon holes on a daily basis and respond to communication within 24 hours or as appropriate • Be prepared for classroom learning, meetings and professional learning • Maintain communication with parents, e.g. newsletters, phone calls, communication books, ILPs • Maintain appropriate use of technology • Maintain tidy classrooms and staffroom and an organised learning environment • Follow OH & S Policy guidelines and report OH & S issues in the Maintenance Book immediately • Maintain and support the health and wellbeing of ourselves and our colleagues • Wear a wide-brimmed hat when outdoors between September and May 	<ul style="list-style-type: none"> • Actively participate in ongoing professional learning, e.g. SLTs and PLTs with team based focus, classroom and peer observations • Be open to and share new ideas • Implement teaching and learning initiatives and strategies as per DEECD and/or school wide expectations • Give and receive feedback • Mentor others • Provide a rich, inspiring, engaging curriculum which stimulates student curiosity • Be open to new ideas and techniques • Support and extend students • Plan from data 	<ul style="list-style-type: none"> • Use local community services to support student learning • Encourage students to be aware of their local community and willingly give back to the community • Maintain a strong home/school relationship and open discussion about student learning • Connect, collaborate and create with the school community • Partipate in school community activities • Be involved In wider community activities

Castlemaine Primary School Parent/Guardian Positive Behaviour Support

RESPECTFUL	RESPONSIBLE	LEARNING	COMMUNITY
<ul style="list-style-type: none"> • Respect that the school is a workplace for staff and students • Support school staff in helping my child develop a sense of respect for others and their belongings • Assist my child in making sure they are neat and tidy, in school uniform and with hair tied if required • Support school staff to improve my child's academic and behavioural success • Follow visitor procedures by checking in at the main office before going anywhere in the school building or grounds during school hours • Return phone calls and forms/notes in a timely manner • Make an appropriate time to meet with a teacher when I need a meeting • Let the school know in advance if my child will be absent from school • Maintain confidentiality when offering support within the classroom 	<ul style="list-style-type: none"> • Make sure that my child arrives at school between 8:35am and 8:50am every school day • Help my child get up in the morning to arrive at school on time • Help my child go to bed at a reasonable time so they get enough sleep before coming to school • Encourage my child to eat breakfast before they come to school • Make sure I contact the school if I am going to be late dropping off or picking up my child from school • Provide my child with a quiet place in the home for daily reading and supervise the completion of their homework • Talk with my child positively each day about their school activities • Understand and support school expectations and policies • Make sure my child walks their bike and scooter in the school grounds • Teach and practise good health habits regarding personal hygiene, exercise and nutrition • Make sure my child's name is printed on each piece of their uniform 	<ul style="list-style-type: none"> • Keep up to date with communication between home and school • Read with my child every day and check their homework • Find ways to help my child to practise behaviours that will make them responsible and independent • Read the school newsletter and check the school website to learn information about our school and special events • Attend parent information activities throughout the school year • Contact my child's teacher to discuss any issues that may affect their learning and/or welfare • Attend Parent Teacher meetings and conferences 	<ul style="list-style-type: none"> • Help my child develop alternative, peaceful methods of resolving conflicts • Promote a tolerant attitude towards others • Help to create an inclusive culture • Make sure my child uses the school crossing when crossing Urquhart or Forest Street • Make efforts to involve yourself in the school community • Park in appropriate signed areas to promote safety and respect for school neighbours

CASTLEMAINE PRIMARY SCHOOL EXPECTED STUDENT BEHAVIOUR MATRIX

	RESPECTFUL	RESPONSIBLE	LEARNING	COMMUNITY
LEARNING SPACES	Avoiding interruptions to teaching and/or learning Use manners ‘please’, ‘thank-you’, ‘excuse me’ Work quietly Be positive Raise hand before speaking Give compliments Use appropriate voice levels Keep hands and feet to ourselves Be a STAR	Take responsibility for our actions Be prepared to work Walk inside Enter and leave classrooms quietly and orderly Put computers away Make sure computer cords are not left out Be punctual Keep your personal space clean Keep the classroom tidy Organise class items to be ready to begin tasks Push in chairs	Have confidence in ourselves Do our best Take risks Set goals and reflect on your learning Be an active participant and listener Work with different people	Be aware of others’ personal space Help and encourage others Be inclusive Work as a team Share classroom resources Share your learning with others Wait your turn Follow safety rules
TOILETS	Wait and take turns Flush the toilet and check that it is clean and clear Keep the door closed Go to the toilet at designated times (before school, recess, lunch, after school) to avoid disrupting others	Keep the toilets clean and tidy Tell a teacher about damage Use toilets for their intended use – no playing Use toilet paper in the proper way Keep food outside	Encourage others to use the toilets properly Model appropriate behaviour	Respect other people’s privacy Wait your turn Use soap and water wisely Turn off the taps after use Wash and dry hands thoroughly to avoid spread of germs
LOCKERS	Keep your space clean and tidy Talk and move quietly Get what you need and move away quickly Sit items in your locker space only Wait your turn to approach your locker	Keep your bag in your locker Keep food in your school bag Clean your locker Touch items that are in your locker only	Encourage others to use lockers properly Model appropriate behaviour	Keep food in your school bag to avoid ants and mice Keep locker area clean to assist the safety of others (slips, trips) Allow others access to their property by moving away from the locker area to talk
LINING UP AFTER BELL	Sit quietly without moving Use quiet voices when talking to others Keep hands and feet to ourselves Make space for others to sit	Go to the toilet and get a drink before going to line Line up before the second bell Remain outside before school and during recess and lunchtimes unless there is an emergency	Encourage others to line up on time Model appropriate behaviour to others	Be ready to learn Respect others who are ready to transition to the classroom Be water wise – use taps wisely
MOVING BETWEEN CLASSES	Walk carefully Walk quietly without distracting classes Walk in an orderly line Use our manners Line up quietly outside without distracting classes Keep hands and feet to ourselves	Move directly to the next class Bring items that we need Focus on where we are going Listen to instructions	Encourage others to walk in an orderly line Model appropriate behaviour to others Obey rules and expectations	Move quietly and quickly to support student learning in other classes
EATING TIMES	Use manners Eat with mouth closed and without talking Sit down when eating Speak quietly at eat times Be aware of children with allergies	Put any wrappers in rubbish bin before heading outside Clean crumbs/mess after eating Wash hands carefully if eating foods that could cause allergic reactions Drink water	Eat healthy foods that will provide sustained energy	Keep yard clean by putting rubbish in bin Eat our own food only – no sharing to assist the safety of others

SPORT SHED	Use manners 'please', 'thank-you' Wait your turn Stand in line properly Politely hand back the borrowed equipment to the monitors	Return equipment borrowed to the sport shed Only people on duty are in the sport shed Keep sport shed tidy	Encourage others to use sport equipment properly	Look after equipment so others can use it
SCHOOL YARD (Oval, boardwalk, gardens, playground)	Be fair Share Use appropriate language Look after school and others' property Make good decisions Treat gardens with respect	Be in designated areas I Think before acting Follow school/game rules Walk around corners Walk on the boardwalk Clean off sand/dirt before entering classrooms/buildings Use safe actions Wear a wide brimmed hat each day during September to May Apply sunscreen when playing outside Play in shaded areas on hot days See a teacher on duty if someone is unwell or injured See a teacher on duty if you recognise an unsafe area of play or others are playing unfairly or unsafely See a teacher if a piece of sports equipment goes out of school property or onto the roof	Use words to sort out problems Learn and use strategies to help fair play/conflict resolution Obey rules	Look out for others Share play spaces and equipment Be inclusive Be a good buddy Walk around games Tag instead of tackle Take care of gardens, trees and property Walk bikes and scooters for safety reasons Leave dogs outside school grounds
ASSEMBLY	Sing the National Anthem properly, standing still Stand up and sit down quietly before and after the National Anthem Be a STAR Look at the presenters Sit still and quietly throughout the assembly and whilst waiting for your class name to be called to leave Sit on our bottoms with our legs crossed so others can see and have room Listen and do not repeat Clap appropriately Sing happy birthday in a respectful manner	Sit in your class line Wait for the appropriate time to enter or leave Listen for your class name to be called to leave	Share our learning with others Be willing to learn from others Be brave to present Be a good influence/role model	Show pride in representing our school to others Support your school mates Appreciate effort
UNIFORM	Wear the correct uniform at all times as per the uniform policy Use our uniforms appropriately Make sure the uniform is in good condition at all times	Wear school uniform at all times Label all uniform pieces to enable return to owner Wear acceptable ear jewellery (studs or sleepers) for safety reasons Place removed items into our schoolbags Return the uniform of others	Modelling correct wearing of uniform others Encourage others to wear correct uniform	Tie back shoulder length or longer hair to reduce infestation risks Represent our school with pride Provide a written note for non-compliance with uniform policy

		<p>Wear hats between months of September and May</p> <p>During uniform free days wear appropriate Sun Smart items</p>		
SCHOOL ARRIVAL	<p>Arrive at school on time</p> <p>Be ready to learn</p> <p>Minimise disruption to other students and the teacher if you arrive late</p>	<p>Complete sign-in book if late</p> <p>Put bag away as per class requirements</p> <p>Enter room quietly without causing disruption</p> <p>Provide a note if late</p>	<p>Start learning activities as directed</p>	<p>Arrive on time to avoid disruptions to the learning of others</p>
DISMISSAL TIME	<p>Keep school entrances clear for access</p> <p>Sit in the appropriate waiting areas (for buses, parents, etc.)</p> <p>Use quiet voices to minimise noise in the office.</p> <p>Balls and other sports equipment are not used on the boardwalk</p>	<p>Keep entrances clear for pedestrians</p> <p>Wait in the appropriate area</p> <p>Appropriate behaviour is to be used on the bus service</p>	<p>Encourage others to behave appropriately</p> <p>Model appropriate behaviour</p>	<p>Use school crossings where provided</p> <p>Take appropriate care when crossing roads, entering and exiting vehicles</p>
TECHNOLOGY	<p>Respect others' feelings</p> <p>Only use the computer designated to you unless otherwise advised</p> <p>Only browse or search appropriate websites</p> <p>Never give out the personal details of another student online</p>	<p>Look after technology appropriately</p> <p>Follow rules, procedures and guidelines</p> <p>Only hold/ pick up the computer by the base</p> <p>Ensure the computer is placed on the charger each night</p> <p>Keep usernames and passwords private</p> <p>Don't eat or drink near computers</p> <p>Inform the teacher if you come across inappropriate material on the computer</p> <p>Keep personal details private online (address, phone number, etc.)</p>	<p>Encourage others to behave appropriately</p> <p>Model appropriate behaviour</p>	<p>Understand the impact technology communication has on our school and wider environment</p> <p>Interact positively with others online or via email</p> <p>Students, staff, parents and visitors can only be filmed or photographed with their permission</p>