



Lancefield Primary School

80 High St, Lancefield VIC 3435

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Website: www.lancefieldps.vic.edu.au



Growing together for the future

Parent Information Booklet

2024

LANCEFIELD PRIMARY SCHOOL

Our Vision:

At Lancefield Primary School, in partnership with parents, carers and community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

STAFF

Principal: Jo Emond

Business Manager: Sharon Gledhill

Office Administration: Sharon Healy

Mental Health in Primary Schools/Disability Inclusion & Wellbeing Leader/Leading teacher Kirsty Slater

**Tutor Learning Initiative/
Learning Specialist** Rebecca Borg

Teaching Staff: Andrew Hall – Prep A
Nicole Presley – Prep N
Celeste Davis – Year 1/2C
Jenna Rowe – Year 1/2J
Naomi Whalan – Year 1/2N
Travis Moait – Year 3/4T
Wiley Lewis – Year 3/4W
Claudia Zalmstra – Year 5/6C
Jaclyn Milward – Year 5/6J
Bridget Henkel – Visual Arts
Meagan Nash – Health & Physical Education
Tamsin Colquhoun - STEM

Education Support Staff: Shantelle Grant – Classroom Support
Vanessa Chambers – Classroom Support
Kate Hindson – Classroom Support
Kaye Walker – Stephanie Alexander Kitchen Garden

Location: 80 High St
Lancefield VIC 3435

School Contacts: Phone: 5429 2307
Email: lancefield.ps@education.vic.gov.au
Web site: www.lancefieldps.vic.edu.au
Facebook: <https://www.facebook.com/lancefieldprimaryschool>

Principals welcome...

To all our families at Lancefield Primary School (LPS) both new and old, I extend a warm welcome and thank you for your continued support of our wonderful school.

At LPS, we work in partnership with parents and caregivers and acknowledge that the important relationships developed between students, teachers and yourselves is the key to your child reaching their full potential. We encourage an open and respectful partnership between school and home, reinforced by clear and consistent communication that flows in both directions.

Your children will flourish if the most important adults in their lives are working together to support them.

At LPS teachers plan, collaborate and take collective responsibility for all students at our school. We align all our planning and teaching with the Victorian curriculum. We work to continually improve and reflect on our practice, supporting, extending and challenging all students. We create a happy and safe learning environment that nurtures your child and their particular needs. We focus on developing children's independence, confidence, initiative and social responsibility. We respect and acknowledge diversity and provide an inclusive environment for all.

The development of literacy and numeracy skills understandings underpins all teaching and learning. This is achieved through offering a broad range of curriculum including science, history, geography, visual arts, physical education, digital technologies, our Stephanie Alexander Kitchen Garden Program (SAKG) and Auslan.

Research proves that children who have caring support and are explicitly taught how to develop, regulate and understand their emotions will be better equipped to learn, have improved concentration and motivation, build and maintain better relationships and be more successful in overcoming difficulties. We are proud to be a School Wide Positive Behaviours School (SWPBS). SWPBS is an evidence-based wellbeing framework. By implementing SWPBS, teachers and students have more time to focus on relationships and classroom instruction. Both teachers and students benefit from increased, respectful and positive behaviour, improved wellbeing and a predictable learning environment. We participate in the Mental Health in Primary School's program with a dedicated staff member in the role of MHIPS Leader. The Disability Inclusion program is also part of LPS.

We pride ourselves on the connections and support we have from the wider Lancefield and Macedon Ranges community including a range of organisations and community groups. We encourage the participation and involvement of community groups and parents. These connections and relationships play a vital role in the growth and wellbeing of our students and our school community. This information booklet will guide you through the important aspects of daily life at LPS. Should you have any further questions or enquiries about the school, please contact us.

Enjoy every moment of your child's primary education. It is a joyous and exciting time in your life and the life of your child.

Kind Regards,

Jo Emond
Principal

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A-Z AT LANCEFIELD PRIMARY

A

Absences/Attendance

Absences

If your child has been absent from school, you must advise the school of the absence either:

- via the school communication system Compass, (www.compass.com.au) or Compass App and enter an absent note,
- sending a note to school for the teacher,
- or contact the office to advise of the absence.

If you know your child will be absent for a prolonged period, for example illness or family holiday, please enter the details on Compass or notify the office.

Student Late arrivals

Students arriving late to school are required to report at the office prior to going to class to obtain a 'late-pass' which is to be handed to the teacher. Late arrivals are entered into Compass by office staff.

Student Early Departure

If you need to collect your child early from school, please come to the office and your child/ren will be called to the office for collection.

Student Attendance

In Victoria, attendance at school is compulsory for all children aged between six and fifteen years of age. It is expected that student attendance will be regular and punctual. A written explanation via Compass is required for all absences on the return to school of the student. If no notification is received, teachers could assume that the child has been absent without your knowledge.

Annual Implementation Plan (AIP)

All Victorian government schools develop a detailed plan encompassing actions, roles, responsibilities, timelines, and success criteria for the next 12 months, leading to the achievement of our School Strategic Plan. Our 2024 AIP will be available for viewing on our website.

Annual Report

Each year the school is required to provide an Annual Report that provides a summary of the financial position of the school, the programs that were implemented and the achievements of the school over the previous year. Annual Reports can be accessed via the school website, www.lancefieldps.vic.edu.au Annual Reports are generally available from late April onwards each year.

Anaphylaxis

Anaphylaxis is a severe and rapidly progressive allergic reaction that is potentially life threatening. Parents must inform the school of diagnosis and causes/triggers and provide an action plan and also a current Epi-pen that is held in the First Aid Room.

Assembly

Whole school assembly is held every week in the multipurpose hall on Friday at 9.10am. Student achievements are acknowledged and presented by our Year 6 Team. Students and classes often provide updates and report on class learning, excursions, personal and community achievements and sporting events, as well as some special class performances. Family members and friends are encouraged to attend assembly and celebrate our school.

Assessment

Monitoring of student progress is ongoing through formal and informal assessments that determine student understanding prior to and during a concept or topic. Teachers work together within professional learning communities (PLC) to regularly analyse collected data, and identify areas where students require explicit teaching to support or extend individuals.

Asthma

Students with asthma must have a current Asthma Action & Management Plan developed by the student's doctor in consultation with the parents/guardians and reviewed on a needs basis. Parents are responsible for ensuring their child's medical details are up to date and that their child has the appropriate prescribed medication at school.

We request that students requiring Asthma medications at school provide their child's prescribed medication and a spacer, which is stored in the First Aid Room.

Auslan (Australian Sign Language)

Auslan is the language of the deaf community of Australia. It is a visual-spatial, natural language with its own grammar and vocabulary. Auslan has linguistic elements, such as hand shapes (including orientation, location, and movement), non-manual features (including eye gaze, facial expressions, arm, head and body postures) and fingerspelling. Auslan also has its own grammar, which is different from English. Auslan grammar is composed of precise hand shapes, facial expressions and body movements that convey concrete and abstract information. Key Word Sign is different to Auslan Key Word Sign is a communication system using single Auslan signs to support spoken language for individuals with communication and language delays.

Throughout the year, teachers will instruct students in the use of Auslan through everyday activities and learning in class.

Incorporating Auslan into LPS programs has many benefits for both deaf and hearing children.

Sign language can:

- enhance student's educational and personal development.
- increase memory retention and motion processing.
- stimulate brain development and mental flexibility.
- increase enjoyment in communicating for both hearing and deaf students.
- expose students to a new way of communicating and whilst developing empathy and understanding for those in our community with hearing difficulties.

B

Before and After School Care

“School’s OUT” operate before school 6:45am-9am and after school 3:30pm-6:30pm from our school gym (excluding curriculum days and public holidays).

For more information or bookings, please contact “School’s OUT” on: 0448 667 747

Behaviour expectations

LPS has a duty of care to provide a safe, secure and supportive environment for all students. At LPS we value and build positive relationships with supportive policies and protocols to promote an inclusive and positive environment. It is expected that all members of our school community follow our Statement of Values & Philosophy (both found on our website) and Student Engagement Policy, which clearly states the expectations of all members of our school community and outlines the Rights and Responsibilities of students, parents and staff.



Berry Street Education Model (BSEM)

We are committed to our students at LPS having a happy and successful childhood.

We have chosen to work with the BSEM as part of our wellbeing approach to increase and improve the engagement of all students. This education initiative is different because it is research-informed, multifaceted and systemic. It is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging the students in learning and progressing their academic achievement.

The Berry Street Education Model is designed to improve a school’s capacity to address school engagement of all students including vulnerable or disadvantaged young people so that they can achieve their personal and social potential through educational achievement.

THE BSEM encompasses the five following areas -

- **BODY:** Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day
- **RELATIONSHIP:** Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies with difficult to engage young people
- **STAMINA:** Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset
- **ENGAGEMENT:** Employing engagement strategies that build willingness in struggling students
- **CHARACTER:** Harnessing a values and a character strengths approach to enable successful student self-knowledge which leads to empowered future pathways

Bike Education

The Year 3/4 students participate in a Bike Education program. Students will learn how to conduct a thorough bike check and learn safety and riding skills from classroom to playground to footpath and finally onto the road. Parents & carers will be notified when the Bike Education program will be taking place in 2024.

Bike and road safety

The Road Traffic Authority recommends that children under 8 years of age should not ride a bicycle without adult supervision as they have not yet developed adequate peripheral vision and road awareness to be safe on the roads. Students **must wear** an approved safety helmet. Bikes must be walked across the school crossing, along footpaths adjacent to our school grounds and in the school ground. Bikes are placed and stored in the bike racks. This area is out of bounds for all students for the duration of the school day.

Book Club

Families have the opportunity to purchase books from Scholastic book club. Catalogues are sent home once a term for parents to order books. Book Club also benefits our school—for every Book Club order placed, Scholastic gives back 15% of the order spent to our school to purchase valuable educational resources via its Scholastic Rewards program.

Buddy Program (Prep & Year 6's)

Our Prep students have Year 6 'buddies', who will "look out" for their Prep friends, providing them with support in the classroom and in the playground. Our buddies regularly participate in joint activities at school.

Bullying Prevention Policy

The school has policies and guidelines in place which implement effective whole-school approaches to the prevention and management of bullying. These policies are available on our website. Discovering that your child may be being bullied or that your child could be bullying others is very stressful and upsetting. LPS recommends that parents, students and the schoolwork together to solve the problem by establishing a plan for dealing with the current situation and stopping any future incidents. Our Student Engagement Policy, LPS Statement of Values Policy, Bullying Prevention and Inclusion and Diversity Policies are all on our website to view.

Bus Travel

To access free bus travel students must reside more the 4.8km from the school and attend their closest school. Bus services operate to Benloch, Pyalong Road, Tooborac Road, Mt. William, and Red Gap Road.

If your child is eligible for bus travel, please contact the office to complete the enrolment form and arrange for their inclusion on the appropriate bus list.

Students are expected to act responsibly during bus travel and adhere to the bus "Code of Behaviour", which is to be signed by both parents and students. Inappropriate behaviour could result in exclusion from the bus.

Parents must contact the school if your child is not travelling on the bus on a particular day.

Students not enrolled on the bus list as regular bus users can travel with other students, however an enrolment form must be signed as well as written permission from parents stating the date of travel.

The school bus drop off zone is at the very front of the school and is a no standing/parking zone from 8.00am-9.30am and 2.30pm-4.00pm.

Bushfire Protocol

Upon completion of the enrolment form, parents/guardians are required to list details of two alternative Emergency Contacts.

In the case of an emergency, such as fire where the school is unable to contact the parent/guardian, the list Emergency Contact 1, or Emergency Contact 2 will be called.

Families should ensure that all contact information including home, work and mobile phone numbers are kept up to date.

In 2009, DET produced a Bushfire At Risk Register (BARR) which listed school and children's service facilities identified as being at the highest risk of bushfire which would pre-emptively close on days declared Code Red by the CFA in their Bureau of Meteorology region.

On **CODE RED days, DET has mandated that Lancefield Primary School will be closed.**

On **EXTREME** or **SEVERE** days, Lancefield Primary School will operate normally with before and after school also operating normally.

In the event of a major fire the emergency services may close roads or areas, thereby preventing students and buses from travelling. LPS bus students will be required to stay at school until the emergency has passed, or until provision has been made by Emergency Services and/or DET. On these high risk days it is imperative that parents/guardians choose whether students will be collected from school or remain in the care of LPS. Collection of students must be done at the earliest possible time. ALL children should be collected from the Multi-Purpose Hall by a nominated adult.

On total fire ban days, parent/guardians should make sure that children who walk or ride to and from school are accompanied by an adult.

Any plans for excursions or camps on total fire ban days will be reviewed in relation to possible risk.

When the school is closed for bushfires or CODE RED days, no staff will be onsite.

BYOC (Bring Your Own Chromebook)

In Years 3-6 students can opt to bring their own Chromebook to use in class. All students are required to sign a User Agreement that ensures safe and respectful use of devices and the Internet. BYOC information is forwarded to parents and carers during Term 4. The school has a set of Chromebooks for student use across all year levels.

C

Camps 2024

- Years 3/4 - Toolangi 9-10 May
- Years 5/6 – Phillip Island 20-22 May

Car Parking and Crossing

The High Street school crossing supervisor is on duty from 8:15am – 9:15am each school morning and 3:00pm-4:00pm each school day afternoon. School staff supervise the service road crossing from 8.45am-9.00am and 3.15pm-3.30pm each day. We encourage parents and carers to explicitly teach children safe road rules especially when it comes to crossing a road. It is imperative that all adults driving and dropping children at school behave in a safe and predictable manner to ensure our students are kept safe around our roads. Do not allow your child to exit your car from the roadside.

We encourage parents and carers to take advantage of the parallel parking along Park Street as the front service road has no standing areas. There are disabled car parks on the school side of Park Street.

Child Safe Commitment

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

Lancefield Primary School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Particular attention will be given to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Lancefield Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

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

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

* Please see working with children check.

Class structure

Each year our class structure is based on the number of students we have enrolled in the school in each year level and the best needs of our students.

Clothing

Students often remove items of clothing and leave them around the school, especially during changeable weather. It is important to have all items of clothing and personal belongings clearly labeled with your child's name so that they can be returned if found. Lost property is located in the office. In the final week of each term a final claim for lost property will occur. All unclaimed items go to the Secondhand Uniform Shop.

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 DET Bushfire At-Risk Register (BARR) will be closed when a Code Red fire danger rating day is determined in their Bureau of Meteorology district. **Our school has been identified as being one of those at high bushfire risk and is listed on the BARR.**

Where possible, we will provide parents with up to four days' notice of a potential Code Red day closure by letter and email or SMS. 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.

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

- 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 and email addresses. Keep in touch with us by reading our newsletters, checking our website www.newhamps.vic.edu.au 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 Training 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.

Collection of monies

Money is collected at different times of the year for various reasons. Payment can be made by cash, cheque, credit card, BPAY or directly through Compass.

When making payments by BPAY please send a message via email or Compass to indicate what the payment is for. The family reference number will remain the same whilst your child is enrolled at LPS. When forwarding cash money, we request that it be enclosed in an envelope with the child's name and the purpose of payment clearly written on the front, (special payment envelopes are available from the office). We are happy to assist you in setting up a payment plan for the school year.

Communication

Our school has accessible and respectful communication with parents and the wider community. It is important that regular publications such as the school newsletter and all special notices are read by parents to keep up to date with school events and information. Newsletters and notices are communicated to families via Compass. The school also uses Compass for:

- Weekly parent/carer reminders (published Sunday evenings)

- Parent/carer approvals for school events
- Student absence notifications from parents
- Communication with families for class or whole school announcements
- Emergency notifications to families
- School newsletter distribution
- Student Reports – June and December

Access to Compass requires your own personal login and password. This information can be obtained from the school office. Instructions on how to install the Compass App is attached at Appendix B.

Our school website also has all important school information including curriculum, policies and school programs, www.lancefieldps.vic.edu.au

Compass

Compass is our main platform for communication. Newsletters, reminders and other important information is communicated via Compass. Compass can be accessed via the website on a computer, laptop or via the app on a smartphone or tablet. (Refer Appendix B for information on downloading App).

Conveyance Allowance Program (CAP)

The Department provides financial assistance in the form of a conveyance allowance to help families in rural and regional Victoria with the cost of transporting their children to and from their nearest government school/campus or nearest appropriate non-government school/campus.

The conveyance allowance is a contribution towards transport costs and is not intended to cover the full cost of transporting children to and from school. The allowance is an acknowledgement of the sometimes limited transport options available outside metropolitan Melbourne and particularly assists students who attend their nearest school/campus but do not have access to a free school bus service.

Your child's school will be able to advise you eligibility and apply on your child's behalf if they are eligible for the allowance.

For additional information, see:

<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/conveyance.aspx>

CSEF (Camps, Sports and Excursions Fund)

The Camps, Sports, and Excursions Fund (CSEF) provides payments for eligible students to attend camps, sports, and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$125 per year will be paid for eligible primary school students. Payments will go directly to the school and be tied to the student.

For more information, contact your school or see:

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

Curriculum

All students participate in a comprehensive curriculum that promotes inquiry, deeper levels of thinking, and is tailored to meet individual student needs.

The Victorian Curriculum F (Prep) –10 is a continuum of learning and sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of

knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. For further information refer to: <http://victoriancurriculum.vcaa.vic.edu.au/>

Custody / Court Orders

It is essential that the Principal be advised of and provided with a copy of all Custody and/or Access Orders that are in place pertaining to child custody. Copies of such documents will be kept within the school office. Families must ensure that if there are any changes to Orders that copies are provided to the school.

D

Digital Technology

Students are given opportunities to create and explore using a variety of digital and physical platforms including: robots, spheros, coding, Ipad's and approved Apps. These devices are used to enhance problem solving and creative thinking skills and are wonderful tools for learning.

Department of Education and Training (DET)

The Department of Education and Early Training has many useful resources for parents on the DET website at: www.education.vic.gov.au

Disability Inclusion Program

In 2022, L.P.S have transitioned from the PSD (Program for Students with a Disability) to a **(DIP) Disability Inclusion Profile School**.

What does this mean at L.P.S?

We have a Disability Inclusion Coordinator (part time) who works with teachers, students and families to identify the strengths, needs, and educational adjustments we can make at school and support the needs of our students.

Part of this role is to facilitate a profile meeting that involves all stake holders- parents, students, teachers, other professionals working with the student to provide ongoing support for the student around their learning. This meeting is run by a trained facilitator and focuses on the strengths of the student.

The Disability Inclusion Profile captures:

- a student's strengths and educational aspirations
- their needs across a range of education related activities
- adjustments required to enable participation and engagement at school.

E

Emergency procedures and Evacuations

We have protocols and procedures relating to a number of Emergency Management Procedures. Throughout the year, we have practice drills for Lockout, Lock down, Onsite evacuation, Shelter in place and off-site evacuation.

End of day - Students pick up/arrangements

Please ensure your child/ren are aware of after school arrangements before they leave for school each day, such as: are they walking home? Who is meeting them & where? Are they catching the bus? Etc....

E-smart

Lancefield Primary School is an accredited e-smart school, which means we have comprehensive policies and strategies to ensure a positive school culture and we have a whole school approach to cyber safety, cyber bullying and bullying. (Refer to Bullying Prevention Policy on our website).

Everyday Counts!

We all want our students to receive a great education and enjoy and participate in all the experiences that school offers. The building blocks for a great education begin with students coming to school each day. If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

DET Top attendance tips for parents

- We want to work in partnership with parents—act early if you have any concerns regarding school refusal by contacting us and asking for advice and support.
- Remember that every day of school counts.
- There is no safe number of days for missing school – each day a student can impact their educational outcomes and their social connectedness.
- Talk positively about school and the importance of attending every day.
- Try to avoid making medical and dental appointments during the school day or planning family holidays during the term.
- Engaging the support of a tutor for your child should take place out of school hours.
- Help your child maintain daily routines such as daily reading, monitored device time and getting a good night's sleep.
- Birthdays and shopping are not appropriate reasons for being absent from school.

Excursions / Incursions

Excursions and Incursions are planned each year to enrich the educational programs of the students. The students may also be involved in local excursions within the township, to provide firsthand experiences to support their learning. Parents/Carers must give permission and make payment before the day of the event for students to participate.

Information and permission for all excursions/incursions will be communicated via Compass. Payment can be made via Compass, Bpay, credit card (at the office), or cash/cheque. Cash and Cheque payments can be forwarded to school in a clearly labelled envelope.

F

Facilities

LPS opened on its present site in 1876. We take great pride in our outstanding facilities which includes a Visual Arts room and Multi-Purpose Hall. We have a variety of outdoor learning and play areas and herb and vegetable gardens. We continue to ensure an attractive, modern, and safe learning environment for our whole school community to use.

In October 2019 we were very proud to officially open our new learning space the “Wil-im-ee Moor-ing” centre which houses our beautiful SAKG kitchen and non-fiction library area and STEM learning space.

In 2021 we opened our Megafauna bush learning area. This is situated at the front corner of the school and is designed to be an outdoor learning space for classes as well as a creative play area for all students. Our latest new play area is our Giant Chess and Checker area.

Fees and Charges (Parent Payments)

School Council revises and sets the Parent Payment charges including Essential Education Items, Optional Education Items and Voluntary Contributions annually. Parents will be notified of the amounts in Term 4 of the school year for the coming year. Parent payment charges cover the cost of all items and services that are essential to support the course of instruction in the standard curriculum. Excursions and special events are charged separately throughout the year.

Refer to **Collection of Monies** for information on payment methods.

Financial Assistance

It is important that every student, regardless of their circumstances, have the best possible chance to reach their potential.

To assist families with Parent Payments, LPS have ‘Payment Plans’ available which enables families to spread the costs of Parent Payments, camps, and activities over the school year. Forms are available from the office and are also sent home with Parent Payment forms at the end of term 4 each year.

Assistance is also available from the following sources:

State Schools' Relief

If your family is eligible, you can receive financial assistance to help meet the costs of your child’s education. School uniforms, shoes, books and more. This support is provided by not-for-profit organisation State Schools’ Relief (SSR), which currently assists 10,000 students through its fundraising efforts. SSR will be provided with more than \$15.65 million over four years from the Victorian Government. With this extra funding, State Schools’ Relief will provide more than 25,000 students across Victoria with new uniforms, shoes, books and more every year for four years.

What eligible families get

Parents or carers with children in Victorian government schools may receive free or discounted:

- new school uniforms
- new school shoes
- new textbooks
- stationery, including workbooks, pencils etc
- software, including access to some educational websites.

Who is eligible?

General Assistance

You qualify to receive assistance if you have children at a Victorian Government school and are facing one or more of the following:

- health issues resulting in serious financial difficulty.
- house fires where school clothing is lost.
- natural disasters.
- serious financial difficulty.
- Year 7 and Prep Assistance.
- Victorian Government Year 7 and Prep students (in 2016) who are CSEF recipients are also automatically eligible for a uniform package. For more information regarding this initiative please see State Schools' Relief.

- How to apply.
- State Schools' Relief only responds to requests from schools and not from parents. The school will then make a request to State Schools' Relief on your behalf.
- Talk to your school principal, assistant principal, or student welfare coordinator about the possibility of getting uniforms, shoes, books and stationery through the State Schools' Relief.
- For more information about applying for State Schools' Relief, contact your school directly.
- For information about donating to the charity, see: State Schools' Relief

Camps, Sports and Excursions Fund (CSEF)

The Victorian Government have an initiative to ensure all Victorian students can take part in school trips and sporting activities.

The Camps, Sports, and Excursions Fund (CSEF) provides payments for eligible students to attend camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$125 per year will be paid for eligible primary school students. Payments will go directly to the school and be tied to the student.

For more information, contact the office.

Child Care Benefit and Family Assistance

The Child Care Benefit helps eligible families with the cost of outside school hour's care, vacation care and registered care. For more information about eligibility and making claims, contact Centrelink.

Facebook

We share photos and videos of students learning and school events on our Lancefield Primary School Facebook page.

Food

We encourage healthy eating habits and for food to come in as **little packaging as possible** to school. We encourage you to send named containers for lunch and snacks. Due to food allergies, Covid safe practices and students with anaphylaxis, we request that students **DO NOT** share food. Throughout the morning students are welcome to eat fruit or vegetable snacks and consume water during learning. We follow the philosophy of many National Parks. Our Waste Management Policy states "If you bring it in you take it out!"

We strongly recommend food is sent to school in named containers and any wrappings or rubbish will be sent home in lunch boxes to help reduce litter and waste in our school.

Fundraising

Fundraising activities support the provision of additional equipment to support your child's learning and enhance our school environment. Some regular fundraisers in the past have been our Easter and Christmas raffles and the 2023 Trivia Night. Other fundraising events may occur throughout the year. Your support is essential and greatly appreciated.

H

Handwriting

Handwriting is taught at all year levels and forms part of our literacy scope and sequence planning. All students are encouraged to develop pride and skills in the presentation of their work including their handwriting.

Head Lice

From time to time all schools need to deal with incidents of nits and head lice. Anyone can get head lice and parents should check their children's hair on a regular basis. **All children with shoulder length and long hair should have their hair tied back.** Please refer to our School uniform policy located on our website. Any sign of students scratching their head and complaining of an itchy scalp needs to be investigated immediately. If you find head lice or nits on your child, please contact the school. Students must be treated before returning to school. If a student is identified as having nits or lice at school, parents will be notified to enable treatment to be undertaken.

Homework

The intention of homework is to build on learning at school and provide an opportunity for parents to follow their child's progress. Daily reading and word and number games are encouraged. We believe that many of the activities students engage in at home consolidates learning at school including being read to, reading for pleasure, personal writing, (cards, letters, postcards, shopping lists etc), watching wildlife shows and documentaries, helping around the house (gardening, feeding the animals and cooking), learning tables and playing board games, participating in conversations with family members.

To increase your child's chance of achievement and ongoing success it is essential that learning is a partnership between school and home and that your child is supported at home to follow up on the learning that has occurred at school.

You can help your child at home by:

- Praising your child's efforts so that they continue to gain confidence and accept challenges.
- Encouraging your child to have a go and to take risks.
- Making regular times to read together.
- Talking with your child in a positive manner about what occurred at school.
- Getting to know your child's teacher and joining in with classroom activities.
- **Remember that children all progress at different rates, therefore in your child's class, students will be working at a range of levels and abilities. It is not helpful or constructive to compare your child to others.**
- Supporting your child in completing set home projects throughout the year.

Our homework policy & guidelines are available for viewing on our website.



Illness

We stress to parents and carers the importance of keeping children at home when they are unwell. Do not let your child make the decision about going to school. **A child, who has been ill during the night or before school, should remain home on that day (especially in the case of vomiting, temperature and diarrhoea).**

If your child becomes ill at school, and is required to go home, the school will attempt to call the primary and secondary contact numbers. If these contacts do not answer, the school will then call the nominated emergency contacts.

Please support the school in encouraging resilience and persistence. Even if your child is 'a little tired', always have an expectation that he/she attends school as *'Everyday counts'*.

Please see our Infectious Disease Policy on the website.

Inclement Weather

On days when the weather is unsuitable for children to remain outside (excessive heat or cold wet), they are supervised in the class areas by the teachers rostered on yard duty. It is expected that students will engage in quiet activities such as drawing or board games. Children are not permitted to use devices during these times.

Infectious Diseases / Illness – Including COVID19

While regular attendance is critical for student learning, the best place for genuinely sick children is at home. On return to school, parents need to provide an explanation for the absence. Information on infectious diseases is included for parental information. These conditions present a risk to fellow students and staff and so require caution.

It is a condition of enrolment that all parents provide an Immunisation History Statement from the Australian Childhood Immunisation Register.

A child who has not been fully immunised **will be excluded if there is a case of that unimmunised disease within the school**. The school holds a list of students not immunised and they will be contacted for exclusion as appropriate.

Refer Appendix A for exclusion periods in primary schools issued by Department of Health – *Minimum periods of exclusion from primary schools for infectious diseases*

Please see our Infectious Disease Policy on the website.

If your child has any Covid like symptoms, please complete a RAT (Rapid Antigen Test). Positive Covid- remain home for 5 days and must have no symptoms before returning to school.

Informing teachers

Parents should tell their child's teacher if:

- They notice any problems with eyesight, hearing, or speech.
- There are any worries your child may have about school.
- There are any changes to their family situation.
- There is a change in your address, contact details, or arrangements for collecting children from school etc.
- There is any toileting problems.
- Going to the toilet at school can be an issue for some students, e.g. asking permission, unfamiliar toilet, etc. Accidents can sometimes occur, and it is helpful if you visit the toilet with your child either on the pre-school visit or on the first school day to familiarise him/her with it. If your child is prone to accidents of this nature, it is a good idea to put in a change of clothes just in case. This type of accident sometimes occurs even with confident children and teachers are aware of this and parents too should not be surprised to find that their child has had an 'accident' at school.

Issues or concerns

Parents are encouraged to contact staff via Compass to arrange a mutually convenient time to talk either via phone or in person. Your child's teacher is your first point of contact. More complex issues can also be discussed with the principal as appropriate or with our wellbeing coordinator.

Interschool Sport

LPS is part of the Cobaw District Inter-School Sports District. Senior students will have opportunities throughout the year to participate in winter and summer sports, athletics, cross country, volleyball, and other sporting events.

K

Kimochis



Kimochis is a Social Emotional Learning (SEL) program designed to give students the knowledge, skills, and attitudes they need to recognise and regulate their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

Kimochis incorporates innovative and fun activities developed to teach students how to manage social situations through characters, a common language and recognition of feelings.

The Kimochis program has been adopted in several Macedon Ranges primary schools and kindergartens.

L

Library Resources

Our non-fiction collection is housed in the Wil-im-ee Moor-ing Centre. All fiction (novels and picture story books) are housed in our "Librarium" in the classroom atrium. All students are invited to regularly borrow books through our borrowing system, "Oliver." Library books may be borrowed for a two-week period.

Lost Property

It is important that students take responsibility for their own belongings. **Please label all property clearly including clothing and food containers.** Uniforms are costly and it is hard to determine who the articles belong to when they are all the same!

Lost property is stored in the office area and is regularly sorted with named items returned to owners. All unclaimed items at the end of each term are donated to the second-hand uniform shop or to the local Opportunity shop.

Valuable items such as expensive toys, clothing and electronic devices are not to be brought to school. Private property brought to school by students is not insured nor is the school responsible for any loss.

Lunch Arrangements

Students need to bring a cut lunch to school each day. Lunch orders are available on Fridays, (See Lunch Orders).

Students in all classes eat their lunch under teacher supervision, before playing in the school yard. Students are encouraged to bring no wrappers and use reusable names lunch containers. No rubbish is allowed to be taken outside. All uneaten food and wrappers will be returned to the lunch box so that you can monitor what your child is eating and modify quantities accordingly. All rubbish brought in is to be taken out!

Lunch Orders

Students have the opportunity to purchase lunch orders on Fridays, and these are supplied by the Lancefield Bakery and Lancefield Providore (sushi). Orders should be sent to school with students and given to their teacher or the school office. Lunch orders must be sent to school by Thursday 9.00am. The Lunch Order menu is available from the school office. Orders are to be made by clearly marking on the outside of a paper bag or envelope with the student's name, class, and food items being purchased. Orders must contain the correct money, placed securely inside. The Bakery and Providore will then deliver orders to the school on Friday lunch times.

M

Mascots

Our school values LEARNING POSITIVITY and SAFETY have mascots to help us remember and reflect on our school values each day.



The Yarra Pygmy Perch (representing LEARNING) - These tiny fish are listed as a threatened species and if you are lucky, you may find them in Deep Creek at Mustey's bridge.



Genyornis newtoni (representing POSITIVITY) The bones of this flightless bird which stood about 2 metres tall, weighed more than 200 kg and is thought to have died out around the same time as humans arrived in Australia—remains have been found at the Lancefield Swamp



Diprotodon (representing SAFETY) is one of the best-known megafauna in Australia. It was widespread across Australia (yes even in Lancefield) when the first indigenous people arrived coexisting with them for thousands of years before becoming extinct about 25,000 years ago.

Our school vision is on display for our students in our class atrium area and if you look carefully, you will see Mount William in the background and Deep creek in the foreground.

Medical Details

Please ensure that we are informed about your child's medical details. If your child suffers from Asthma or has a life-threatening allergy, you will need to contact the school office and complete further documentation. You will find a schedule of exclusions included in this booklet.

Medication (with the exception of Asthma Medication)

When possible, please arrange for student medications to be given outside of school hours. However, if there is a valid reason for medication to be administered while your child is at school, procedures are in place to ensure it is administered in a safe manner.

All medication including prescription, 'over the counter' and homeopathic tablets, liquids and inhalers are to be delivered to the office by an adult. This medication needs to be clearly labelled with the student's name and in the original labelled container. A medication authority form (available from the front office) is to be completed and provided with the medication advising dosage required, time to be administered etc. and signed by the parent/carer. The medication will then be administered by office staff through the sick bay.

MHIPS (Mental Health in Primary Schools)

The Department of Education and Training has partnered with the Murdoch Children's Research Institute and the Melbourne Graduate School of Education to deliver a Pilot to provide more mental health support in primary schools. This is a result of the Victorian Royal Commission into Mental Health.

What this means at L.P.S.

L.P.S joined the pilot program in 2022 and were provided funding to appoint a Mental Health and Wellbeing Coordinator (MHWC) to promote a whole-school approach to mental health and wellbeing.

The MHWC role differs from allied health wellbeing roles as it is not intended to provide one- to-one counselling to students. The purpose of this role is to:

- Promote a whole school approach to mental health and wellbeing in students, staff, and families.
- Increase school-wide knowledge of mental health and wellbeing and minimise stigma.
- Promote a whole school approach to the prevention and promotion of wellbeing in students, staff and families.
- Support teachers and school staff to expand their capacity to embed evidence- based mental health strategies, interventions and programs and build mental health literacy to identify and support primary school students.
- Understand and apply knowledge of the mental health continuum including how children may present behaviourally, socially, and academically at different points along the continuum.
- Help staff identify children with mental and wellbeing concerns and discuss support needs with staff and families.
- Have a sound knowledge of internal and external referral pathways for primary school students with mental health and wellbeing needs.
- Support the school to provide individualised wellbeing support to students.
- Advocate for and value student voice and agency in their wellbeing and mental health needs
- Recognise risk and protective factors for primary school children regarding mental health and wellbeing.

Mobile Phones and other electronic devices

If a student brings a mobile phone, smart watch or any other electronic device to school, the student is to hand this to the office on arrival where they will be stored securely. It can then be collected at the end of the day. Students are only permitted to use electronic devices during supervised classroom activities, or approved BYOC Program; use is not permitted in the school before school, at recess, lunch or after school. Our mobile phone policy is on our website.

Music

Students may have the opportunity to participate in a school choir throughout the year. In term 4 2024, all classes will have the opportunity to participate in a week long artists in residence program culminating in a whole school concert.

N

NAPLAN (National Assessment Program for Literacy and Numeracy)

The National Literacy and Numeracy Testing are conducted in March for Year 3 and Year 5 students, assessing:

- Language Conventions (including spelling, grammar, and punctuation)
- Reading
- Writing
- Numeracy

Newsletter

The school newsletter is published weeks 3, 6 & 9 each term on a Friday. A link is sent to families via Compass and is also available via our school website. The newsletter includes current information about curriculum programs, excursions, achievements, celebrations, and general school news.

O

Office Hours

Our school office hours are from 8.30am to 4.30pm, Monday to Friday.

Oliver

Oliver is our online library system. Students & families can search our library collection. The link to Oliver is available on our website.

P

Parent Complaints and Grievances

The school has a documented procedure in line with DET requirements for dealing with parent concerns and grievances. It is expected that parents inform the school as soon as possible of their grievance and that it will be communicated in a calm and respectful manner. Our Complaints Policy is on our website.

Parent / Teacher / Student Interviews (3 way interviews)

Our first parent/student/teacher interviews are held in February. This is an opportunity to provide the class teacher with any specific/relevant information about your child that could impact on learning. It is also a chance to ask questions and get to know your child's teacher. Comprehensive written reports are posted on Compass at the end of term 2 and term 4. A second parent/student/teacher interview is held at the end of term 2. We expect all students to attend and participate in the mid-year interviews.

Parent Payments

School Council revises and sets the Parent Payment charges including Essential Education Items, Optional Education Items and Voluntary Contributions annually. Parents will be notified of these

amounts in Term 4 of the school year. Parent payment charges cover the cost of all items and services that are essential to support the course of instruction in the standard curriculum. Excursions and special events are charged separately throughout the year. Refer to Collection of Monies for information on payment methods.

Photographs

School photos

School photos will be on Friday 17th May 2024 with pre-payment envelopes being distributed prior to the day so that families may order their required prints. All students are expected to wear school uniform on this day.

Photographs of students at school

Permission must be given for your child's image to be published, including for the school newsletter, website, Lancefield Mercury and other publications.

Physical Education

All classes participate in Physical Education sessions each week. During the year junior classes participate in the Perceptual Motor Skills Program (PMP) sessions that focus on fundamental motor skills and gross motor skill development. Senior students have the opportunity to compete against other schools in the Cobaw District Inter-school Sports participating in sports such as Volleyball, Football, Cross-country, Athletics and Basketball. LPS also has a whole school cross country day, and Junior and Senior Athletics Days. We encourage parents to be involved in these events.

Play Based Learning (Prep and Year 1)

Children are naturally motivated to play and involvement in play stimulates a child's interest in exploring and discovery. Play supports positive attitudes to learning. These include imagination, curiosity, enthusiasm, persistence, social skill development, cooperation, sharing, negotiating, and resolving conflicts in a positive way. These important characteristics are all reflected in our LPS school values and wellbeing philosophy.

Our play-based program builds on this motivation, using play as a context for learning.

Our program involves both child-initiated and teacher-supported learning. Our teachers encourage children's learning through interactions that aim to stretch their thinking to higher levels and use processes of problem solving, analysing, evaluating, applying knowledge and creativity.

Teachers and education support staff pose questions that encourage problem solving, prediction and hypothesising. They also direct children's awareness towards mathematics, science, and literacy concepts throughout play activities.

More research is emerging that play-based learning is more effective in primary school programs. In these recent studies, children's learning outcomes are shown to be higher in a play-based program compared to children's learning outcomes in direct-instruction approaches.

Public Holidays

In addition to Christmas and Easter holidays the school is closed on the following days when these fall during the school term: Labour Day, ANZAC Day, Kings Birthday and Melbourne Cup Day.

Punctuality

It is important that your child is at school at least **10 minutes before** the morning bell ready to settle in for their day's learning. Lateness on a regular basis can increase student anxiety, disengagement in learning and cause a break down in relationships with peers and teachers.

If your child is 10 minutes late per day for 6 weeks, this adds up to a day of school missed!

If your child is late to school, they must collect a late pass from the office to give to their teacher.

If for some reason you find you are having difficulties getting your child to school on time, please let us know! We can help.

Pupil Free Days

Currently the Department of Education and Training (DET) provides several Student-free Professional Development and Reporting Days. Students do not attend school on these days. Parents will be notified of the dates of these days via our regular communication channels.

Curriculum Days 2024 are:

Monday 29th January

Monday 4th March – BSEM #4 All Staff

Tuesday 11th June – Professional Practice Day for teachers

Friday 28th June – P/T/S interview day

Friday 20th December – Curriculum Day

R

RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS

Rights, Resilience and Respectful Relationships (RRRR)

The Royal Commission into Family Violence identified the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, RRRR education became a core component of the Victorian Curriculum from Foundation to year 12 and is being taught in all government and Catholic schools and many independent schools.

Everyone in our community deserves to be respected, valued, and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

RRRR is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes, and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

Together, we can lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.

<https://www.vic.gov.au/respectful-relationships>

S

School Council

Our School Council consists of up to seven elected non-Department of Education and Training (DET) employee parent members and three DET members. Two members of the community may be co-opted for short periods at various times.

Two meetings are held at the school each term and parents are welcome to attend. The School Council plays a vital role in school governance with the support of the teachers and Principal.

School Crossing

The school crossing is at the front of the school on High St and is supervised by a trained Macedon Ranges Shire Council crossing supervisor. The service road crossing at the front of the school is supervised from 8.45am-9.00am. Students are to use the crossing and follow the directions of the supervisor. Reinforcement of good road safety practices from home, as well as from school is vital. Parents need to set a good example in this regard and refrain from taking “shortcuts” when a slightly longer walk would enable them to use the crossing.

School Dates

Term Dates 2024

Term 1	January 29 th - 28 th March (Year 1-6 Students commence 30 th January)
Term 2	April 15 th - 28 th June
Term 3	15 th July - 20 th September
Term 4	7 th October - 20 th December

School Entry Age

In Victoria, the first year of school is known as Prep or (Foundation). To start school children must be five years of age by April 30 of the entry year. It is compulsory for all children to attend school by the time they are six years of age. Prep students begin school at the beginning of the school year. Please see our website for enrolment information and for foundation 2024/25 processes.

Student Leaders at LPS

All our Year 6 cohort make up our 2024 Year 6 team. They are responsible for running weekly school assemblies, welcoming special guests, and representing LPS at important events such as ANZAC services and Kinder transition. Our Year 6 team are expected to take a role in articulating and representing student opinion while maintaining a high profile as student role models.

School Hours

The school hours are from 9:00am until 3:15pm. Teachers supervise the grounds before school from 8:45am, and supervise the school grounds, during recess, lunch and after school until 3:30pm.

The school day is divided into session times as per below:

Session 1:	Session 2:	RECESS	Session 3:	Session 4:	LUNCH EATING	LUNCH BREAK	Session 5:
9:00am – 10:00am	10:00am – 11:00am	11:00am – 11:30am	11.30am – 12:30pm	12:30pm – 1.30pm	1:30pm – 1:40pm	1:40pm – 2:15pm	2:15pm – 3:15pm

School Medical

A Department of Education School Nurse screens prep children each year. Forms are sent home for Prep parents to complete prior to the visit.

School Uniform

We are proud of our school uniform and wearing of school uniform is actively encouraged and expected. School uniform is compulsory on school excursions.

The school colors are navy and yellow. Students must come to school neatly and appropriately dressed and with suitable footwear (no open toed shoes) for playing and participating in physical activities. It is advisable to send a jumper or bomber jacket each day and a raincoat in the winter months. ALL CLOTHING ITEMS MUST BE NAMED.

It is compulsory for SunSmart school hats to be worn by all students from September to April.

LPS School uniform items can be ordered directly through Edu Threads. You will find the link on our school website (eduthreads.com.au).

School Wide Positive Behaviour Support (SWPBS)

SWPBS is a framework that supports the needs and culture of our school. SWPBS includes practices that will provide students with feedback on the accuracy and use of social skills and behaviours in the same manner that feedback is given for successful academic performance.

SWPBS benefits all members of our school community providing processes and strategies to create a safe, harmonious, positive school culture. Under SWPBS sit our explicitly taught wellbeing programs of Kimochis, BSEM & RRRR.

Stephanie Alexander Kitchen Garden Program (SAKG)

The SAKG vision is for children to form positive food habits for life. Through our LPS SAKG Program students not only learn to form positive food habits, they learn about their natural environment, the seasons, how to care for gardens and our environment. Students develop life skills of cooperation, sharing, teamwork, critical thinking and leadership skills. Students are constantly engaged in their learning no matter their level of ability. SAKG provides our students opportunities to make links to their literacy and numeracy learning in real ways. Our students love to share their new knowledge and skills with their families, and many are now keen cooks and gardeners, eager to try new foods and eat a greater range of fresh produce. As much as possible, we utilise our own produce from our veggie gardens.



The SAKG program is the perfect way for parents and carers to become involved at LPS and be more involved and engaged with children's learning.

Through the SAKG program we aim for students to develop an awareness of the fragility of our earth and the impact we have. We hope to instil a desire for students to care about themselves and the environment through real life context.

SAKG reports are a regular feature of our weekly newsletter.

This program strongly supports and enhances the Victorian Curriculum Learning standards.



School Strategic Plan

The school strategic plan forms the keystone of the school's curriculum, budget, accountability, and workforce plans. The life of the Strategic plan is 4 years. Our current Strategic Plan is 2020-2024 and is available for viewing on our website.

Student Accident Insurance

DET does not provide personal accident insurance or ambulance cover for students. Parents are responsible for paying for the cost of ambulance transport.

Student Council

Students from years 3 to 6 are elected in term 1 by their class peers to communicate ideas and participate in regular student council meetings. Student Council plan and organise a number of activities throughout the year such as Footy day. The money raised goes to a dedicated charity decided by the students. Student Council is a forum for student opinion. Representatives report to their own classes as well as junior classes. Ideas and suggestions are taken to Student Council via class meetings.

Student Reports

Our School provides parents with a written report on their child's performance twice a year. Reports are available for viewing and downloading from Compass.

Students with disabilities

We are committed to the delivery of inclusive education that ensures all children have access to all programs that meet their individual needs. Children enrolling with disabilities at LPS may be eligible to receive additional support through the Disability Inclusion Program (DET).

Sun Smart

In line with DET guidelines, the school has a Sun Smart policy that clearly states: At recess, lunch, and sport sessions from September to April and whenever UV levels reach 3 and above, ALL students must wear a hat when outside.

Please read our comprehensive SunSmart Policy which covers – shade, clothing, sunscreen, and curriculum – on our website. We are a registered SunSmart school.

Swimming

All students, Prep to Year 6 will participate in a swimming program during Term 3 2022 at Kyneton Aquatic Centre. Students require a swimming cap and goggles to participate. Full payment must be made before commencement of the program.

Year 1/2	June 3 rd – June 7 th
Year 3/4	August 21 st , 22 nd – August 27 th , 28 th & 29 th
Year P& 5/6	October 7 th – October 11 th

T

Transition: Kinder to Foundation (Prep)

We offer a comprehensive Transition Program across all levels of the school. During Term 3 and 4 the pre-school students visit our school and participate in numerous transition sessions.

Parents will have the opportunity to participate in information sessions about starting school at LPS and are encouraged to contact the principal for more in-depth conversations.

Transition: (Year 6 to 7)

The Year 6 to 7 transition involves visits to Kyneton Secondary College where students engage in a range of activities that provide a snapshot of the life at secondary school. We work with the transition coordinator from the Secondary Colleges to ensure our students are well prepared and that individual needs are considered for class placements. Special transition programs can be developed for students

with particular learning or social needs. In early December, a state-wide transition day is held for Year 6 students where they attend their nominated government secondary school for the day.

V

Values & Vision

At Lancefield Primary School our values are:

Learning, Positivity, Safety

We value learning in all its many forms:

- Social and emotional learning
- Academic endeavours
- Social responsibility

We will see 'learning' develop through: persistence, imagination, resilience, personal excellence, achievement, giving and receiving feedback, cooperation, working tough, problem solving, self-confidence, curiosity, creativity, and tolerance

We value positivity in all its many forms:

- A can-do attitude.
- Building relationships with each other
- Kind language and actions



We will see 'positivity' develop through: respect, increasing self-awareness, optimism, acts of kindness, persistence, resilience, inclusion, acceptance, empathy, enthusiasm, positive growth mindsets, tolerance and school wide wellbeing

We value safety in all its many forms:

- Movement and actions
- Responsible decision making
- Cybersafety



We will see 'safety' develop through: choice making, accountability, personal safety, respect for property, respect for others, honesty, valuing our community, integrity, and trust.

Our Vision:

- At Lancefield Primary School, in partnership with parents, carers and community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

Visitors / Parent Helpers

Visitors and Parent Helpers are always given a warm welcome at LPS. It is a requirement that all visitors report to the front office and sign the visitor/parent helper register and collect a badge. This ensures that if in the case of an evacuation we can account for all people on site. It is also to ensure that we are providing a safe environment for our students and staff. (Please see Child Safe Commitment, page 9). All helpers working in the school must have a current Working with Children Check and provide proof of full Covid 19 vaccination status.

Visual Arts

Students will participate in a Visual Arts lesson each week. Student artwork is displayed throughout the school and features at the Lancefield Agricultural Show and Kyneton Show. We aim to hold our own LPS Art Show later in 2024.

W

Wellbeing

Wellbeing and Learning sit together at the centre of the Department of Education “Framework for Improving Student Outcomes”. At LPS, we have a full-time dedicated Wellbeing Leader who is also responsible for our Mental Health in Primary Schools program and Disability Inclusion. This teacher is NOT a counsellor, however, works closely with staff, students, and families to provide support strategies and external links. We explicitly teach wellbeing lessons in classrooms and wellbeing approaches and language are woven through all we do at LPS.

Working With Children Check (WWCC)

Any person volunteering at the school either in the classroom or other programs (excursions, camps) must hold a valid WWCC. Please present your WWCC to the office to be added to the school’s register.

Applications for Working With Children Check can be made online via the following website:

www.workingwithchildren.vic.gov.au

Y

Year 6 Graduation

At the end of Year 6 our students have a Graduation Ceremony to celebrate their Primary School journey. Community groups sponsor awards that are presented to students for efforts worthy of recognition. Graduation is held on the last Monday evening of Term 4.

Appendix A -

Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts

health

Public Health and Wellbeing Regulations 2009

Schedule 7

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

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

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomylitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella* (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Statutory rule

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

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

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

Further information

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



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 Authorised and published by the Victorian Government, 50 Lonsdale St, Melbourne.
 © Department of Health, October 2013 (1310029)
 Print managed by Finsbury Green.

Department of Health

Appendix B –



Compass Parent Guide

The Compass Parent Portal is an online portal that allows you to access up-to-date information about our school and your child's progress.

The portal is accessible via the web and also via the Compass School Manager App (available for download via the App store on your device).

Within the parent portal are many different features including the ability to:

- Add Attendance Notes
- Communicate with your child's teachers
- Monitor your child's homework and assessment tasks
- View Semester and Progress Reports
- Book Parent Teacher Conferences
- Consent and Pay for school events
- Order school lunches via the Canteen
- Make school fee payments
- View school news items

This guide will assist you with navigating the portal and includes step by step information on how to complete key processes.

Please note, some processes detailed in this guide may not be applicable (or in use) at our school.

If you have any questions regarding your Compass parent portal, please contact the school for assistance.



One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If a child is unwell, even with the mildest of symptoms, they must stay at home

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health and Human Services (DHHS) [online self-assessment tool](#)

Visit: [Where to get tested](#).



3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative

If a person has tested positive for coronavirus (COVID-19) or been identified as a close contact they must isolate/quarantine until they receive clearance from DHHS.

Children with persistent symptoms due to underlying conditions such as hay fever or asthma whose symptoms are clearly typical of their condition can continue to attend ECEC/school. They should be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. They should consider getting a medical certificate from their GP to attend ECEC/school if they have persistent symptoms that may overlap with symptoms of COVID-19 such as cough or runny nose.

Younger children (pre-school up to Grade 2) may have prolonged post viral symptoms such as a runny nose or cough and may return to school/ECEC following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.

For information on the minimum periods students and children need to stay at home for other conditions, refer to the [DHHS school exclusion table](#).

4. Children do NOT need a medical certificate before returning to school/ECEC

Once symptoms have cleared, there is no requirement from the Department of Education and Training or DHHS for children/students to have a medical certificate before they return to school/ECEC.

Thank you for your support in following these steps, together we can all stay safe.



This advice has been prepared by the Department of Education and Training, Safer Care Victoria and the Department of Health and Human Services