Welcome to Portland North Primary School

"Give them Wings"

Information Booklet
**School Emblem**
The school emblem is the sulphur-crested cockatoo which was adopted because the school was formerly known by the local residents as the “Cockatoo Valley” School.

**School Motto**
Our motto “Give Them Wings” was selected after staff, pupil and community input and symbolises the school’s intent to provide pupils with the skills needed to succeed in later life.

**School Colors**
The school colours are maroon and sky blue.

**Principal**
Mr Don Nelson

**Address**
42 School Road
PORTLAND, VIC 3305

**Phone**
55231482

**Fax**
5521 7195

**Email**
portland.north.ps@edumail.vic.gov.au

**Web**
www.portlandnorth.global2.vic.edu.au
I am very pleased to welcome you and your child to Portland North Primary School and look forward to working with you to provide your child with the best educational opportunity possible. Education is a complex three way process and involves a considerable effort from parents, students and teachers working in partnership.

I am very proud of our school. Staff will endeavour to ensure that every child has a happy beginning to school thus setting the pattern for an enjoyable and educationally rewarding school life.

Your child will be looking forward to the challenges and social development that are part of school life. I am confident the team at Portland North will do their best to see no child becomes disappointed. If difficulties do arise I would like to hear about them from you so a timely solution can be developed.

You, as a parent, can be expected to play a vital role in your child’s education. Please keep in contact with the teachers, positively involve yourself in your child’s work and actively support school activities.

At Portland North we teach manners, co-operation and values. We always have done and we will continue to put emphasis on Traditional Australian Themes and Cultures.

I hope this booklet will be of assistance to you and will provide you with a greater insight into the organisation of the school and its many programs.

With parents, teachers and students all working together as a team we can continue to enhance the reputation of Portland North Primary as being a “great school”.

Don Nelson, Principal
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ABOUT THIS BOOK

This information booklet provides essential information for parents and carers of students enrolled at Portland North Primary School.

The information is arranged into the sections as outlined below. Within each section you will find important details of what you should expect of us, and what we expect of you and your student. The table on the left will help you navigate to the correct pages.

We take the responsibility of educating and caring for our students seriously, and trust that the information contained in this book will help us work together with you in growing happy, healthy children.

How we operate
Provides an overview of our Planning, Governance and Funding arrangements, including School Council.

Enrolment Procedures
Provides an overview of the process for enrolling your student at Portland North Primary School.

General School Organisation
Covering various aspects of daily school life, including times, attendance, grade arrangements, banking, lunches and the like.

School Uniform
Details about the uniform requirements for Girls and Boys, and other items applicable to all students.

School Programs
All about our curriculum, support programs and extra curricula activities.

Student Engagement, Actions and Anti Bullying Policy
These detailed sections outline the values and culture of Portland North, and what students, staff and parents should expect to experience as a member of our community.

There is information describing behaviour and restorative practices, student support and our commitment to an environment free from bullying.

Other Important Information
In this section you will find important details on a range of topics, including Health and Wellbeing at the school, and some specific requirements related to infectious disease management.

There is an overview of our Emergency Procedures, and requirements for local traffic movements around the school.

Public and Private Bus information is included, as well as arrangements for those travelling by Bicycle.

Opportunities for increasing Parental Involvement in school and student life are also described.

Communication
Here you will find information about ways we provide feedback on your student’s progress, how we like to keep in touch generally, and how we like to hear from you.

Transition Program
Provides an outline of the processes in place to assist children to enter Primary School, and later on to move on to their post-primary education.
**School Strategic Plan**

This is an important document. It is a four year plan outlining the school’s goals and priorities. It was written by staff, council and community members and is an official agreement between our school and the Director of School Education.

Following each School Review a new Strategic Plan is written to cover the next four year period. The present plan covers the school’s goals and priorities the period from 2012 – 2015. The School Annual Implementation Plan is then written from the Strategic Plan.

Our emphasis is children’s engagement and improvement in Literacy and Numeracy.

**School Council**

The School Council is the governing body of the school. It helps determines school policies, approves school programs, oversees the maintenance and development of buildings and grounds, is accountable for school finances and is responsible for stimulating and maintaining interest in the school.

Other powers of the School Council include the employment of non-teaching staff, overseeing construction works, determining the use of the school by other groups, fund raising, purchasing equipment and the establishment of sub-committees as required in liaison with principal.

**Membership**

School Council is made up of eight elected parents, three elected staff and the Principal. Any parent of a child at the school may be nominated for School Council.

Elections are arranged in February each year with half the Council Members retiring.

**Meetings**

Meetings are normally held on Wednesday evenings and dates are advertised on the school’s weekly Newsletter. All parents are welcome to attend.

The Principal and School Council have the responsibility to ensure that all monies are expended for their proper purposes and that all accounts are accurate and audited annually.

**Parent’s Club**

The Parents’ Club is comprised of interested parents of children attending the school. This is a less formal body with no elections other than for office-bearers (held in February each year.) Everyone is welcome to attend.

Parent Club activities include making new parents and staff welcome, looking after the everyday needs of the children, and fund-raising.
Sources of Funds

A. School Grant:
This is paid directly into the school’s Official Account in February, April, July and October and is based on criteria including enrolments, site size and buildings. The Principal allocates these funds to various sections of the budget.

B. Special Purpose Grants:
These may result from special submissions for specific programs. These may also be called for during the year e.g. Computer Initiative, School Improvement Education Programs, Artists in Schools.

C. Local Sources:
These funds provide for teaching aids, equipment and materials & requisites we would be unable to supply if we relied solely on Ministry funds. All families are urged to support the fund raising efforts during the year.

The main sources of local funds come from –

1. Parents’ Club fund raising activities e.g. street stalls, raffles, mother/father day stall.

2. Bus/Cultural Performance Levy - the amount of this levy is set each year by School Council and is payable for each child at the school. The levy helps cover bus costs for swimming, excursions, sports events etc. and the admission costs to live cultural performances attended during the year e.g. Victorian Arts Council productions. It is not an equipment levy. The setting of the levy short circuits a great deal of time and effort in collecting monies each time we need to use a bus or have a theatre group visit the school.

Notification of the amount of the levy will be made on the weekly newsletter.

3. Children’s Materials & Requisites Fee, also compulsory.

4. Special Purpose Levy - the School Council may set a levy to cover a specific need as identified by the school. This is a voluntary donation. This we have set a $35 Handyman levy

5. Swimming Levy- is generally (approximately) $8.50 per lesson, students have 10 lessons.

NB These fees usually rise 5% each year.

Program Budgeting
All financial resources are calculated and allocated to programs as part of our Program Budgeting preparation during the last few months of the year. Program Budget is available for perusal with the Principal.
ENROLMENT PROCEDURES

Student Information Form
Parents are required to complete this form which supplies family details, addresses, contact telephone numbers, emergency contacts, medical information etc. Our school is a zoned school so please check with principal.

Extract of Birth Certificate
Must be presented to school as evidence of date of birth of child enrolling. The original will be photocopied and returned.

Certificate of Immunisation
Should be obtained from your shire offices or your own child’s medical. The school must be presented with a copy of the certificate proving the required immunisations have been completed.

Brochures giving full details of this program are available at the school.

Permission Form
Parents are required to complete and sign this form which gives the school permission to involve your child in excursions, media activities and for the school to undertake head lice checks.

Privacy Form
Should also be read and signed. Children’s private information, families private information will always be secure as per our privacy policy. Part of the policy is that children’s names and photos will not be displayed until approval has been sought.

Accepting Enrolment
Enrolment at Portland North Primary School is dependent on students and parents accepting the principles of the Student Engagement Policy, school rules, attendance regulations and uniform requirements.

Parents contacting the school to express interest for enrolment of their child the following year will receive a letter of acknowledgement along with the school information book. Early enrolments may be provisional until such time as the school ceiling and zoning policies are satisfied.
GENERAL SCHOOL ORGANISATION

School Times
First Bell 8.50 am
(students enter classroom)
Lessons Commence 9.00 am
Morning Recess 11.00 - 11.25 am
Lunch in Classrooms 1:30 – 1:45 pm
Lunch Break 1:45 – 2:25 pm
Dismissal 3.30 pm

Attendance & Punctuality
Attendance at school is compulsory and parents are obliged to provide written notes to explain absences. Children should be punctual.

Punctuality - it is important that children arrive at school on time to begin the school day. Late arrivals do upset the class as well as the child concerned.

The time between 8.30 and 9.00 a.m. is an important time in the child’s day. This is a time when children meet and talk to friends, chat to the teacher and generally prepare for the day. Punctuality is a courtesy and a desirable trait to foster. Please help your child to develop the punctuality habit. Late comers must obtain a late pass from the office if arriving after 9.00am.

“It’s NOT OK to be away.”

Availability of Teachers
Teachers are always ready to see parents to discuss matters of concern. However, parents are asked to contact the office or individual teacher to arrange times so as to keep class interruptions to a minimum.

The time between 8.30 and 9am is not the most suitable time to seek out staff for prolonged discussions. After 3.30pm is our desired time…. keeping in mind teachers are involved in staff meetings and other meetings from time to time.

Times may be varied at the discretion of the Principal to meet special circumstances arising from time to time.

To allow for the Prep Entry Assessment Program, Prep children do not attend school on Wednesdays during February. Parents will be informed of precise details at the time. The school will be staffed from 8.15 am. to 4.45 p.m.

Teachers will be on duty in the yard during all recesses. Parents are requested not to bring children to school earlier than 8.20am.
**Grade Arrangements**

The placement of children within classes will vary from year to year, dependent on the number of children at each year level, the number of teachers appointed to the school and the number of classrooms provided by the Department of Education.

Teachers are professionally responsible for student placements and will consider a variety of aspects during this placement process. While the children will be placed under the “home” care of one teacher, the total staff remain responsible for the care and education of all children as classes may be combined or grouped for a number of activities. Level 1 / 2 classes (prep to grade 2) will be kept to 21 or less where possible.

**Specialist Areas**

Lessons in Music, Art/Craft, Indonesian and Physical Education are usually provided by teachers who display special expertise in these areas, or by the employment of community expertise. Classroom teachers are involved in joint planning and follow-up work.

**School Library**

Classes are timetabled to have access to the library to support student learning. The Library is open each lunchtime with a teacher assigned for supervision and support.

**Classroom Requisites**

Children are expected to take reasonable care of these provisions and they will not be automatically replaced when lost or damaged because of misuse or carelessness. In such cases parents are expected to meet the costs of replacement.

**Teacher Replacement**

When teachers are ill or absent for any other reason, they are replaced by qualified Casual Relief Teachers.

**School Bank**

The Commonwealth Bank provides a banking service to the pupils. New passbooks will be arranged on request. Bank Day is each TUESDAY.

**Insurance**

The Department (DEECD) nor the school have Injury Insurance Cover for students or personal goods they bring to school. This also applies to parents. (e.g. car/mobile phones etc) Parents are urged to provide their own insurance cover 24/7.

**Mobile Phones**

Mobile Phones are not allowed to be brought to school by students unless permission has been granted by the Principal after discussion with parents.

At times when students are permitted to have a mobile phone at school, the phone will remain in the main office until collection at the end of the day.
SCHOOL UNIFORM

The wearing of school uniform is compulsory. The wearing of school hats is also compulsory in Terms 1 and 4 (or at the discretion of the principal).

Uniform items are available from “Squidlydids For Kids” in Percy Street. See office for price list.

GIRLS UNIFORM

Summer:

- Maroon and white check school dress with collar available now and to be phased in by the end of 2013 to replace blue and white check.
- Maroon windcheater with school emblem
- White socks
- School polo shirts (long and short sleeved)
- Plain Navy Blue Shorts/ navy blue shorts
- School hats in school colours with emblem - bucket hat style **
- Black shoes / footwear

Winter:

- School polo shirt with emblem (long and short sleeved)
- Pale Blue Skivvy
- Maroon windcheater with school emblem
- Plain Navy blue track suit pants / trousers

Optional Items:

- Polar Fleece Vest with Emblem
- Navy blue beanies **
- Navy blue/maroon/white Rugby Top **

Other Items Available

- School bags in school colours with emblem
- Rugby Tops
- Vests

All prices vary from year to year - see reception for up to date prices.

Please note

All items marked ** are available through the school.

Track suit pants are to be full navy with no slogans or stripes or other designs included.

Shorts are to be navy with no slogans or stripes or other designs included.

BOYS UNIFORM

- School polo shirt with emblem (long and short sleeved)
- Pale Blue Skivvy
- Maroon windcheater with school emblem
- Plain Navy blue track suit pants / trousers
- Plain Navy Blue/ Shorts
- School hats in school colours with emblem - bucket hat style
- Black shoes / footwear
SCHOOL PROGRAMS

The following is an outline of the programs offered by the school. A full statement of aims and policies is available at the school.

Curriculum
The school offers a curriculum that covers the Domains of:-

- The Arts
- English
- Health & Physical Education
- Languages Other Than English (LOTE) - Indonesian
- Mathematics
- Science
- Civics and Citizenship
- Information and Communication Technology
- Humanities
- Communication

These areas are enriched with a variety of drama activities (including bringing live performances to the school), choir and instrumental groups, class excursions and a camping program.

Support Programs

Student Leadership Team
Each year our grades 4, 5 and 6 students participate with staff for selection of a grade 6 Student Leadership Team. The team is made up of 4 boys and 4 girls and includes a boy and girl school captain. This team participates in activities to fundraise for the school and for a variety of charities. The student leadership team also has a voice to raise matters of concern and serve as a student body who are a representative of all students. The team are also involved in special activities undertaken at, and for, the school.

School Farm Program
The Portland North Primary School is situated on the outskirts of the city of Portland and includes a large student population from rural communities. The inclusion of a school farmlet provides opportunities for students passing through the school from Prep to Grade 6 to participate in a variety of activities and learning based around links to the community and other units of study. The school’s “Garden Program”, is broken into 4 main aspects aligned to students VELS Curriculum Level.

For Level 1 (Prep), “The Poultryman”, focus their learning around care for the henhouse and small animals.

Level 2 (Grade 1 & 2), “The Primary Producer”, focus their learning around farm animals and related processes.

Level 3 (Grade 3 & 4), “The Market Gardener”, focus their learning around activities relating to the vegetable garden and the orchard. Level 4, “The Horticulturalist”, focus their learning around the Nursery and plant propagation.

A special farmhand team includes 15 students from grade 5 and 6 who nominate and are selected to attend to special activities for the school farm. Each week a different class is also responsible for attending to farm duties. Families also enjoy opportunities to participate in a weekend and holiday roster to look after the farm.

Buddies Program
Each year our Grade 5 students are paired up with a Prep child to be their buddy for the year. Buddies meet together regularly for planned activities and also look out for each other in the playground.
The Cockatoo Valley Song Group
This group was formed in 2002 as Portland North Primary School’s choir and currently has 30 singers. The Cockatoo Valley Song Group (CVSG) is used as a means for exploring historical, geographical and cultural ideas through music and performs songs regularly to the school community in over 20 languages.

The “You Can Do It” program is closely allied with the CVSG’s activities. As such the CVSG is open to all grade 3, 4, 5 and 6 students with an interest in being part of a positive singing experience that builds confidence, persistence, organisation, getting along and resilience.

The CVSG have been recorded on several CD’s, tour regularly, conduct educational workshops and have performed in Adelaide, Beachport and Coober Pedy, at the Corner Hotel in Melbourne, in Alice Springs and even at Uluru! For information about the CVSG, please visit their website: www.cockatoovalleysonggroup.org

The Daily 5 Program.
The program provides a way to structure the reading block so that every student is independently engaged in meaningful literacy tasks involving all of the senses (kinaesthetic learning) and works to embed information in both the short and long term memory.

These research-based tasks have a big impact on all student’s reading and writing achievement, and help foster children who love to read and write.

Students receive explicit whole group instruction and follow up with practice time to read, write and explore words and sounds independently. Teachers provide focused, intense instruction to individuals and small groups.

From the beginning of 2012 all Prep to Grade 2 students will participate in the Daily Five Program.

The Daily 5 is comprised of:
- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

Students with Additional Needs
The school has an extensive program to support students with additional needs. An Integration Manager oversees the program and provides support to students, teachers, support staff and families, including siblings. The Integration Manager is supported by dedicated Education Support staff, many of whom have trained with the Autism Teaching Institute. The program is supported by a range of outside service providers, including a speech therapist, psychologist, occupational therapist, physiotherapist and social worker.

The heart of the program is the Foundation Room; an innovative space dedicated to teaching, therapy and social development. The Foundation Room also houses a community Resource Library full of parenting, teaching and therapy resources available for loan.

Graduation Night
At the end of each year, grade 5 and 6 students and their parents are invited to attend a graduation ceremony to celebrate and reflect on the events of the year. This provides an opportunity for presentation of grade 6 graduation certificates and speeches from the student leaders. The student leadership team for the following year is announced and presentations made to the students. Special awards are presented in the categories of Citizen, Academic, Sport, Performing Arts, Visual Arts and Technology.

Christmas Breakup
Each year our Prep to Grade 4 students along with their families are invited to attend an end of year break up and celebration at the school. The ceremony is a celebration of the year and includes singing, dancing and performing. The event is usually coordinated by Mr Adam Hardcastle, (Music Teacher) and involves all students participating in the performance to showcase their abilities.
YOU CAN DO IT

ORGANIZATION

PERSISTENCE

CONFIDENCE
**Extra Curricula Activities**

**Cultural Performances**

Every endeavour is made to bring at least two live performances to the school each year. These may be Victorian Arts Council groups or other theatre groups. In addition, the children attend other live theatre performances in Portland.

**Excursions and School Camps**

All children are provided with the opportunity to participate in excursions aimed at adding to classroom activities and the social development of the children. The camping program commences in Grade 2 with a Slumber Party, Grade 3 with a 3-day camp in Port Fairy, Grade 4 have a 3-day camp at Cooriemungle, Grade 5 a full week at Ballarat, and the program culminates with a wonderful week-long excursion and study tour to Canberra in Grade 6.

**Music Festival**

The school participates in the Portland and District Schools’ Music Festival each year.

**Swimming Program**

All children are expected to participate as this is considered an essential part of the Physical Education syllabus. Only on receipt of written evidence providing medical reasons for exclusion from the program, will children be excused. Parents must meet the costs associated with this program which is approximately $7.00 per lesson (10 lessons).

**Standardised Athletic School Sports**

Children participate in a Standardised Sports Day where all have a chance to experience success. The program includes relays and ball games and is held in Term 1. The students are grouped in their school houses for this event. Our school houses were created after a school competition in 1991 and are named after local rivers – Glenelg, Surry, Crawford and Fitzroy.

**Portland & Heywood District Schools Athletic Sports**

A combined team from Grades 3-6 with selection based on the results of the Standardised Sports, competes against other district schools in a competitive sports program. Children may go on to represent the district at zone or state level.

**Cross-Country Running**

Cross Country is usually held in Term 2. All children compete in our school’s Cross Country with those 9+ years children who do well able to progress to Portland & Heywood District Schools event, the South West Zone Cross-Country and even the State Victorian event.

**Three Bays Marathon Relay**

The school enters teams in this event which is run on a Sunday in November. The teams are made up from children willing to train and who can run the necessary distance without undue stress.

**School Sports Teams**

The school usually enters teams in out-of-school hours competitions involving basketball, netball, indoor cricket and Aussie Football.
**STUDENT ENGAGEMENT POLICY**

**Whole School Prevention Statement**

To provide a friendly, caring and dynamic environment that values and maximises learning, personal growth and wellbeing for all students; creates a stimulating and supportive environment for all teachers; and proactively leads, assists, informs and involves parents.

Portland North Primary School values the rigorous pursuit of academic excellence developing and acquiring knowledge skills, values and attitudes and social competency.

Portland North Primary School has always valued the very positive standing it has in the wider school community and over the years it has developed a culture where our norms and philosophies are shared by all.

Our expectations in the areas of student engagement, attendance and behaviour are consistent with DEECD (Department of Education and Early Childhood Development) policy as we support the rights of every student, every parent and every staff member to work and learn and be engaged in a safe and supportive environment.

Initiatives and programs that are used to help maintain such an environment and to promote a positive and safe school culture are:

- A whole school approach to the You Can Do It Program which builds on the social, emotional and motivational capacity of our students.
- Development of Individual Learning Improvement Plans for students with specific learning needs
- Recognition that all students are individuals and that they will have differences
- A shared understanding by all staff that we set high expectations
- Tolerance for all individuals and a respect for them regardless of culture, religion, race and physical being.
- A consistent and whole school approach to discipline
- Transition and Pathways based on the You Can Do It program especially promoting resilience to assist all students to develop a readiness and self confidence when moving through year levels and from year 6 to year 7.

- A pro-active approach to the Student Connectedness Survey where student feedback is encouraged and readily accepted.
- Programs and classroom management philosophies that encourages students to take an active role in their learning and active participation in what they learn and a responsibility for their own education.
Portland North Primary School has adopted programs that encourage individuality, a positive will to learn and a philosophy that promotes respect whilst valuing diversity and promoting positive behaviour. These are values that need to be exhibited in school and society in general.

Programs and initiatives that promote such behaviours and philosophies are:-

- Portland North Primary School belongs to the whole community and as such teachers, students and parents are all a part of the Education Partnership.
- Parents are encouraged to be a part of the Education Partnership and to actively involve themselves with their children and their learning by participating in school activities and promotions.
- Students are encouraged to be leaders and to show initiative at all times through activities such as Assemblies, peer mediation and School Leaders programs.
- PSD (Students with Disabilities) program that is fully supported by the School Community and one that totally encourages integration in the classroom.
- An expectation that positive behaviour will be a part of our normal day to day school life and the way we live in society.
- Programs to assist students where it is recognised that they are significantly behind their VELS level. Eg Reading Recovery, ILP's Oral Language support, Lexia.
- The E5 program to support teachers and students in their learning.
- Teachers and Education Officers actively work on learning as much as they can about individual students and their families to ‘bridge the gap’ thus creating a closer rapport.
- Programs to extend students who may be gifted or talented in a certain Key Learning Area. Eg School choir, sporting teams, math days, sporting events.

Portland North Primary School proactively encourages and engages individual students and parents with early intervention programs and implements preventative strategies to assist students and parents to ‘belong to North.’

Included:

- Parent and Student feedback via various surveys.
- Providing special days and occasions where parents and extended family members can attend school. Eg Open days, Education Week activities, Grandparent days.
- Open communication between home and school
- Opportunities for volunteer parents to be a part of school and classroom activities.
- Conducting Parent Teacher interviews.

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SCHOOL ACTIONS AND CONSEQUENCES

Attendance

Student attendance at school is a legal obligation of parents and carers. Portland North has a number of strategies in place to promote and maintain high levels of student attendance and participation. These include:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absence
- following up student absences promptly and consistently implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of and supportive intervention for students at risk of non-attendance
- providing a staged response to student absenteeism including the following:
  - clear written and verbal statements made regularly to parents/carers and students about school and community attendance expectations,
  - promotion of awareness that absence results in quantifiable lost learning time and opportunities
  - whole-school modeling of punctuality
  - regular discussions on student attendance in staff meetings
  - understanding of the causal factors of absence, and the need for targeted interventions
  - implementation of effective and supportive transition programs, including between different learning areas and levels within the school, and pathways and Secondary School Transition support
  - class structures and environments that enable opportunities for increased connectedness to individual teachers and peers
  - Individual Learning Improvement Plans, which may include attendance and punctuality goals
  - Provision of afterschool activity programs from time to time.
- Providing structures and activities encouraging parents/carer’s involvement in the life of the school
- Collaborating with other schools, community groups and agencies
- Forming student support groups to enable a coordinated response to support for individual students and parents/carers
- Transparent and immediate follow-up of any problems identified by students and parents/carers
- Procedures for supporting the learning of a student absent for an extended period
- Positive and flexible support and follow-up with students on their return to school, including modification of learning outcomes if required
- Referring of individual students and parents/carers to community agencies for additional support.
Behaviour

Portland North PS believes that everyone has the right to be treated with courtesy and consideration and a right to be able to learn in a positive and caring environment. The School also encourages all students to take responsibility for their own behaviour.

It is expected that students of PNPS will, at all times, behave in such a way as to bring credit to the School. Where the school’s shared expectations are not met and there is unacceptable behaviour by students at school, on the way to and from school, or whilst the student is identifiably part of the school, will be regarded as a breach of school rules and will not be tolerated.

It is an expectation of the PNPS that every student will seek to fully achieve their social, physical and academic potential.

Portland North PS has a number of programs in place to prevent unacceptable behaviour by placing emphasis on teaching students how to use positive strategies to improve their self image and their relationships with others.

Restorative Practices used by all staff

- Programs to encourage the recognition of the importance of parents and carers in their child’s education
- School leadership activities where student leaders assist and support younger students and take a role in supporting a number of regular school initiatives
- Peer Mediation programs
- Whole school You Can Do It Student Wellbeing Program which, amongst other things, focuses on positive behaviours, getting along, emotional resilience, organisational skills, confidence and persistence
- Student Leadership Team where students are encouraged to have an important voice through meetings to initiate change and initiatives for positive student involvement.
- Various merit and positive behaviour awards such as ‘Student of the Week’, ‘You Can Do It’ Awards, etc as well as endeavour and academic awards are regularly given out to students to celebrate achievement
- Staff modelling appropriate behaviour
- The adoption of the Victorian Essential Learning Standards (VELS) which includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others and to take greater responsibility for their own learning and participation at school
- Establishing predictable, fair and democratic classrooms and school environments
- Encouraging student participation in the development of classroom rules, consequences and whole school expectations
- Providing personalised learning programs
- Consistently acknowledging all students achievements
- Providing physical environments conducive to positive behaviours and effective engagement in learning
**Targeted approaches**

Portland North PS uses early intervention strategies to enable early identification of vulnerable students and those at risk of disengagement from school. Students who may be targeted for early intervention include:

- Students with poor attendance
- Students displaying inappropriate behaviour
- Students identified as working with relevant school level or external student well being support services
- Students displaying stress reactions
- Students showing signs of depression
- Students with personal and social vulnerabilities and or poor health

Inappropriate behaviours and irregular attendance will be responded to through a staged response that has a prevention and early intervention, data based focus including:

- Understanding the student
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Modifying the student’s learning program
- Involving and supporting the parents/carers
- Involving the Student Services including Psych and Wellbeing Officer services
- Peer support
- Mentoring and counseling
- Developing Individual learning, behaviour or attendance plans
- Involving community support agencies
- Using restorative practices
- Ensuring actions and consequences for inappropriate behaviour have a clearly defined educational outcomes
- Principal and Assistant Principal determined detention /time out programs
- Convening student support group meetings.

**Student Support Group meetings will:**

- develop an understanding of the child
- utilise data collection and monitoring systems that will inform decision making
- identify the child’s learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- involve key specialist learning and wellbeing support staff, for example the literacy or numeracy coordinator, student welfare coordinator, primary welfare officer, and/or school psychologist and also Regional Educational Staff if appropriate
- develop an Individual Learning Improvement Plan with the student’s classroom teacher/s and ensure support to implement the plan
- support referrals to community support agencies for specialist intervention.
**Meetings of Student Support Groups will involve:**

- class teachers or level leaders
- student (as appropriate)
- parents/carers and an advocate
- professionals who have been supporting the student or their family.

**Suspension**

When all other measures have been implemented without success a suspension may be the next step. The suspension will be of the shortest time necessary and meaningful work will be provided to the student to complete whilst on suspension. Alternatively an immediate suspension may be implemented if student behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

The Principal or Assistant Principal will manage suspension in accordance with sections 4.3.2 to 4.3.7 of the Effective Schools are Engaging Schools – Student Engagement Policy guidelines.

The Principal will manage expulsion reviews in accordance with sections 4.4.1 to 4.4.11 of the guidelines.

Whilst it will be paramount at Portland North Primary School to encourage and acknowledge positive behaviour, an appropriate set of steps is in place for inappropriate behaviours. These consequences will form part of the Student Engagement Policy.

Restorative Practices will be implemented as part of student behaviour management. It is intended that students will recognise the harm caused by their actions, what needs to be done to overturn their current position and to make a commitment to improve behaviour for the future.

The school has adopted a uniform Behaviour and Discipline Plan as a guide for a uniform approach to behaviour management. A copy of the Plan is available on request.
**ANTI BULLYING POLICY**

**Definition:**
A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying can be verbal, physical or emotional or use a Mobile Phone/Internet to bully. Bullying is a clear form of harassment. This policy now includes Cyber-Bullying.

**Rationale:**
The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

**Aims:**
- To reinforce within the school community what bullying is (including Cyber Bullying, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

**Implementation:**
- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- The school will adopt a four-phase approach to bullying.

**Primary Prevention:**
- Professional development for staff relating to bullying, harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A Bully Ballot will be administered and acted upon annually. (ideally in term 2)
- ‘You Can Do It Education’ program implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Student Representative Council, staff and students to promote the philosophy of ‘No Put Downs’.
- Keeping parents informed via the newsletter/flyers re Cyber Bullying.
**Early Intervention:**
- Promote children reporting bullying/cyber bullying incidents involving themselves or others.
- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- School Council to be informed of all serious bullying incidents where suspension is necessary.

**Intervention:**
- Those identified through the Bully Ballot will be counselled.
- Cyber bullies and victims will be counselled. (parents informed)
- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct.

**Post Violation:**
Consequences may involve:
- exclusion from class.
- exclusion from yard.
- school suspension.
- withdrawal of privileges.
- ongoing counselling from appropriate agency for both victim and bully.
- confiscating of mobile phones and/or I-Pods
- exclusion from Internet access.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour via YCDI program

**Cyber Bullying**
Cyber Bullying is defined as bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

Examples of bullying include teasing, spreading rumours online, ending unwanted messages or defamation.

Students who use ICT to bully others by sending threatening or unwanted messages or spread nasty rumours whilst at school will be dealt with as above.

Parents may opt to take further action where they see necessary or involve other authorities if cyber bullying occurs outside the domain of the school.

**Evaluation:**
This policy will be reviewed with student, parent and community input as part of the school’s three-year review cycle.
Student Welfare
Each year staff will be appointed to Student Adviser/Counsellor positions in the school to be available to help students requiring special assistance with personal problems. Our Welfare Counsellor is Mrs Michelle Jessup. A network Counsellor is also available. (see the Principal).

Asthma Management
Parents with children suffering from Asthma are required to have an “Asthma Management Plan” prepared in consultation with their family doctor and provide the school with a copy. Forms for use in developing these plans are available from the school.

Illness and infectious diseases
Please do not send your child to school if they are feeling ill or have not fully recovered from an illness. Your child will not be fully receptive to learning and our facilities for caring for sick children are limited. A child who becomes ill whilst at school will be cared for until parents are able to collect the child.

It is school policy not to administer pain killer tablets to children without prior parental permission. In all cases where medication is needed to be administered at school, teachers must be notified and medication handed to the teacher.

Some diseases require your child be excluded from school.

Allergy Alert
We have some students who are allergic to all peanut/peanut products. The allergies are extreme and reaction could be fatal. We ask all families to choose carefully when preparing lunches and consult with the Principal if unsure.

INFECTIONIOUS DISEASES EXCLUSION TABLE

Head Lice:
Parents should keep a constant check on their children’s hair. Advice regarding treatment is available from the school or the Community Health Centre, Clarke St. Portland. Should cases of head lice be found at the school a school inspection may be conducted by School Council approved personnel.

Communicable Diseases
The table on the following pages is published by the Communicable Diseases Section, Victorian Government Department of Human Services — February 2007

The table indicates the minimum period of exclusion from schools and children’s service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 — Schedule 6. In this Schedule ‘medical certificate’ means a certificate of a registered medical practitioner.

Exclusion of cases and contacts is NOT required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>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</td>
<td>Exclude family/household contacts until cleared to return by the Secretary</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (‘cold sores’)</td>
<td>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</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after onset of rash</td>
<td>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 they may return to school</td>
</tr>
<tr>
<td>Conditions</td>
<td>Exclusion of cases</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed</td>
<td>Not excluded if receiving carrier eradication therapy</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome SARS</td>
<td>Exclude until medical certificate of recovery is produced</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment</td>
<td>Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
**Emergency Procedures**

In the case of an emergency situation such as fire, the school has Emergency Management procedures that would be put into operation to ensure pupil safety.

Specific drills will be undertaken twice during each year to ensure pupils are familiar with the correct procedures.

The plan covers a variety of possible emergencies and is to be regularly updated. It also plans for procedures which would operate where fires in the district threaten areas serviced by our school buses.

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**Traffic Movement**

Parents dropping off or picking-up children from the school are asked to follow these basic rules:

- Adhere to the 40k speed limit as indicated on the roadside signs. Police patrol School Road during these times.
- Obey instructions on parking signs.
- Park in areas provided – Do not block through driveways.
- Please use parent car parks, especially northern car park.
- Do not ask children to cross School Road before or after school. It is an offence to park on the far side of the road.
- Keep speed to an absolute minimum walking pace in driveway when picking up/dropping off students at correct zone. Do not block ambulance or other emergency vehicle access to school.

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**School Buses**

**Government Buses**

Children are entitled to travel to school on Government school buses provided your front gate is at least 4.8 km from the school, no other State Primary School is closer to you and of course, if a service is provided. The services are co-ordinated by the Portland Secondary College and parents making enquiries should contact the bus co-ordinator at that school.

Children who are unable to obey the safety rules set down by the school and/or drivers will be refused permission to travel on the buses.

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**Private Service**

A private company provides a service from the town to the school. This service connects morning and afternoon with the Bridgewater bus run. A conveyance allowance may apply to residents in the Bridgewater area. Full details of this service are available from the school Principal.
**Bicycles**
Children riding bicycles to school should wear helmets at all times. Parents must ensure their children are capable of following traffic rules and riding safely before allowing children to ride to school. For the safety of all children bicycles must be wheeled through play areas and must be left in the bicycle shed while at school. Bike riders must be in grade 4 or above otherwise accompanied by a parent.

**Personal Property**
All care will be taken to protect children’s property but such property brought to schools by students is not insured nor is the Department of Education responsible for any loss or damage. Transistors, large toys, head phones, electronic games etc. are not permitted at school.

**Change of Address**
The school must be informed of any changes of address, phone numbers or the persons who will care for your child in the case of an emergency.

**Days on which children do not attend school**

**Other than Public Holidays and School Vacations…**
Each year the school may be closed on 1 or 2 days for specific purposes. For example, Curriculum/Professional Development Days, and Parent Teacher Interviews.

Regulations setting the number of days available to schools may vary from year to year. As a rule there are 3 Curriculum/Planning days at the beginning of the year prior to students starting and one Curriculum day in term 2. (which is generally Parent:Teacher interview day.

Dates set for school closure are subject to School Council approval.

**Parental Involvement**
Children will benefit greatly from your active involvement in school activities. Here are some ways you can become involved:

- Talk to your children about their school activities
- Attend Early Years parent training sessions
- Help children with their homework and reading
- Join the School Council
- Collect materials for the Art/Craft room
- Offer to be one of the school’s “odd jobs” people
- Join the Parents’ Club
- Introduce yourself to other parents when picking up children
- Make yourself known to the staff. Maybe share a “cuppa”
- Attend school excursions
- Talk to the children about your job
- Bake some cakes for Parents’ Club stalls
- Sell some raffle tickets
- Help in the Library
- Coach a sports team
- Attend In-Service courses
- Make new parents feel welcome
- Join any sub-committees formed to solve specific problems
- Get along to working bees
- Share your special talents with the children and staff
- Ask the teacher if you can assist in the classroom
- Act as an ambassador for our school when talking to others
- Support Social Service activities
- Support your children in special activities
COMMUNICATION

To assist in your child’s education it is vital that regular communication takes place between parents and teachers. The school has in place a number of procedures to foster such communication, however parents are welcome to come along to discuss their child’s progress at any time during the year.

It is essential that immediate contact is made where any problems arise.

Reporting Student Progress to Parents

Interviews

Interviews are expected to provide the opportunity for both teachers and parents to have an open and frank discussion about the progress of the children. They will be held in Term I or early Term 2. Parents may request an interview at any time throughout the year.

Student Reports

Written reports will be issued in June and mid-December. These will outline children’s achievements, attitudes etc. Interviews will also be arranged where it is necessary to discuss children’s progress with parents. Parents and/or teachers can request an interview at any time.

Weekly Newsletter

The school newsletter is sent home with the eldest child in each family each Thursday. It contains items of interest from School Council, Parents’ Club and staff etc., coming school events and activities and community notices.

Personal family requests will not be printed in the newsletter (eg. lost and found, kittens for sale).

The weekly school newsletter is also available on the school web site www.portlandnorth.global2.vic.edu.au

Department Bulletins

These aim to inform parents of more specific activities relating to a particular school department. They generally are given to students/families once per term.
TRANSITION PROGRAM

Kindergarten to Primary School

To help children cope with the change from Kindergarten to the school situation a time is arranged for the children from the Kindergartens to visit our school.

Parents are notified by letter of the date and the arrangements for the visit. During the visit parents will be addressed by the Principal and appropriate staff to explain the school structure and to answer any questions. Parents are also able to meet privately with the Principal if they wish to.

Wherever possible the children spend some time in the classroom with their teacher for next year (where known). They also tour the school, have lunch with the Junior children and spend some time in the yard with the older children.

Parents’ Club provide lunch for parents of incoming students and the staff - a chance to meet.

Primary to Post Primary School

Transition programs vary from school to school, however the opportunity exists for our Grade 6 children to visit the local secondary schools prior to parents making their choice of schools.

Parent Information Nights are also held at most secondary schools.