WARRNAMBOOL PRIMARY SCHOOL

Jamieson Street, Warrnambool VIC 3280
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& follow us on Facebook

HANDBOOK
2017
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A MESSAGE FROM THE PRINCIPAL

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SCHOOL ORGANISATION

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- Mobile Phone Policy, Buses, Newsletter, Assembly, Canteen, Fundraising
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  - Entering attendances
  - View up-to-date class and school attendance information
  - Approve or enter upcoming or past absences for your child/children
  - Camp / Excursion information
  - Download, print and approve upcoming excursion
  - Access your child’s progress reports
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- Final Assemblies, Achievement Awards
Welcome to Warrnambool Primary School. We look forward to meeting with all students, their parents and their families and to share the challenge of learning as a positive partnership throughout the year. School must be worthwhile and meaningful. The personal relationships we establish between all the stake holders involved will help make our school a place where childhood needs are met.

We invite all families to share in the life of the school and to work to ensure the proud traditions which have served the Warrnambool community since 1876 are maintained and developed.

Our school strives to provide a challenging and varied curriculum within a caring environment where students can learn to their potential. All resources - physical, financial and human resources, will provide increased learning opportunities for all students.

Our school is committed to providing all students with the very best opportunity for self-development and life long learning. This commitment has been expressed in our Strategic Plan and reflects our desire to ensure our school and all that it seeks to achieve is relevant to the future. Achieving our goals can be met most successfully with the support, trust and involvement of all parents and the local community. Parents are valued partners within the school's organization and operations and their input at Council and Subcommittee level is an integral part of school life.

This Handbook has been prepared to provide information for parents, students and the Warrnambool community generally about Warrnambool Primary School’s total school program. It contains information about our organization, our policies, our services, our activities and our curriculum. Detailed information relating to all these issues is provided in special purpose documents such as the Strategic Plan, Policy and Program Statements and Operational Manuals, which can be found on our website www.warrnamboolps.vic.edu.au

Please contact the school at any time if you wish to discuss our strong educational culture or any of our policies, programs or procedures. Any queries, comments, ideas or concerns about any aspect of school life at Warrnambool Primary School will always be welcome.

We trust that you find this Handbook useful and encourage you to read it carefully.

Peter Auchettl
Principal
The School Council is the official forum (Government Legislation) to determine the policies of the school within the guidelines which apply to all State Schools in Victoria. It is responsible for policy in regard to the following:

- School Buildings and Grounds
- School Operations Policy
- School Finance
- School Teaching and Learning
- School Well-Being

The School Council of Warrnambool Primary School consists of thirteen full members. Eight of these are elected parent representatives, three teacher representatives, one co-opted and the Principal. Additional members may be co-opted from time to time. Half of the Council retires annually, on December 31st, and elections for new members if required are held during December.

At least eight meetings are held throughout the school year. Meetings are held on the second Tuesday of each month at 7:30 pm. All parents are welcome to attend these meetings as observers or they may submit business items for the agenda.

**COUNCIL MEMBERS – Current**

- **Mr Peter Auchettl** (BH) 5561 5955
- **Mrs Kerri Bilson** (AH) 5561 5727
- **Mrs Kim Brody** (AH) 0419 817 331
- **Mr Craig Cargeeg** (BH) 5564 0892
- **Mr Dean Clements** (BH) 5561 5955
- **Mrs Sharyn Fary** (BH) 5561 5955
- **Mrs Tonya Ferguson** (BH) 5561 5955
- **Mrs Karen Forsyth** (BH) 5562 0888
- **Mr Steven Garner** (AH) 5562 0749
- **Mrs Jane McLauchlan** (BH) 5561 5955
- **Mrs Leanne O’Connor** (BH) 5561 2808
- **Mrs Cherine Owen** (BH) 5561 5955
- **Mrs Helen Palmer** (AH) 0419 799 443
- **Mr Geoff Rhodes** (AH) 0409 386 030

**TERM DATES 2017**

- **TERM 1** 30th January – 31st March
- **TERM 2** 18th April - 30th June
- **TERM 3** 17th July – 22nd September
- **TERM 4** 9th October – 22nd December

**SCHOOL HOURS**

- **Official Entry to School** Bell 8:45 am
- **All Students in Classrooms** Bell 8:55 am
- **Classes Commence** Bell 9:00 am
- **Morning Recess** Bell 11.00 am - 11.30 am
- **Lunch** Bell 1.30 pm - 2.20 pm
- **Dismissal** Bell 3.20 pm

(Note: Music will be played 2 minutes before the 9am, 11.30am and 2:20pm bells as a warning to go back inside).

**PUNCTUALITY - School Arrival each day**

It is important that children arrive at school on time to begin the school day. Late arrivals may upset the class as well as the child concerned. The time between 8.45 am and 9.00 am is an important settling and relationship 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. It is to every child's advantage to arrive at school no later than 8:55 am. Punctuality is a courtesy and a desirable trait to foster. Please help your child to develop the punctuality habit.

Children who arrive **later than 9:00am, must** report to the school office on arrival to receive a **Late Pass** and record their presence. At 9:00am all teachers record children as present or absent and the school office is notified accordingly. Late arrivals must therefore inform the school office so that all security and emergency information is accurate and current for the day. For younger children, it is preferable if parents (or carer) bring the child to the school office to record their attendance.
**EARLY DISMISSAL**

Parents who need to collect their child/ren for appointments etc. during school hours must sign the Absence Pass Register at the School Office.

Parents then take an Absence Pass to the classroom notifying the teacher of their departure or return.

Children must not be taken directly from the classroom.

Parents must also notify the School Office for exemptions to attend music lessons.

**EMERGENCY INFORMATION**

It is essential that the Confidential Student Information Form be completed accurately on enrolment.

The school must be notified immediately of any change to this information eg. change of address, change of emergency contact, change of telephone number, change of living situations, appropriate ambulance cover information etc, to ensure that all student information is kept up to date. Occasional reminders to parents are issued through the school newsletter.

**ABSENCES**

School is compulsory under government legislation for all children over the age of six and a legitimate written excuse is preferred for all absences.

Absences can be entered onto Compass by the child/childrens parent/care. If you do not have access to a computer, a phone message to the school office passing on absence information would be appreciated, followed, by a written note to the classroom teacher. If a child is going to be away for any length of time it is important that the school office be notified A.S.A.P.

Frequent absences will be followed up by a phone call to the parent for explanation.

**VALUABLES AT SCHOOL**

Children should not bring items of value to school unless requested to do so by a staff member for a specific purpose. They will then be cared for by the teacher concerned. Personal radios, mobile phones, cameras, ipods etc., are not encouraged at school and it is unwise to allow children to bring expensive toys of any kind to school. No responsibility will be accepted, by the school, for the loss or damage to valuable items or toys of any kind.

All money should be handed to the classroom teacher for safe keeping.

**LOST PROPERTY**

All clothing and items should be clearly named. The school accepts no responsibility for lost property. Lost property storage cupboards and hooks are situated in the Main Building with more valuable items kept at the school office. Parents can check for lost property as necessary.

Lost property is kept throughout the term. At the conclusion of each term remaining lost property is packed and sent to Lifeline, 719 Raglan Parade, Warrnambool.

**UNIFORM**

School uniform is available from the School Office. Secondhand uniform can be purchased from Lifeline, 719 Raglan Parade, Warrnambool.

**PLEASE - ALL SCHOOL CLOTHING ITEMS SHOULD BE CLEARLY NAMED.**

**GIRLS**

- Brown and white check gingham dress, shorts or culottes. Culottes are approved as part of the school uniform and can be obtained from the school office.
- Brown culottes, bootleg or tracksuit pants.
- Brown polar fleece windcheater with school emblem.
- Gold polo shirt with emblem.
- Brown broad brimmed hat with school emblem.
- Bucket hats for Year 5 and 6 students.
- Brown or black shoes, brown or white socks.

**BOYS**

- Brown shorts or brown tracksuit pants.
- Gold polo shirt with emblem.
- Brown polar fleece windcheater with school emblem.
- Brown or black shoes, brown or white socks.
- Bucket hats for Year 5 and 6 students.
- Brown broad brimmed hat with school emblem.

**The school has a policy regarding the wearing of hats (see Student Welfare).**

**NB: The wearing of thongs or strapless sandals by either boys or girls is not permitted.**

**YRS 5 & 6 SENIOR SCHOOL RUGBY TOPS**

After community consultation, the School Council has moved to support the recognition of our Senior School within Warrnambool Primary School. We recognise our Year 5 & 6 students by having a special rugby top (yellow & brown stripe, 80/20 Wool/Nylon Blend) and bucket hats as part of our school uniform. Rugby top orders are placed in September to enable delivery by the end of the year.

**JEWELLERY**

The wearing of personal items of jewellery is not encouraged, for safety and security reasons. The school does not accept responsibility for the security of any item of personal jewellery.

The wearing of a wrist watch to school is allowed while the wearing of ear rings to school is discouraged due to safety reasons. Where students have their ears pierced the wearing of a stud is preferred while the wearing of a small round keeper is allowable. Larger, dangly ear-rings or multiple rings on an ear or nose or other body rings are not permitted.
**MOBILE PHONE POLICY**

Students should not bring a mobile phone to school unless prior request has been submitted to the school in writing by the parent or guardian. Following a written request from the parent or guardian, any mobile phone checked in at the office will be recorded in a register with the date, name of student, class and make of mobile phone. Parental contact with the student during school hours must be made through the office. Mobile phones are NOT permitted on excursions or camps.

**BUSES**

Many children from this school travel on town or country buses. Town buses are a private concern and all children travelling on these buses need to have a bus pass or purchase a ticket prior to travel. Contact the company concerned if you have any queries. Once children are on board, they are under the sole control of the bus driver who has the right to exclude any child from travelling on the bus if his/her behaviour is not acceptable. Country buses are under the control of a bus co-ordinator based at Brauer College and parents must apply through the school for this service. There is a teacher supervising the loading of buses at the Raglan Parade gate each afternoon. Children are marked off on a school bus list by the supervising teacher each night before boarding buses at Warrnambool Primary School.

**NEWSLETTER**

Our main source of communicating information to parents is through the weekly Newsletter. Parents will receive an alert on Compass to view the Newsletter, it can also be seen on the school website www.warrnamboolps.vic.edu.au. Paper copies of the Newsletter will be available at the school office if you are unable to access it via Compass. Important items include a school calendar of important events, canteen rosters, Principals' report and fundraising events. Each year level produces a newsletter specific to their year level periodically throughout the year. These newsletters keep parents informed of events, activities and expectations associated with that particular year level.

**FACEBOOK**

The school has its own Facebook page where teachers post information regarding student achievements and experiences. It is not designed as a “chat room” but rather as another mode in which to celebrate student success. School events are also posted on Compass.

**WHOLE SCHOOL ASSEMBLY**

An assembly of the whole school is held on Friday mornings at 9.00 am. This enables messages and general school news to be delivered to all children and staff and develops a sense of cohesion and school pride. Students participate in the presentation of the school's oath of allegiance and the national anthem at this time. It is important for all children to be at school in time to attend this assembly.

**CANTEEN**

A canteen is available to provide nutritious lunches at reasonable prices for all students and staff who wish to use the service. It is open daily and provides pre-ordered lunches (arranged through each classroom). Lunchtime sales between 1:30pm and 2:20pm and recess sales from 11:00am and 11:30am of various items. Canteen price lists are provided for all parents at the beginning of each year. Prices are reviewed on a regular basis. We endeavour to maintain the lowest possible prices and only make alterations when necessary.

**THE ORDERING PROCEDURE FOR LUNCHES**

On a brown or white paper bag, write the child's name, room number and lunch order (see Newsletter for latest prices and price changes). Ensure (if possible) that the correct money is placed in the bag. The bag is placed in the 'lunch order box' in the classroom at the beginning of each school day. The box is delivered to the canteen and returned to the classroom at lunchtime with the orders.

**CANTEEN HELPERS ARE ALWAYS NEEDED**

Please contact our Manager, Ms Georgia Bolden if you are available for the canteen roster or need further information regarding canteen helpers.

**WARRNAMBOOL PRIMARY PARENTS ASSOCIATION**

The school has an active Fundraising Committee that raises important funds for a range of student centered projects. The newsletter has a section dedicated to fundraising and its outcomes. Parents interested in fundraising meet once a month and all parents and ideas are welcome.
**SCHOOL ORGANISATION**

**PARENT LINK PROGRAM**

The PLP (Parent Link Program) is designed to provide additional opportunities for parents and friends of the school to be active in many of our programs such as, reading, cooking, camps, p.m.p, excursions and working bees.

At the beginning of the school year helpers are sought to assist with a variety of school programs. Parents are asked to identify the specific areas that they would like to assist with and return the 'task sheet' to school. A data base of volunteers is updated each year and people may be approached by either the classroom teacher or through the office when there is a need for assistance.

We would like to encourage as many parent volunteers as possible and whilst it is not always easy to make a regular commitment, assistance on a casual basis is also welcome. Parent volunteers are requested to sign in at the office before going to classrooms, where they will be issued with a parent volunteer badge that will make them easily recognisable to students. The badges are then returned to the office prior to leaving the school.

**WORKING WITH CHILDREN CHECK**

Any volunteer who works with children is required by law to have a Working With Children Check. Parents who work in the canteen or work in a classroom where they have children, are exempt. Application forms can be collected from Australia Post.

Any parent/guardian entering the school property needs to ensure they report to the office, sign in the visitors register and collect an identification badge.

**PARENT INFORMATION SESSIONS**

During Term 1 Year Level teachers arrange for an evening information session for parents of children within that level. A detailed overview of organisational matters, operational strategies, program content, learning and conduct operations, opportunities for parental involvement and whole school matters is presented. Queries and questions seeking clarification are encouraged.

**REPORTING TO PARENTS**

Parents are very welcome to make an appointment to discuss their child's progress, or any other concern they may have, with the class teacher, Principal or Assistant Principal at any time during the school year. Class teacher meetings can be arranged personally. Appointments with Principal Class Officers should be made through the office.

An information night is held for each year level early in term 1 where teachers give parents an outline of operations and curriculum for that year. They also cover areas such as homework, camps, student welfare and ways in which you can help your child. There is an opportunity for questions and discuss.

Three written reports are sent home to parents each year, at the end of terms 1, 2 and 4. The opportunity for a parent teacher interview is offered to all parents at the end of 1st and 2nd term or can be initiated by the parent or teacher at any time.

The school is required to produce an Annual Report for DET and parents, following specific guidelines of accountability.

It provides the School Council with annual information on the progress towards achieving the school goals and targets and establishes a record of effectiveness over a four year period as the basis for the school self evaluation.

It reports on student learning, student pathways and transition, student engagement and well-being.

At the end of a Strategic Planning period, 4 years, the school is required to produce a detailed evaluation of achievement over the four year period. This self evaluation will review the goals and targets identified in the Strategic Plan and establish new targets for improvement which will form the basis of the new school Strategic Plan.
<table>
<thead>
<tr>
<th>Getting Along ... focus is on tolerance, thinking before acting, working well with peers, solving problems without anger and respecting classroom and school values.</th>
<th>... Organisation focus is on setting short-term and long-term goals, time management, having materials and supplies ready, maintaining a tidy place to work.</th>
</tr>
</thead>
</table>
| Examples of ‘Getting Along’ behaviours –  
- being helpful in a group  
- listening and not interrupting when someone is talking  
- talking rather than fighting when someone acts unfairly  
- sharing materials  
- following rules  
- helping someone else with their work  
- treating others with respect  

**Behaviour Specific Feedback** –  
“**You co-operated well**”  
“Thank you for letting ______ join you group”  
“Members of this group must really respect each other”  
“You shared the workload equally”  
“You supported ______ really well during that activity”  
| Examples of ‘Organisation’ behaviours –  
- recording due dates for homework/projects  
- submitting work on time  
- understanding instructions before you start  
- having a tidy work space  
- having neat books and folders with worksheets filed where they should go  
- setting a realistic goal  
- breaking up tasks into achievable steps  
- use of diary, calendar or time planner  

**Behaviour Specific Feedback** –  
“**I bet it saves you time when you find things so easily**”  
“You really focused yourself to get this done on time”  
“I really like the way you plan ahead”  
“Thank you for having everything ready first”  
<p>| |
|  |</p>
<table>
<thead>
<tr>
<th>Persistence ... focus is on taking credit for success, giving things a go, trying hard, not giving up, making positive predictions, dealing with frustration and boredom, giving effort.</th>
<th>... Confidence focus is on self acceptance, being non-judgemental, taking risks, the realization that making mistakes is okay, being independent, accepting success and failure.</th>
</tr>
</thead>
</table>
| Examples of ‘Persistence’ Behaviours –  
- not being distracted during class time  
- checking work for errors  
- not giving up on a difficult task  
- being patient when working on something that takes time to complete  
- practising something that needs extra work, ie: spelling words, tables  
- realizing that some results take both time and effort  

**Behaviour Specific Feedback** –  
“You really put a lot of energy into that”  
“You stuck to that like glue”  
“Your effort is important to help you succeed”  
“Look at this! It came from giving it your best shot”  
“I knew you wouldn’t quit”  
| Examples of ‘Confidence’ Behaviours –  
- trying something new for the first time  
- talking with a strong voice  
- answering a difficult question  
- trying to do something a bit more difficult without help from a teacher/peers  
- asking to join a group  
- expressing an unpopular opinion  
- volunteering to do something with little or no notice  

**Behaviour Specific Feedback** –  
“You really stood up for what you believed”  
“Look at how far you’ve come”  
“That wasn’t easy but you did it”  
“You really had a confident voice when you spoke in front of the class”  
“Wow! I can’t believe you did that! Fantastic!”  
|  |
| Resilience ... Includes recognising strengths and maximising potential, developing self management, self confidence and self respect and nurturing optimism, perseverance and well-being. |  |
**PERSONAL & SOCIAL LEARNING**

All children will be involved in our Personal and Social Learning Program, “Positive People at Jamo”.

This involves staff and students working together, building relationships, setting the tone for the year, establishing classroom procedures, setting goals and guiding children to manage personal learning.

**STUDENT ENGAGEMENT POLICY**

Warrnambool Primary School caters for the welfare of all its students’. The school endeavours to provide students with a safe, caring and harmonious environment which promotes the development of attitudes and behaviour that reflect this. Guidelines for behaviour in the classroom and playground are developed in consultation with the students. Positive behaviour is emphasised at all times. The school uses a Restorative Practices approach with a focus on the student taking responsibility for their own behaviour and repairing any harm that has occurred as a result. “What can we do to fix this up?”. Behaviour protocols are also used with clearly set out consequences.

- One of the aims of the school is to encourage and foster the development of co-operative, courteous and confident attitudes, and to develop respect for the person and property of self, and of others and for the property of the school which is to be shared by all. To realise this aim it is essential that we have the support and co-operation of children, teachers, parents, and the wider community. Please refer to the school Engagement Policy for advice in these matters.

- The Engagement Policy has been developed by the School Community to provide guidance for the development of safe, sensible and responsible social behaviour throughout all aspects of school life. It aims to establish clearly the rights and responsibilities of the school community; promote good tone and discipline, and, provide the best possible opportunity for each child to experience success with schooling.

- It is essential children understand that there is a reason for establishing rules and guidelines as in the School Engagement Policy and to observe them so that the school is more conducive to effective teaching and learning for all. Breaches of the Engagement Policy by children will draw a meaningful response. Within the Ministerial Guidelines, counselling, withdrawal from activity, various levels of detention and, if necessary, suspension will be applied as the nature of the breach of discipline so determines.

**CHILDREN MUST KNOW THEIR BOUNDARIES**

Certain areas of the school are out of bounds -

- Any garden beds.
- Any building roof.
- Any section of the school where work is being carried out by workmen and machinery.
- Outside the boundary fences.

Certain areas are restricted to specific year levels -

- Prep Adventure Playground - to be used only by Prep.
- Year 1 & 2 Adventure Playground – to be used by only those year levels.
- Year 3 & 4 Adventure Playground – to be used by only those year levels.
- Senior Adventure Playground - to be used only by Years 5 & 6.
- Oval area - for use by all year levels.

Passageways and classrooms are not to be used by children at recess and lunchtimes unless a wet day timetable has been declared.

Children should only be in the school grounds after school with permission from the School Council or the Principal or a teacher.

Climbing - only on play ground equipment provided for such purposes. The following activities are too dangerous at school.

- Jumping off playground equipment.
- Climbing trees, over fences or on to the roof of any building.

Safety and Health of all is essential and the Engagement Policy deals with expected safe behaviours. When monitoring their children’s health, parents should inform the school if their child has a contagious condition as set out in the table of Infectious Diseases.
# Student Classroom Behaviour Protocol

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Behaviour</th>
<th>Consequences</th>
<th>Follow Up</th>
</tr>
</thead>
</table>
| 1     | Expected conduct | • Displays caring and appropriate behaviour towards others and self  
• Attends to school work  
• Is considerate of others  
• Respects property | • Allowed to participate in all activities  
• Positive behaviour acknowledged in the class and via year level assemblies  
• Individual recognition by Principal, A.P or other staff | ➢ Principal, AP or Year level leaders notified of behaviour worthy of commendation |
| 2     | Incidental, low level misconduct | • Actions or noise level which may interfere with the learning rights of others  
• Displays inappropriate manners to peers, staff or visitors  
• Minor classroom disputes  
• Lack of respect for the classroom environment  
• Failure to consistently complete required ability – appropriate work | • Teacher signal/look that indicates to child that their action/ noise level is disturbing their ability to work  
• Advising child that the behaviour is inappropriate  
• Child may be moved to another section of the classroom  
• Lost learning time may be made up during a break  
• Loss of privileges such as attendance at special activities  
• Classroom teacher Restorative Practice Conference | ➢ Discussion about/classroom/ work expectations at an appropriate time.  
➢ Being asked to address the inappropriate behaviour, individually or at a class meeting.  
➢ Parents may be informed if the child has been excluded from a special activity. |
| 3     | Repeated, misconduct that infringes on the rights of others. | • Actions or noise level that interferes with the learning rights of others  
• Deliberate rudeness  
• Inappropriate/rude or discriminatory language  
• Hurtful or bullying behaviour (P,V,E,S)  
• Teasing  
• On-going disputes between individuals or groups  
• Deliberate damage to the property of the school or other students | • Discussion and a warning from teacher  
• Reminder of school expectations/ Engagement Policy  
• Loss of privileges such as attendance at special activities  
• Removal to another classroom within the year, sub-school or Ausvels level  
• Possible property reparation  
• Reflection Room for Restorative Conferencing | ➢ Possible involvement of Welfare Support/ Counselling personnel  
➢ Discussion about behaviour and negotiation about re-admittance, to the classroom at an appropriate time.  
➢ Parents may be informed if the child has been excluded from a special activity  
➢ Parents may be notified if behaviour shows concerning patterns  
➢ Parents may be asked to contribute to property reparation.  
➢ A letter of apology to the parties concerned may be expected.  
➢ A written explanation of the behaviour may be expected  
➢ Documentation of the incident in the student diary or communication if appropriate. |
# STUDENT CLASSROOM BEHAVIOUR PROTOCOL

<table>
<thead>
<tr>
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<th>Follow Up</th>
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</table>
| 4     | On-going or severe conduct that infringes the rights of others, or endangers self. | - Dangerous actions  
- Abusive language /swearing  
- Aggravation/incitement  
- Physical fighting  
- Stealing  
- Reasonable instruction refusal /defiance  
- Bullying / Intimidation (P,V,E,S)  
- Wilful property damage  
- Possession of dangerous items | - Removal to Prin or AP’s supervision  
- In school detention – Reflection Room  
- Parent/guardian contact at class teacher’s discretion  
- Possible involvement of Welfare Support/ Counselling personnel  
- Behavioural Management Plan  
- Pay repair costs after consultation with parent | - Informing parent’s is at the class teacher’s discretion  
- Parents informed if a Behavioural Management Plan is used  
- Dangerous items confiscated, parents informed that they must collect items from the school. |
| 5     | Very serious, deliberate and/or on-going abuse of the rights of others or self | - Dangerous/destructive behaviour  
- Severe bullying (P,V,E,S)  
- Verbal/physical aggression to Staff or other adults | - Removal to Prin or AP’s supervision  
- In school detention – Reflection Room  
- Request to parents to remove child temporarily  
- After school detention  
- Suspension (in school or at home)  
- Involvement of Principal /AP (conference level)  
- Voluntary transfer to another school  
- Welfare support to help address the issues, including outside agencies | - Class teacher and parents informed by Principal or AP  
- Principal/AP to negotiate with parents and other schools |
| 6     | Severe and totally unacceptable conduct in a school setting. Wilfully violating the rights of others. | - Seriously discriminatory behaviour or harassment  
- Constant and blatant failure to comply  
- Behaviour severely dangerous/destructive to other Students, Staff or self. | - Network protocol – 10 week transfer to another school  
- Suspension  
- Expulsion | - Network protocol negotiated through Network Welfare team by Prin/AP  
- DET procedures to be followed by Prin/AP |
<table>
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</tr>
</thead>
</table>
| 1     | Expected conduct | • Displays caring and appropriate behaviour towards others and self  
• Attends to school work  
• Is considerate of others  
• Respects property | • Allowed to participate in all school activities, including camps and excursions  
• Positive behaviour acknowledged to the class and school via assemblies and newsletters | ➢ Principal, AP or Year level leaders notified of behaviour worthy of commendation |
| 2     | Low level misconduct that primarily involves self | • Displays inappropriate manners to peers, staff or visitors  
• Minor playground disputes  
• Area violation | • Advising child that the behaviour inappropriate  
• Discussion and a warning  
• Reminder of school expectations/ Engagement Policy  
• Peer Mediation  
• Classroom teacher Restorative Practice Conference | ➢ Class teacher may be notified  
➢ Peer Mediation details go to Welfare Counsellor |
| 3     | Low level misconduct that infringes the rights of others, or endangers self, to a less than serious degree. | • Deliberate rudeness  
• Inappropriate/rude language  
• Hurtful behaviour (P.V,E.S)  
• Rough play  
• Teasing  
• On-going disputes between individuals or groups.  
• Minor property damage  
• Constant area violation | • Details recorded by duty teacher and given to AP (possible referral to class teacher/parent/guardian)  
• Peer Mediation  
• Oral or written apology  
• Walk with duty teacher for an informal Restorative Practice Conference  
• Restricted play areas  
• Withdrawal of privileges  
• Pay repair costs after consultation with parent  
• Work on strategies with Welfare Counsellor | ➢ Class teacher, Welfare Counsellor and parents may be notified if behaviour shows concerning patterns  
➢ Parents will be consulted prior to an expectation of meeting costs at this and at stage 4 |
| 4     | On-going or severe conduct that infringes the rights of others, or endangers self. | • Dangerous actions  
• Abusive language /swearing  
• Aggravation/incitement  
• Physical fighting  
• Dangerous actions  
• Stealing  
• Reasonable instruction refusal/ defiance  
• Bullying / Intimidation (P.V,E.S)  
• Racist comments  
• Wilful property damage  
• Leaving school grounds without permission | • Parent/guardian contact class teacher’s discretion  
• Possible involvement of Welfare Support / Counselling personnel and / or Principal or AP  
• Behavioural Management Plan  
• Pay repair costs after consultation with parent  
• Reflection Room for Restorative Practice Conference or in school detention | ➢ Class teacher informed after 3 visits  
➢ Informing parent’s is at the class teacher’s discretion  
➢ Parents informed of a Behavioural Management Plan  
➢ Dangerous materials confiscated, parents informed that they must collect item/s from the school. |
| 5     | Very serious, deliberate and/or on-going abuse of the rights of others or self | • Dangerous/destructive behaviour  
• Severe bullying (P.V,E.S)  
• Verbal/physical aggression to Staff or other adults | • Suspension  
• Involvement of Principal / AP  
• Voluntary transfer to another school  
• In school or after school detention | ➢ Class teacher and parents informed by Principal or AP  
➢ Principal/AP to negotiate with parents and other schools |
| 6     | Severe and totally unacceptable conduct in a school setting. Wilfully violating the rights of others. | • Seriously discriminatory behaviour or harassment.  
• Constant and blatant failure to comply  
• Behaviour severely dangerous/destructive to other Students, Staff or self | • Network protocol – 10 week transfer to another school suspension  
• Expulsion | ➢ Network protocol negotiated through Network Welfare team by Prin/AP  
➢ DET procedures to be followed by Prin/AP |
SAFETY

Our program at school aims to develop good safety habits for your child. It is important however, for his/her safety and the welfare of others, that your child knows the basic rules of safety associated with school attendance.

THESE BASIC RULES ARE FOR A CHILD TO:

- know his/her full name and address.
- travel directly between home and school.
- stop and look both ways before crossing roads.
- walk, not run across roads.
- cross Jamieson Street, Canterbury Road, Spence Street and Raglan Parade only at the lights or crossings. Adults must also use the crossings.
- stay on the footpath when walking to school, avoiding walking in or climbing on private property.
- not play on the footpath or roads.
- never run from behind parked cars, or buses.
- never accept rides from strangers.
- never bring articles to school which may cause accidents to themselves or others.
- show respect for those in charge of safety - parents, teachers, bus drivers, crossing supervisors, etc.
- ride bicycles, scooters or skateboards on footpaths only if it is clear of pedestrians
- Each recess and lunchtime at the school three or four staff members are on duty supervising the yard. Any child who has difficulty with other children, or needs attention for injuries or illness should contact one of these teachers.
- This school supports the efforts in the city by the Police and other interested bodies in having all bicycles and scooters stamped for identification purposes.

We ask parents to support our work at school and ensure that if children ride bikes or scooters to school, they wear helmets and observe the rules of the road. Children should not ride on footpaths or in the school ground or to cause a danger to pedestrians.

For their own safety children are not permitted to ride their bikes, scooters or skateboards in our block of Jamieson Street. They must walk them to the nearest corner. Children who do not obey road and school rules, regarding bikes, scooters and skateboards, will be asked to leave them at home until such times as they can act in a responsible manner.

A storage place is provided for bikes but the school cannot accept responsibility for loss or damage caused to bikes or scooters.

SUPPORT SERVICES

When addressing the welfare needs of students the school can access external service providers who can deal with issues and situations in the most appropriate way. A variety of student support services are available to parents through the school. If parents wish for more information on any of those listed below or wonder about other services, please do not hesitate to contact the Assistant Principal.

Some of the more widely used services are:-

- Social Worker (school based)
- Chaplain (school based)
- Trained First Aid Officer (school based)
- Visiting School Nurse
- Visiting Teachers Services
- Education Psychologist and Counselling Service
- Speech Pathology
- State Schools Relief Committee - for help with children's clothes

PROGRAM FOR STUDENTS WITH DISABILITIES

The School provides for the welfare of all its pupils. The integration of children with disabilities has been supported by the provision of funding for individualized programs which may include integration aides.

A Pupil Support Group (PSG) for each child determines the program, resolves issues and with the input of consultants, cares for the total education of the child. Members of the PSG can include the child's parent, a parent advocate, the Principal, the class teacher and consultants, and the Co-ordinator of Student Welfare at Warrnambool Primary School.

WHEN OUT OF THE SCHOOL BOUNDARIES

It is essential that children on excursions, camps, sporting activities or any other form of activity away from the school environment, follow the rules for the situation they are in. These rules are made for the safety of the individual child and the group. If the children cannot conform to school expectations in these situations they will have to remain behind at the school.

HEALTH CURRICULUM

The Health Curriculum shall promote attitudes and behaviours which contribute to personal and community well being and safety.

The Aquatics Program for Years Prep to 4 runs throughout the year to enhance children's awareness of water safety.
LUNCHTIMES
A canteen is provided at school for the convenience of children and parents. A wide range of good, nutritious food is available at a reasonable cost. The food sold is in accordance with the Ministry of Education guidelines for school canteens and all canteen practices are subject to the Food Handling Regulations. Canteen price lists and instructions for ordering are issued regularly via the newsletter. Children, for their own safety, are not permitted to leave the school grounds to buy their lunch, or for other reasons, unless accompanied by a parent. Children must all sit and eat their lunches, under teacher supervision, prior to lunch time recess. Children are free to purchase extra items from the Canteen during the morning and lunch recesses following the ten minute supervised lunch period.

SUN PROTECTION POLICY
The School will provide at reasonable prices, a broad-brimmed slouch hat (P-4) and suitably brimmed bucket hat (Years 5-6). Students are required to wear school broad-brimmed hats during recess and luncheon periods and during PE and sport sessions from September 1st until the end of the next 1st term. Those students without hats will be required to remain in shaded areas.

SUN PROTECTION CREAMS
First Aid kits taken on excursions contain adequate supplies of 30+ sun protection cream for distribution to students by staff as they deem appropriate. All classrooms are provided with 30+ sun protection cream that is available daily. Parents may choose to supply their own sunscreen if their child has sensitivity or allergy problems.

MEDICATION
Parents are required to complete an Advice for Administration of Medication form from the office in regard to children who require medication on a regular or periodic basis. Children are NOT to keep medication other than Asthma medication in the classroom. Parents are required to provide an up to date asthma management plan for those students who have been identified as asthmatic. Further information can be obtained from the office.

ANAPHYLAXIS POLICY
All children diagnosed with Anaphylaxis MUST have an Anaphylaxis Management Plan completed with the assistance of their doctor. An EPIPEN is required for all anaphylactic children. Children deemed to be at risk of anaphylaxis are also required to provide a management plan.

ACCIDENTS AT SCHOOL
The school has an experienced trained first aid officer and a number of staff trained at level 2 first aid. All classrooms contain a first aid kit for minor first aid and are generally dealt with by the class teacher. Teachers on yard duty carry a first aid pouch for minor incidents that occur during recess or lunchtime. If a child has an accident or suffers an injury at school the following procedures take place:

- First Aid is administered where appropriate. In the case of minor accidents or injuries the administration of first aid is usually sufficient and the child returns to their normal routine.
- If the injury suffered inconveniences the child or the child may need medical attention, the parent is contacted to come and collect their child. If parents are unavailable the emergency contact nominated is contacted.
- In the case of a serious accident, an ambulance will be called and parents notified or the child may be taken to hospital by car, if appropriate. Parents must notify the school of Ambulance Cover information, especially if no cover exists.
### Communicable diseases

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

The following 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.

<table>
<thead>
<tr>
<th>Condition</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>Chickenpox</td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scales are not a reason for continued exclusion. Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
<td>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. Exclude family household contacts until cleared to return by the Secretary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilius type b (HIV)</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 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 sore”</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 (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. Bones on exposed surfaces must be covered with a waterproof dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and Influenza like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Leptospirosis</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded</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>Polio</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, pellagrosis (food 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>Typhoid</td>
<td>Re-admit the day after appropriate treatment has commenced</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>Varicella 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 antistreptolitic 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>Wounds (lacerated)</td>
<td>Exclude if laceration present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

Exclusion of cases and contacts is NOT required for Cytomegalovirus Infection, Glancular fever (menonucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parovirus (erythema infectiosum fifth disease).

Published by the Communicable Disease Prevention and Control Unit, Victorian Government Department of Human Services - September 2008
ENGLISH
At Warrnambool Primary School, the emphasis is on developing the ability to speak, listen, read, view and write with confidence, purpose and enjoyment, in a wide range of contexts. In English, students are actively involved in reading, writing, viewing, comparing and talking about text from both traditional and multi-media form. The school currently delivers English curriculum through the ‘Daily 5’ program and its associated ‘CAFÉ’ strategies.

Program design recognises the importance of the Early Years in literacy development and a two-hour uninterrupted literacy focus is provided across the school. Strategic programs such as Reading Recovery are provided at Year 1 level as an additional support to maximise literacy success for students with an identified need at the end of Prep.

The program recognises that a variety of teaching methods should cater for individual learning styles. The school provides a wide range of literacy resources including class/year level reading sets and a well-resourced Library. Information technology is also an important learning tool and is seen as a high priority to support literacy education.

Programs are determined in the Victorian Curriculum with year level teams developing learning programs specific to the progress and achievement levels of students within those teams. Supportive and engaging classroom environments are designed and prepared by individual teachers for their class to cater for individual learning and teaching needs. Additional assistance and extension activities are implemented as needed. Furthermore all learning and teaching needs are carefully assessed by individual teachers for their class to cater for individual learning and teaching needs. Additional assistance and extension activities are implemented as needed. Furthermore all learning and teaching needs are carefully assessed and monitored and additional assistance or extension activities are implemented as needed. Furthermore all children’s individual learning needs are catered for by our school wide program, which aims to be supportive, engaging and challenging.

SCIENCE / TECHNOLOGY
Science provides children with the opportunity to learn about their world in an orderly way. Investigating and handling everyday things allows the children to collect information about their environment that is meaningful to them.

Children are encouraged to collate the information discovered and draw conclusions. Biological, Chemical, Earth & Space and Physical Science are investigated within the program.

STEM education (Science, Technology, Engineering and Maths) gives students the knowledge and skills to produce quality products that solve problems or meet needs. It involves students studying mechanical, electronic, electrical and other technological systems. It provides students with the challenge of designing and producing products that satisfy the needs of the user and the wider community.

MATHEMATICS
At Warrnambool Primary School the teaching of mathematics is carefully linked to children’s mathematical growth. It is taught sequentially and with an emphasis on developing understanding and skills.

During the primary years the following strands of mathematics are taught: Number, Space, Measurement, Chance, and Data, Structure and Working Mathematically. The Victorian Curriculum provides a framework for guiding our schools maths program.

Learning maths at Warrnambool Primary School involves:
- An emphasis on articulating maths thinking and strategies so that children can work mathematically
- The sequential development of counting skills
- The development of mental calculations, estimation and math strategies to solve problems
- Developing an increasing body of known number facts
- Developing understanding and practical abilities to measure, estimate and use math tools such as calculators
- The sequential development of student’s understanding of the structure of mathematics

In the Early Years, activities and games are used extensively to foster the development of number skills, mental computation, confidence and a positive attitude. In the later years children develop their knowledge of multiplication facts, automatic number facts and written skills. This enables them to effectively and confidently use the four processes and the structure of mathematics to solve problems.

Throughout the primary years we develop our student’s abilities to use mathematical reasoning to solve mathematical problems. Children’s individual learning and teaching needs are carefully assessed and monitored and additional assistance or extension activities are implemented as needed. Furthermore all children’s individual learning needs are catered for by our school wide program, which aims to be supportive, engaging and challenging.

L.O.T.E.
The Japanese LOTE program provides students with the opportunity to develop verbal and non-verbal communication skills necessary for effective understanding of the Japanese Language. Cultural aspects of Japan, other Asian countries and the world as a whole are taught in order to develop a sensitivity to the social conventions of these cultures and provide a better understanding of the development of a language other than English.

A specialist language teacher and Japanese Language Assistant support the program. Through a variety of experiences children develop an awareness of language as a tool for communication across and between the world’s diverse and interdependent cultures.
CIVICS & CITIZENSHIP / HUMANITIES
(The Humanities – Levels 1-3, History / Geography / Economics – Levels 4-6)

The program provides the framework for the development of students' knowledge and understanding of Australian society, civics and citizenship, societies in other countries, local and global environments and the interaction of people with the environment.

Studies in this learning area allow students to develop knowledge, skills and values that enable them to participate as active and informed citizens in a democratic society and in the global community.

All year levels develop units of study (themes) as a framework for learning and for opportunities to involve other domains within the Victorian Curriculum into an integrated approach to learning – using maths skills such as graphs and timelines, writing skills such as descriptive captions or computer skills such as using power point to produce a project report, or researching for information via the internet.

I.C.T.

At Warrnambool PS students' learning is enhanced through the use of information technology across the curriculum. All students have access to digital technologies in their classrooms and through the Multimedia computer lab. The hardware utilised includes desktop computers (PC and Apple), laptops, netbooks, cameras, scanners, ipads and other devices. The computer system is networked and allows supervised access to the internet. All classrooms have interactive whiteboards with the latest software targeted to appropriate Victorian Curriculum levels.

Classroom teachers integrate information technology into their instruction and learning tasks. They are supported in specialist sessions by regular Multimedia lessons designed to build computer skills and understandings that are integrated in current units of work.

A range of software and internet based websites are used across the school. The school website address is: www.warrnamboolps.vic.gov.au

LIBRARY / ICT

Students engage in a range of literacy activities including reading, listening to and borrowing from the schools’ Library Collection. The aim of the Warrnambool Primary School Library is to provide actitives and resources that will assist students in becoming effective and discriminating users of information, developing a pattern of lifelong learning, and fostering a love of reading. Students are given the opportunity to participate in whole school literacy activities including 'The Premier's Reading Challenge', 'Book Week', and 'Book Fair'.

Students participate in ICT activities related to classroom themes, and the Victorian Essential Learning Standards. They develop technical skills and techniques, and apply these skills purposefully, safely and responsibly in their learning to Create, Visualise Thinking, and Communicate. Students develop skills to become responsible and discriminate users of ICT.

THE ARTS

The Arts program incorporates both Performance (dance, drama, music) and Visual (2D, 3D and media). Arts delivery may be shared between specialist programs and is complemented by classroom activities. Students participate in weekly Art Sessions.

The Arts program at Warrnambool Primary School aims to provide the students with a broad range of arts experiences. Activities which promote group work and independent work are featured with an emphasis on fostering creativity in the students.

In the Middle Years (Years 5/6) opportunities are provided for students to explore personal interests through artist visits, community arts programs and special projects.

Where possible, computers in the form of graphic software, video and audio-visual equipment and materials will be incorporated into the Arts program. There is an emphasis on creating, making, performing and presenting. Art celebrations and displays are made at school and community levels.

Year levels are encouraged to involve their students in a range of performance activities during the year, including school and year level assembly performances.
**PHYSICAL EDUCATION**

All year levels participate in Physical Education with the physical education specialist and further sessions with the classroom teacher. Emphasis is placed on developing the fundamental motor skills in: Ball Handling, Gymnastics, Major/Minor Games and Athletics.

Our school provides many after school opportunities for children to become involved in sport.

The skills gained within the developmental sessions are applied to game and sport situations as the child develops in competence and confidence. A Perceptual Motor Program is implemented with the Prep and Year one students. The emphasis in Years 3 & 4 is on platoon sessions of basic skill developments, which later in Year 5 & 6, is applied in game and sport situations.

**HEALTH EDUCATION**

The aim of the Health program is for the children to develop a positive attitude towards a healthy lifestyle. The main areas of the Health program are: Recreation and Leisure, Personal Hygiene, Myself and Others, Drugs, Nutrition, Safety and Developing a Healthy Lifestyle.

The school has developed a Healthy Schools Strategy designed to incorporate a range of personal health and well-being programs and projects such as a Drug Education Policy, Peer Mediation and Leadership Training. The school’s Social Worker, School First Aid Person and parental involvement are integral to the design and development of such programs.

**EXCURSIONS AND CAMPING**

Learning from real life experiences is one of the principle aims of the school and many opportunities are offered within the curriculum for excursions to places of interest beyond the classroom/school ground. Such excursions range from a brief walk into the neighbourhood to a five-day study tour of Canberra.

Teachers plan excursions to ‘add value’ to their regular classroom learning experiences and utilise the photographic, video and audio materials available to record the outside experiences for follow-up classroom study. All year levels access a variety of local facilities.

**THE SCHOOL’S CAMPING/ STUDY TOUR PROGRAM**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Healthy Breakfast at school</td>
</tr>
<tr>
<td>Year One</td>
<td>Night walk from the school to the Botanical Gardens</td>
</tr>
<tr>
<td>Year Two</td>
<td>Overnight stay at Port Fairy</td>
</tr>
<tr>
<td>Year Three</td>
<td>3-day adventure camp at Kangarooobie</td>
</tr>
<tr>
<td>Year Four</td>
<td>2-nights in Melbourne</td>
</tr>
<tr>
<td>Year Five</td>
<td>2-nights at Sovereign Hill Ballarat</td>
</tr>
<tr>
<td>Year Six</td>
<td>5-day Study Tour to Canberra</td>
</tr>
</tbody>
</table>

**INSTRUMENTAL MUSIC**

Instrumental music tuition is available through the school and may be conducted during school time. A variety of instrument tuition is usually available and may include Brass, Guitar, Flute, Drum, Violin, Piano and Clarinet. Parents are required to pay for this tuition and contact the tutors directly. Contact numbers are published in the school newsletter.

**LEADERSHIP TRAINING**

Leadership Training is undertaken by the Principal and the Junior Council Co-ordinator for Year 6 students. This training gives children the opportunity to learn about leadership, problem solving and conflict resolution. The programs are designed to enable students to understand and apply the values the school promotes in every aspect of learning and interacting within the school environment.

**VALUES PROGRAM**

Warrnambool Primary School is strongly committed to a Values Program that encourages good citizenship including the awareness of common courtesy and caring for others.

The You Can Do It program teaches the skills needed for this endeavour and our Values program constantly reinforces the need for students to demonstrate *respect, honesty, caring, responsibility, trust, tolerance, pride and fairness.*
POSITIVE PEOPLE AT JAMO

Warrnambool Primary School has launched a whole school Wellbeing framework. This framework dovetails beautifully with our current wellbeing program. This is called Positive People @ Jamo. The overall aim of this framework is for our students to be well rounded people once they leave our school and go out into the world, allowing them to reach their full potential and lead a happy life.

We will be explicitly teaching our students how to monitor and improve their overall wellbeing. We will teach the importance of a healthy body and mind. The Framework is based on the Five Ways to Wellbeing and Positive Education models. Each week through circle time discussions and also a wellbeing lesson, each class will be discussing many areas to assist with overall wellbeing. There will also be family involvement with some tasks. We hope that conversations will reach home. Students will discuss and interview loved ones regarding wellbeing and being a positive person.

The 5 ways to wellbeing are: These are discussed and displayed in every classroom

1. **Connect**: building and maintaining relationships, particularly with our loved ones.

2. **Be active**: find a physical activity that makes you feel good, releasing positive chemicals within the body which also help the mind. Try to find time to do the things that you love.

3. **Take notice**: notice the small things. Be grateful for what you have rather than what you don’t have. Take time to stop and smell the roses!

4. **Keep learning**: learn a new skill, be curious about the world around you and how things work. What do you wonder about?

5. **Give**: Random acts of kindness to those you know or those you don’t. Community involvement, doing little jobs just to help out.

POSITIVE PEOPLE AT JAMO

As a school we believe that our student’s wellbeing is paramount. We want to provide our students with the skills to monitor and assist their own wellbeing. We believe this is an area equally as important as traditional academic areas.
An important lesson in the development of young people, is learning the habit of saving. The training, which children gain in the management of their affairs, will be invaluable right throughout life.

New Student Banking Kits are available from the school office. These need to be completed and then returned to be signed by the Principal and sent away. Your new student bank book will be sent directly to your home address.

Our school banking is conducted on Tuesday mornings. Students need to bring their bank books with their deposit to the office to be processed. Bank books will be returned via the class teacher to the student.

Our school receives a commission for each student banking.

BOOK CLUB

Scholastic book club operates in our school approximately eight times a year catering for the various stages of your child's development.

| WOMBAT | 0 – 5 years |
| LUCKY  | 4 - 7 years |
| ARROW  | 8 -10 years |
| STAR   | 10 - 12 years |

There are no membership fees in these book clubs and neither you nor your child is under any obligation to participate. The aim of the club is to encourage children to read and enjoy their reading.

At the beginning of each book club offer, the children receive their own copy of Wombat, Lucky, Arrow or Star student news, which contains details of all books offered.

The school also benefits through book clubs as for every book purchased the school is entitled to credit towards books for the school library and classrooms.

INTERSCHOOL SPORT

Our school encourages interschool sport at all times in the following sports:

- Football
- Cricket
- Badminton
- Volleyball
- Basketball
- Netball
- Teeball
- Table tennis
- Soccer
- Hockey

Athletics is our major event for interschool sports during March. This includes such events as:

- Sprinting
- Shot Put
- Jumping
- Hurdles
- Long Distances
- Discus

Cross Country for years 4, 5 & 6 in term 2, is held over 2 or 3 kilometres at Reid Oval in Warrnambool.

Aussie football is held on Wednesday after school for 6 weeks in term 2, for students in year 5 & 6.

* A Winter Sport Program for Years 5 and 6 is included as part of the Physical Education curriculum.

THE SCHOOL HOUSE SYSTEM

Our house system operates from Yrs Prep - 6 with 4 houses: AQUA IGNIS TERRA VENTUS

Children are encouraged to participate in various sports during sports time and lunch times for house competition. This competition is run strictly for enjoyment and participation, and not to win trophies, medals or similar prizes.

The school participates in Inter-House Cross Country and Athletics Sports competitions during the year. Parents will be notified of the dates through the Newsletter and any assistance parents can provide with these activities is greatly appreciated.
**FINAL ASSEMBLIES**

In the last week of the school year, two final assemblies are held, to celebrate the closure of the school year, to recognise outstanding pupil achievements and to farewell our graduating year 6 pupils. These assemblies are held in our Performing Arts Centre.

While all staff and pupils are involved in these assemblies, the Graduation Final School Assembly is mainly concerned with the senior year 5 & 6 pupils. Each Year Six child is presented with a graduation banner while individual academic, sporting, art, LOTE and citizenship awards are presented by staff, school councillors and invited guests.

A cheque presentation is made to the Salvation Army by our Junior School Councillors, to aid the Christmas Cheer Fund.

The main presentations are:

- **Announcement of House Captain and Vice Captains**, for the next year, to the selected Year 5 students.

- **Presentation of the House Shield** to the winning house for the current year.

- **Tozer Memorial Scholarships**
  These are given to the highest scoring Year 5 boy and girl. These scholarships were founded many years ago by the Trustees of the Tozer Memorial Plantation at Wangoom, which this school owns in partnership with two other schools. This scholarship is based purely on academic results related to a series of specifically designed tests of literacy, numeracy and general knowledge.

- **The Harold Stephenson Citizenship Awards**
  These are made to one boy and one girl in Year Six. They were founded many years ago by the late Harold Stephenson and now perpetuate his memory. The awards are for citizenship and are judged not on academic ability but attitude to schoolwork, sportsmanship and leadership.

- **The Warrnambool City Council Academic Awards**
  The Warrnambool City Council provides a sum of money to all local schools for student awards. Pupils each year from our year 6 classes receive cheques for academic achievements in all learning areas but particularly in Maths and English.

- **The Sports Awards Award**
  Recognition for improved attitude and application in the Phys. Ed. Area. These are made to students in year 5 & 6 who have represented the school at State championships in more that one sporting activity. Achievements at Zone level are recognised by Sport Achievement Banner awards.

- **LOTE Achievement Award** is awarded to Year 6 pupils for general achievements, applications and understanding in the LOTE language of Japanese.

- **The Arts Award**
  These are made to students within Year 6 to identify and recognise creativity characteristics and attitudes and to reward major achievements in the performing arts program.

- **The Multi-media Award**
  This is presented to a Year 6 student who has demonstrated consistency and persistence in Multi-media (Library and I.C.T.)

- **Pupil Endeavour Awards**
  Pupils in Years 5 & 6 are eligible for Endeavour Awards that promote the values of enterprise, striving and positive attitude to educational achievements, while overcoming difficulties in school life.

- **Year 5 Pitstop Endeavour Award**
- **Year 6 Warrnambool Central Rotary Club Encouragement Award**
- **East Warrnambool Rotary Club Endeavour Award**
- **Principals’ Endeavour Award**