



**Kurmile**  
PRIMARY SCHOOL

# Parent Handbook

2024



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# Welcome

Dear Parents and Guardians,

Welcome to Kurmile Primary School in its first year of operation. We are so pleased to be able to begin our new school journey with you and your family. Our objective is to work with you and our wider school community to empower each and every one of our students to become lifelong learners and active members of our community.

The flying Kurmile (pronounced: *kur-mill-ee*), meaning white cockatoo in Bunurong language, represents the school and symbolises leadership, resilience, growth and commitment. Our logo reflects the yellow crest of the Kurmile with the centre yarnning circle representing the importance of yarnning, language and storytelling. These practices highlight the importance of dialogue experiences within our school community, promoting awareness and fostering growth of respectful relationships.

We look forward to developing a safe and inclusive learning environment where all our students can engage in their learning in a positive and successful way. Our core values will be used to support our students in becoming positive citizens and role models within their community:

- Respect
- Responsibility
- Integrity
- Cooperation

As a government school, we pride ourselves on being able to offer our students positive learning experiences through a varied and comprehensive curriculum covering all learning areas. Our staff care about all children, providing extension and support, assisting them in growing socially, emotionally, and academically.

We work in partnership with our families to provide the best education, resources, and facilities for all our children. Open and honest communication is critical, and we invite you to visit as often as possible to take an active role in the education of your child.

The purpose of this handbook is to provide you with valuable information about the routines, organisation, and expectations of our school. We welcome any enquiries and encourage you to contact us for further information.

Again, we welcome all our new families, we look forward to the valuable contribution your family will bring to our school community as we embark on the educational journey of your child with you.

Sharon Mitchell  
Principal

# School Vision

## Vision

Our vision at Kurmile Primary School is to build a dynamic learning environment that supports our students to be leaders in their community, demonstrating our core values of respect, responsibility, integrity, and cooperation.

Learning is at the centre of all that we do. Our students are actively engaged in their learning, teachers are committed to effective instruction and there is a relentless focus on continuous improvement. Our work is grounded in evidence-based practices that have been proven to enhance student learning. We continuously evaluate and adjust based on the needs of our students and community.

We have high expectations for all our students to achieve and reach their full potential. This is achieved by challenging our students to go beyond their comfort zone whilst providing a safe and supportive environment for them to do so.

We believe that collaboration between students, teachers and families is integral to our success. Through the sharing of ideas, resources and expertise, our learning environments are supportive and dynamic. We value diversity, promoting positive relationships and provide a safe and caring environment where all students feel valued and motivated to learn.

With a commitment to creating a positive school culture that is inclusive, respectful and supportive, our students will graduate from Kurmile Primary School equipped with the attitudes, skills and knowledge needed to be lifelong learners enabling them to continue to make positive contributions to their communities.

## Mission

Our mission at Kurmile Primary School is to provide a place where our students feel safe and supported to take risks and accept challenge. We are committed to creating lifelong learners who demonstrate our core values in all that they do.

## School Values

Kurmile Primary School's values are:

### ***Respect***

As a school community we promote a positive and inclusive environment where we treat others with kindness, empathy, and acceptance. We have respect for ourselves, our peers, teachers, staff, families, and our community.

### ***Responsibility***

We take ownership of our actions, choices, and learning. We are accountable and reliable, fulfilling our academic, social, and environmental duties.

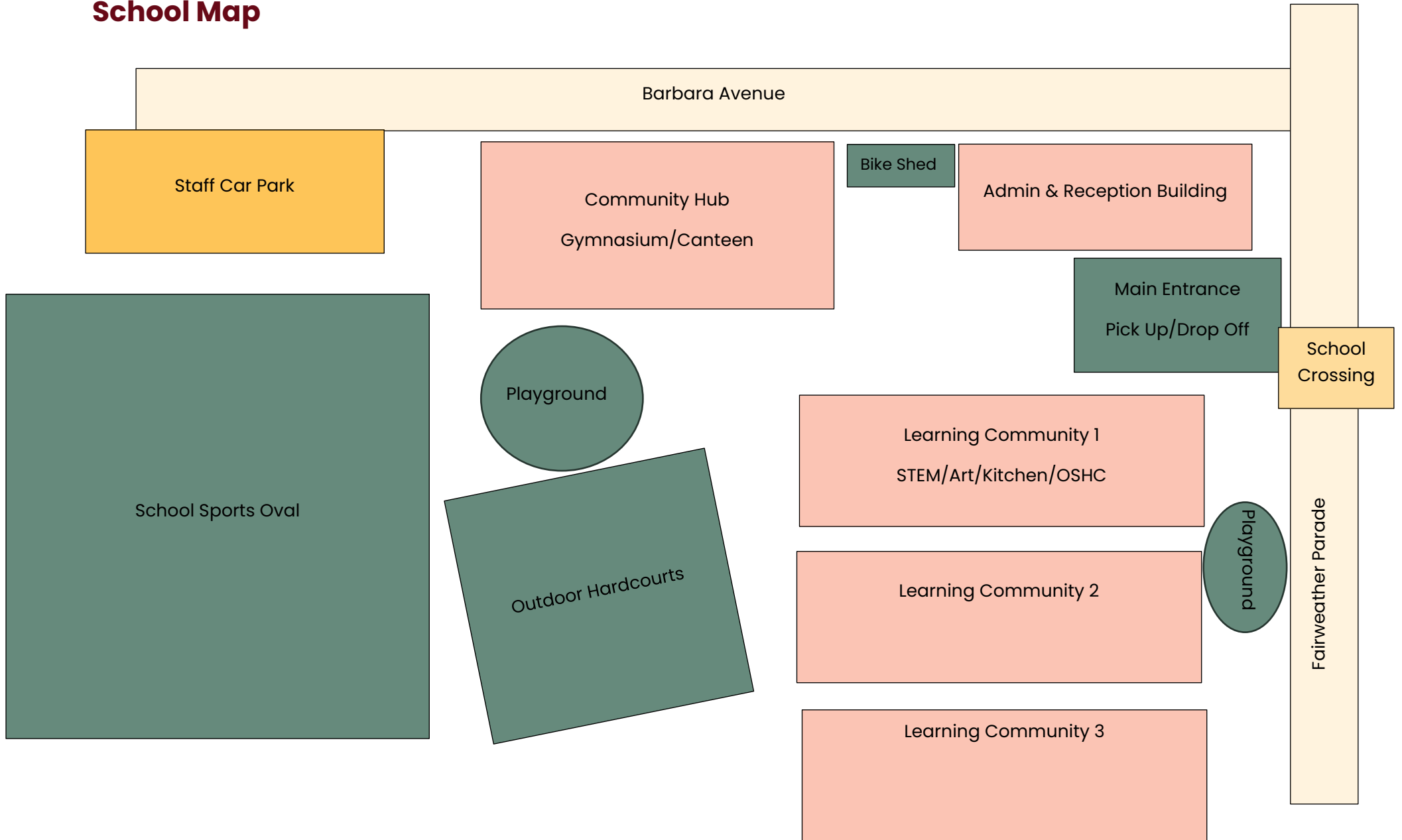
### ***Integrity***

We act honestly, ethically and with strong moral principles. The choices we make are based on what is right, rather than what is easy. We are truthful, fair, and trustworthy in our interactions.

### ***Cooperation***

We believe in the importance of working together whilst respecting diverse perspectives. We know that we can achieve our goals through teamwork, collaboration, and shared effort.

# School Map





## Contacting Kurmile Primary School

|                             |   |
|-----------------------------|---|
| <b>Principal:</b>           | Sharon Mitchell   |
| <b>Assistant Principal:</b> | Carlie Madden   |
| <b>Business Manager:</b>    | Rachel Bruhn  |
| <b>Address:</b>             | 40 Fairweather Parade, Officer, VIC 3809  |
| <b>Telephone:</b>           | 0475 759 581  |
| <b>Email:</b>               | <a href="mailto:Kurmile.ps@education.vic.gov.au">Kurmile.ps@education.vic.gov.au</a>              |
| <b>Website:</b>             | <a href="http://www.kurmileps.vic.edu.au">www.kurmileps.vic.edu.au</a>                            |
| <b>School App:</b>          | Compass Parent Portal   |
| <b>Facebook:</b>            | <a href="https://www.facebook.com/KurmilePrimarySchool">www.facebook.com/KurmilePrimarySchool</a> |

## Term Dates – 2024 (for students)

|               | <b>Start Date</b>        | <b>End Date</b>            |
|---------------|--------------------------|----------------------------|
| <b>Term 1</b> | 31 <sup>st</sup> January | 28 <sup>th</sup> March     |
| <b>Term 2</b> | 15 <sup>th</sup> April   | 28 <sup>th</sup> June      |
| <b>Term 3</b> | 15 <sup>th</sup> July    | 20 <sup>th</sup> September |
| <b>Term 4</b> | 7 <sup>th</sup> October  | 19 <sup>th</sup> December  |

## Public Holidays (Student Free Days)

|                 |                                  |
|-----------------|----------------------------------|
| Labor Day       | Monday 11 <sup>th</sup> March    |
| Anzac Day       | Thursday 25 <sup>th</sup> April  |
| King's Birthday | Monday 10 <sup>th</sup> June     |
| Melbourne Cup   | Tuesday 5 <sup>th</sup> November |

## Curriculum (Student Free) Days – 2024

Each year Victorian schools receive student-free days (when student instruction does not occur) for professional development, school planning and administration, curriculum development and student assessment and reporting.

These days are set in conjunction with School Council and families and are advised in advance so suitable arrangements can be made.

## Attendance for Preps in Term 1 – 2024

During their first term at school, all Prep students will be invited to attend a one-on-one interview with their classroom teacher to work through a range of assessments. These interviews will occur on Wednesdays throughout term one and take approximately 1 to 1 ½ hours. Your child's teacher will invite you to an interview time in your first week of school. During this assessment period, Prep students are not required to attend school on the Wednesday's aside from their allocated interview time on the following dates:

- Wednesday 7<sup>th</sup> February
- Wednesday 14<sup>th</sup> February
- Wednesday 21<sup>st</sup> February
- Wednesday 28<sup>th</sup> February

## School Routine

### School Bell Times

Our school yard is supervised before school from 8:30am, students are not to arrive prior to this time unless enrolled in before school care. The school gates close at the end of the day at 3:30pm.

|                 |                                    |
|-----------------|------------------------------------|
| 8:40am          | Music                              |
| 8:43am          | Bell – all students to be in class |
| 8:45 – 10:45am  | Class time                         |
| 10:45 – 11:05am | Morning Recess                     |
| 11:05 – 12:05pm | Class time                         |
| 12:05 – 12:15pm | Lunch eating time                  |
| 12:15 – 12:45pm | Recess                             |
| 12:45 – 1:45pm  | Class time                         |
| 1:45 – 2:15pm   | Recess                             |
| 2:15 – 3:15pm   | Class time                         |

## Wet Day

When it is too wet to go outside, all students will remain in their learning community during recess times and are supervised by a teacher. They will have access to appropriate indoor games and activities.

## Brain Food

During each morning session, at approximately 10am, all students will have the opportunity to have a 'brain break' and have a food snack. Appropriate brain break food is a piece of fruit and/or vegetable (e.g. apple, banana, carrot sticks etc).

# Attendance

## Arrivals

The time before school starts is essential in the social development of your child. It provides a time to tell stories and events that have occurred with their friends and peers. This means that when children go into class, they are ready for learning. Therefore, we recommend that all children should arrive at school at least 10 minutes prior to school commencing, but no earlier than 8:30am.

## Late Arrivals

Late arrivals can be disruptive to your child and their class. All children are expected to be on time every day. Students arriving late **must attend the office** and be 'signed in' by their parent/guardian.

## Early Dismissal

All students are expected to be at school for the full day. If it is absolutely necessary for your child to leave the school during school hours, they must be signed out via the school office and a staff member will collect your child from their learning centre.

## Absences

When a student is going to be or has been absent, the parent/guardian must:

1. Notify the school via Compass (preferred method) OR
2. Telephone the school office OR
3. Email the classroom teacher via Compass

## School Drop Off and Pick Up

The school yard is supervised before school from 8:30am each morning until the first bell at 8:43am. We ask that students arrive at school no later than 8:35am. Any student at school

before 8:30am must be supervised by a parent or guardian or enrolled into our Outside School Hours Care Program.

Students finish the day at 3:15pm. Parents collecting their children from school must collect them between 3:15 – 3:30pm. If a parent realises that they will be late to collect their child, please notify the office.

## **Assemblies**

Our whole school assemblies are held each Monday at 2:45pm in the Community Hub. We encourage our parents and community to attend. Our student leaders conduct these assemblies, and we see this as an important part of our school culture and development of our students. This is also a place where we recognise the achievements of our students and celebrate together.

## **Buddies and Care Groups**

Each Prep class has a buddy class where an older class adopts the Prep class as “Buddies”. The classes come together to support the Preps in their first year of school whilst developing the leadership skills of the older children. The class teachers and senior students plan enjoyable learning activities for the buddies and meet each week. The aim is to promote a sense of community and connectedness across the school whilst learning together and having fun.

## **Camps, Sports & Excursions Fund (CSEF)**

In recent years the CSEF has been provided by the Victorian Government to assist eligible families to cover the cost of school trips, camps and sporting activities. The payment cannot be used towards booklists, stationary, school uniforms, OSHC, music lessons etc. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF.

The allowance will be paid to the school to use towards expenses related to camps, excursions, or sporting activities for the benefit of your child. In 2023 the annual CSEF amount per student is \$125. To apply contact the school office to obtain a CSEF application form or you can download it from <https://www.vic.gov.au/camps-sports-and-excursions-fund>.

## **Child Safety Standards**

The Child Safe Standards (the Standards) are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#) provides the framework for child safety in schools.

Victorian schools can continue to build on their existing child safety strategies, policies and practices to strengthen their culture of child safety and protect children and young people from abuse.

The Child Safe Standards include requirements to keep children, young people and students safe, including:

- involvement of families and students in child safety
- schools' focus on safety for Aboriginal students
- better management of child abuse risks in online environments
- governance, systems and processes for keeping students safe.

The Victorian Registration and Qualifications Authority is responsible for regulating the compliance of schools with the Standards. Schools are required to comply with the Standards as part of the prescribed minimum standards for registration.

There are 11 Child Safe Standards:

- **Standard 1: Culturally safe environments** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Standard 2: Leadership, governance and culture** – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- **Standard 3: Child and student empowerment** – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- **Standard 4: Family engagement** – Families and communities are informed and involved in promoting child safety and wellbeing.
- **Standard 5: Diversity and equity** – Equity is upheld and diverse needs are respected in policy and practice.
- **Standard 6: Suitable staff and volunteers** – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- **Standard 7: Child-focused complaints processes** – Ensure that processes for complaints and concerns are child focused.
- **Standard 8: Child safety knowledge, skills and awareness** – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- **Standard 9: Physical and online environments** – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- **Standard 10: Review of child safety practices** – Implementation of the Child Safe Standards is regularly reviewed and improved.
- **Standard 11: Implementation of child safety practices** – Policies and procedures that document how schools are safe for children, young people and students.

## Confidential Student Information

When a child is enrolled, an enrolment information sheet is filled out with many details concerning the child and his/her family. The details are only as accurate as the parents provide. It would be appreciated if parents could notify the school of changes in file details.

**CORRECT DETAILS ARE IMPORTANT IN THE EVENT OF ACCIDENT, ILLNESS OR EMERGENCY.**

## Curriculum

We believe students need to develop the knowledge, skills and attitudes which will prepare them for success in a world which is complex, rapidly changing, rich in information and communications technology, demanding high-order knowledge and understanding, and increasingly global in its outlook and influences.

To ensure that our curriculum develops students with these capabilities, skills and behaviours, we provide students with a broad curriculum which prepares them for further education and the basis for a rewarding future.

### Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

### Learning areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding, and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

## Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines.

The four capabilities in the Victorian Curriculum F–10 are:

Critical and Creative Thinking

- Ethical
- Intercultural
- Personal and Social

## Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

## Numeracy

In the Victorian Curriculum F–10, the mathematics curriculum is organised into 6 strands (Number, Algebra, Measurement, Space, Statistics and Probability). The structure embeds the proficiencies of Understanding, Fluency, Reasoning and Problem-solving into the content descriptions, which provides teachers with a clearer picture of how proficiency in Mathematics can empower and enable students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently, making informed decisions, reflecting on and evaluating approaches, and verifying that answers and results are reasonable in the context.

## Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

## Standards and levels

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

Further information on the placement of the achievement standards is available:

[Victorian Curriculum Foundation–10: Structure](#)

## Curriculum Support and Enrichment Programs

### Class Programs

Our class programs are planned according to the Victorian Curriculum and aim to engage students with their learning and enhance their academic, social and emotional development.

### Specialist Programs

Students participate in the following specialist classes:

- Physical Education
- Performing and Visual Arts
- Science/STEM
- Language – AUSLAN

### Student Support Services

The Department of Education and Training employs a multi-disciplinary team of Psychologists, Speech Pathologists and Social Workers. They support schools and students by:

- Providing advice and intervention relating to student learning, wellbeing, and engagement
- Providing diagnostic and/or assessment services
- Building the capacity of teachers, support staff, parents/carers
- Providing therapy, counselling and/or intervention with students.

Parental consent is required prior Student Support Services engaging with students.

### Camps

- Year 2 – 1 night sleepover at school
- Year 3 & 4 – 2-night camp (Farm/Beach Camp)
- Year 5 & 6 – 3-night camp (Urban/Outdoor Camp)

### Lunchtime Clubs

Various lunchtime clubs/activities are offered throughout the year.

## Behavioural Expectations

Kurmile Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared



responsibility to create a positive learning environment for the children and young people at our school.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Bullying Prevention Policy and Child Safety and Wellbeing Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

## Unreasonable Behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our Visitors Policy and Volunteers Policy).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols

- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

## **Duty Teachers and Lunch Supervision**

The school grounds are supervised 15 minutes before school, during recess times and for 15 minutes at the end of the school day. Teachers wear high visibility vests to assist children to locate them in the event of any concerns. Any minor incidents that occur in the yard are normally dealt with by the yard duty teacher, however on those rare occasions that something of a more serious nature occurs then children will be asked to go to the office for a short period of time. Parents will be notified of any serious breaches of school guidelines.

We have a wonderful and spacious schoolyard and encourage children to be active and fit.

Lunch is eaten prior to the 12.15pm recess break and is supervised by the classroom teacher. Please ensure that your child's lunchbox, drink bottle etc. are labelled with their name. We also encourage the provision of a healthy lunch box for children with a variety of healthy foods.

## **Excursions & Incursions**

To enhance the school programs teachers arrange for the children to be taken out of the school on excursions. Written approval will need to be given for all excursions involving buses. Students must wear full school uniform when on all school excursions. This demonstrates pride in our school and assists us in identifying our students when in a large venue. At times parents may be invited to participate in excursions and to help with supervision when needed; however, parent inclusion cannot be guaranteed and all parents participating would need to hold a current Working With Children Check.

From time to time, we will invite guest speakers and performers into school to again enhance our programs. There may be costs associated with both excursions and incursions and prompt return of money and/forms is appreciated. We are aware of the financial burdens placed on families and we will endeavour to keep costs to a minimum.

Families in receipt of a Health Care Card are eligible for the State Governments Camps, Sports and Excursion Fund (CSEF). This money can be used exclusively for the funding of camps and excursions throughout the school year. Forms are available at the office.

## **Homework**

A minimum expectation for all students at Kurmile is that they are reading every night, either independently or to an adult. Other homework may include a variety of learning activities including researching, measuring, collecting, practising, physical training, making, cooking, playing games, spelling and note taking. Teachers will provide further information appropriate to their Year level.

## **Infectious Diseases – Exclusion from School**

The primary responsibility for the prevention and control of infectious diseases lies with individuals, families and public health authorities. Schools are not expected to provide expert advice or treat students, which is the role of medical practitioners and health authorities.

A person in charge of a primary school must not allow a child to attend the school in accordance with the 2019 Public Health and Wellbeing Regulations (the Regulations) if they have been informed the child is infected with, or been in contact with, a person with an infectious disease/condition listed in the Regulations; where that condition requires exclusion. Diseases and exclusion periods are listed in the [DH school exclusion table](#). These diseases include ringworm, chicken pox, conjunctivitis, hand, foot and mouth disease, impetigo (school sores), diarrhoeal illness, influenza and many others.

## **Lost Property**

We encourage parents to ensure that their child's clothing is named. Clothing that is found and has a name will be returned to its owner; however other clothing will be housed in the lost property stand. After a time, it will be cleaned and handed over to a local Opportunity Shop.

## **Lunches**

At Kurmile we are aware of the importance of a good healthy lunch. We are also aware of the need to reduce the amount of rubbish that is generated through lunch wrappers. We encourage all children to bring along their snacks and lunch in containers and not wrapped in plastic or in other wrappers. This will reduce the impact on our environment. We encourage you to send fruit with your child every day as each class will have fruit eating times throughout the day.

## Parent – School Communication

Good communication between parents and the school is strongly encouraged. Parents and teachers working in cooperation with each other help ensure that each child's school day is happy and successful. We ask that our families do not hesitate in contacting their classroom teacher to discuss matters concerning your child.

Should you wish to meet with your child's teacher, you will need to arrange a suitable time. Information and meeting requests can be sent to the teacher via email or by calling the school office. Parents can also request a time to meet with the Principal.

## Compass

Compass is an integrated, online portal that allows our parents to access up-to-date information about our school and your child's progress. Compass includes many different features, including the ability to:

- Monitor your child's attendance and enter an explanation for absence or lateness
- Receive fortnightly updates on your child's learning progression
- Receive newsletters and reminders of upcoming events
- Update your family contact information
- Download and view your child's Semester and Progress reports
- Book student conferences
- Pay and provide consent for events and school fees.

### Accessing Compass

Compass is a web-based system that is accessible on any modern web browser or by using the "Compass School Manager" App which is available for both iOS and Android.

All families receive personal access and login details directly from the school.

## Parent-Teacher Interviews and Student Academic Reports

You will receive ongoing advice throughout the year about your child's learning growth via regular Learning Tasks that are made available to you via Compass. Each fortnight you will receive an update on your child's progress in a particular curriculum area. Full academic school reports are issued twice a year, in June and December. Interviews are also conducted in conjunction with the June reports. Open classrooms are held throughout the year and are a great opportunity to find out how things operate in your child's class. If you have any concerns about your child's progress at any other time you are encouraged to discuss your concerns with their teacher. This is best arranged by a telephone call or email and arranging an appointment that is mutually convenient to you and the teacher.

## School News

School notices and the school newsletter are all published on Compass and are the key means of communication between the school and our families. Newsletters are published fortnightly and are sent out via Compass and available on our website. It is important that

parents log on to Compass regularly to check the latest newsfeed or enable notifications through the Compass App.

## Parking

Parking spaces are very limited around the school; therefore, we encourage families if possible to walk or ride to school. There is a pedestrian crossing in place on Fairweather Parade to assist in safe passage during peak traffic times. We ask that parents do not use the staff car park located off Barbara Avenue.

## Personal Goods at School

Children are discouraged from bringing private property to school as this is **not** insured. The Department of Education and the school are not responsible for any damage or loss. Children are not allowed to bring any electronic games or devices to school.

## Mobile Phones

All mobile phones/iPads/smartwatches must be handed into their classroom teacher at the beginning of the day. Their appropriate use is covered in our Mobile Phone Use Policy.

## School Council

School councils play a vital role in Victorian government schools and are established and operate under the Education and Training Reform Act 2006 (Vic), the Education and Training Reform Regulations 2017 (Vic) and a constituting order.

A well-informed and effective school council strengthens community confidence in the school and helps to build and secure the school's reputation.

Understanding the distinction in roles and responsibilities between school council and the principal supports the effective and efficient operations of the council and the school. School council powers and functions are set out in the [School Council policy](#). Responsibility for all other aspects of running a school rest with the principal, with support from the department and other members of school staff.

## Functions of school council

The key functions of school council with regard to the school are:

- to establish the broad direction and vision of the school within the school's community
- to arrange for the supply of:
  - goods
  - services
  - facilities

- materials
- equipment
- other things or matters required for the conduct of the school, including the provision of preschool programs
- to raise funds for school related purposes
- to regulate and facilitate the after-hours use of the school premises and grounds
- to exercise a general oversight of the school buildings and grounds and ensure they are kept in good order and condition
- to provide for the cleaning and sanitary services that are necessary for the school
- to ensure that all money coming into the hands of the council is expended for proper purposes relating to the school
- to provide meals and refreshments for the staff and students of the school and make charges for those meals or refreshments
- to inform itself and take into account any views of the school community for the purpose of making decisions in regard to the school and the students at the school
- to generally stimulate interest in the school in the wider community
- to prepare the School Strategic Plan and review the Annual Implementation Plan – to be signed by the president and the principal
- to report annually (the Annual Report) to the school community and to the department on:
  - the school's financial activities
  - the School Strategic Plan, and
  - any other matters that are determined by the Minister
- to manage the hire, licence and shared use of school facilities
- to determine the dates for the school's student-free days:
  - in accordance with the number of student-free days each calendar year specified by the Secretary of the department
- to perform any other function or duty, or to exercise any power conferred or imposed on the council by or under:
  - the Education and Training Reform Act 2006, or
  - any regulations made under that Act
  - a Ministerial Order made, or direction issued, by the Minister under the Education and Training Reform Act.

Information on the role and responsibilities of the various school council officer bearers (such as the principal as Executive Officer and the school council president) is available on [School Councils – Composition and Officer Bearers](#).

Our Council meets twice a term, to decide financial allocations, maintenance and minor works priorities, approve programs and expenditure, discuss general school operations and to oversee the welfare of the School Community. Parents and staff members are elected for two-year terms, with half retiring every year.

## Activities and Fundraising

Activities and fundraising events are organised through the School Council and parents are most welcome to volunteer with these events. All parent volunteers are required to hold a current Working with Children Check.

## School Policies and Procedures

All school policies and procedures are available via our school website ([kurmileps.vic.edu.au](http://kurmileps.vic.edu.au)) or from the school office. Our policies are regularly updated by the Principal and/or School Council. Any changes to existing or new policies are updated on our website and included in our school newsletter.

## School Crossing

Our school has a supervised school crossing on Fairweather Parade. Children and parents are expected to use the crossing when in operation. Children with bicycles who wish to cross the road are also expected to walk their bicycles across the school crossing. The instructions of the supervisor are to be obeyed at all times. The school urges parents to emphasise the importance and safety aspects of school crossings and to adhere to the same road rules as the children.

## School Uniform

Our school uniform has been developed to provide choice for our students, allowing for them to engage in the many varied school activities safely and comfortably. Students are expected to comply with our Uniform Policy while travelling to and from school, during school hours and when attending school activities.

A school hat must be worn at all times when outside in terms 1 and 4. All uniform items are available from our uniform supplier [Noone Imagewear](#) either online or from their Officer store in Siding Avenue. A copy of our Uniform Policy is available on our website or from the school office.

## Jewellery

The wearing of jewellery such as bracelets, necklaces etc. is not permitted unless it is for religious or cultural reasons. Small discreet studs or sleepers are allowed for pierced ears. Watches may be worn at own risk, smartwatches are not permitted during school hours as per our Mobile Phone Use Policy.

## Footwear

Sensible closed footwear must be always worn. Thongs and open toed sandals are not permitted. More information is available in our Uniform Policy.

## Student Health

### School Medical Service

Each year, a school nurse visits the school and conducts health checks for all Prep students whose parents have provided permission. All students starting school will be asked to provide an up to date Immunisation Certificate upon enrolment.

### Sickbay/First Aid Procedure

In the interests of all staff and students, we ask that parents do not send their child to school when they are unwell. Please ensure that your emergency contact numbers that you have provided the school are correct. Emergency contact numbers can be updated via the compass app at any time. Should your child be referred to the sick bay a first aid qualified staff member will attend to them. If the issue cannot be resolved, a parent/guardian will be called.

### Medication at School

Any medication brought to school by a student MUST be taken to the office by a parent/guardian. A Medication Authority form must be completed and signed by the parent/guardian. Medication (other than for asthma) CANNOT be kept in school bags or classrooms. All medication must be administered under the supervision of a staff member with the details documented.

### Head Lice

Parent/guardians are requested to make regular checks of their child's hair, particularly if he/she seems to have an itchy scalp. When classes are checked for head lice, if lice eggs are present your child will be provided with a note to inform you. Children may return to school after treatment has commenced. Head lice show no bias to whose head they are attracted. A great way to keep head lice at bay is to use the conditioner and comb method once a week as a preventative measure. Please contact the school promptly if your child has head lice as this will assist with the overall management of this issue. As per the School Uniform Policy, all hair shoulder length or longer hair needs to be tied back, this will also help with head lice prevention.



## Website

Visit our school website at [kurmileps.vic.edu.au](http://kurmileps.vic.edu.au) for information regarding our school, policies and documents along with our latest newsletters.

## Visitors & Parent Helpers

There are many ways in which parents can help their child and we encourage parent participation in many ways (e.g. reading, language groups, PMP, Clubs etc.). Don't be afraid to ask if you are able to help or to find out ways in which you can help. Parent helpers who help with children other than their own must have a Working with Children Card. Application is made online at <https://www.vic.gov.au/working-with-children-check>. A copy of the card needs to be presented to school office.

Visitors and parent helpers are also required to sign in at the office when they arrive at the school and wear a visitor pass whilst on school premises.

## First Year of School (Prep)

### Beginning School – A New Experience

Beginning school is an exciting time for the whole family. We seek to make your child's transition a happy and secure time.

Your child will adjust more quickly and happily to school if they can:

- leave you for a few hours without being upset
- independently put on their own shoes (Velcro is helpful)
- button or zip their own jacket
- know how to use a tissue correctly
- wash hands especially after using the toilet and before eating
- attend to own toileting needs and adjust own clothing
- put away toys and materials after use
- say who will collect them after school each day
- open own lunchbox and unwrap food

### What you can do to support your child

School requires children to cope with bigger buildings, children who are older, new expectations and routines. You can support your child by:

- Continue to talk to them about the school day and the start and finish times
- Ensure they get enough sleep by establishing a set bedtime and keep routines that allow for rest and play.
- Be sure they have a balanced breakfast
- The school promotes health eating. Pack healthy food and water bottle in named containers that they can open and close. Explain when the containers are to be used and have some trial runs at home (e.g. this is morning snack, this is lunch).

- Let them practice dressing themselves so they can manage things like taking off jumpers and shoes confidently at school
- Ensure they are confident to be able to use the toilet independently
- Encourage them to take care of their belongings. Clearly label all items that come to school including clothing, lunch boxes, drink bottles etc. Show them where items are labelled so they can recognise them
- Demonstrate and model appropriate use of the school crossing
- Be positive, encouraging and reassuring about school

## Once at School

Develop routines so that your child feels organised and ready for the school day.

- Leave home discussing the positive things that are expected to occur during the school day
- Arrive at school with sufficient time to say goodbye to your child and so that they have time to engage with their peers prior to the beginning of the school day
- Seek assistance promptly from your class teacher if transition procedures are causing undue upset for your child
- It is quite common for children to settle and engage with their class once parents are out of sight
- Be punctual when collecting your child from school. If you are running late, please contact the school office
- Engage positively with your child at the end of the day, asking what went well for them and what they are looking forward to tomorrow
- Please log all absences on Compass. We are required to keep records of absences, late arrivals and early departures
- To reduce waste, we encourage students to use containers for their snacks rather than wrappers.

Your positive attitude and supportive guidance will help foster a confidence in your child of their own ability to negotiate and manage their school experience.

## Foundation Entry Assessment

Your child will complete a one-on-one School Entry Assessment with their class teacher during their first month of school. Each Wednesday in February has been put aside for these assessments to occur. Prep students will not attend school on these dates to allow for these assessments to run.

The assessments provide a vital piece of information for the teachers to get to know your child and their learning habits in a small, safe, and individual environment. This also helps to set the learning intentions for your child and to build confidence. Your child's assessment will then be used to assist in planning programs to cater for their individual needs.

The assessment sessions are designed to be a positive experience for students and will involve aspects of both literacy and numeracy.

The session will run for between 60-90 minutes and is between the teacher and student.

## What To Do For Their First Day of School

Our Prep students will come to school until lunch time (12:15pm) on their first day. They will need to bring:

- School bag, clearly named (a clearly distinctive name tag is helpful)
- School hat, clearly named
- Morning snack including fruit
- Drink bottle, clearly named

If your child has allergies, please ensure that you have notified the office and completed the appropriate forms.

**School Bags** – It can be helpful to place something distinctive on your child's bag so they can easily find it during the day

**Clothing** – Please provide a spare change of underwear and socks for your child. We suggest keeping these in a plastic bag in their schoolbag. Please ensure you are labelling clothing items (jumpers, jackets and hats).

**Toilets** – The children will go together during different times of the day with their class teacher. They will be shown how to use the bathroom spaces appropriately and respectfully. After a period of time the children will be encouraged to ask and go themselves with a buddy/partner.

## What To Expect In The First Month of School

During the first few weeks of school, our Prep students will operate with a slightly modified timetable. This may incorporate a number of aspects such as; extended eating times, transitional activities and alternative group activities.

The day will include a number of learning activities that encourage children to 'have a go'. The activities will encourage 'team building' and working with others as well as promoting friendships and oral discussions. Students will take part in formal instruction in the way of literacy/numeracy. This will involve both whole class and partner tasks, allowing the teacher and the students to begin to build positive relationships. Students will also take part in specialist classes including physical education, art, and science/stem.

Eating breaks and toilet stops will be incorporated regularly throughout the day and will be part of the explicit teaching that is conducted by the class teacher. School tours and getting to know other staff members and people around the school will also take place.

## After School

You will notice that your child may be very tired after a full day at school. Give your child time to talk about the day's experiences but be aware that your child may not want to share immediately at the end of the school day – some children need 'thinking time' and are more likely to discuss their day later in the evening. A cool drink and healthy afternoon snack should be part of their after school routine. Establish a regular bedtime for your child and

create a calm routine, including some reading time. This will ensure they have enough rest and will aid their learning and concentration at school.

## Independence

We will work on specific skills that encourage the following behaviours and would greatly appreciate your support:

- Getting your child to carry their own bag to the classroom
- Practicing opening and closing of bags, containers etc.
- Recognising their names on labels
- Packing up equipment and their own belongings

## Transition questions

If you have any concerns regarding how your child is transitioning into school, contact your child's teacher to make an appointment. Teachers care deeply about how their new students are settling in and all concerns are best addressed immediately.

# Years 1 and 2

## Reading

As students move into Year one and two, the core elements of reading instruction remain the same as for Foundation. These include:

- Reading programs that develop phonological awareness such as songs, rhymes and games
- Effective reading instruction that includes explicit, systematic and direct teaching of phonics and phonemic awareness
- Rich mentor texts to explicitly teach vocabulary and demonstrates rich language in context of explicit teaching of reading comprehension strategies
- Daily reading opportunities

Each day, students will engage in 60 minute reading session. They will read as a whole class, small group and independently. Students will have a dedicated personal 'book box' in the classroom to store their books. These books are read to develop their fluency, accuracy and meaning.

## Supporting your child at home with their reading

Each day your child will bring home their 'book bag'. This rectangular black bag with a velcro seal is designed to protect reading books whilst travelling to and from school. It can also be a central place to collect any hard copy communications between home and school. Inside the book bag, you will find your child's reading diary. This is a place for you and your child to track their reading. Please assist your child or encourage them to fill out

the details of books they are reading at home, including the book's title and number of pages read.

### Other Hints and Tips

- Visit the local library to select and read books together, and to attend story time sessions. Library story times are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into. Position yourself so your child can see the words and pictures.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures.

### Some questions to ask before, during and after reading a book:

- What do you think this book might be about?
- How would you describe the character from the beginning of the story?
- How does the place the book is set in make you feel?
- What do you think might happen next?
- Why might a character have done this?
- What would you do in the same situation?
- Who was your favourite character?
- Why were they your favourite?
- What was your favourite part of the book? Why?
- Can you retell the story in your own words?

### Literacy Resources for Families

This resource includes tips for parents to build their child's literacy skills. There are links to fun, inexpensive, accessible and practical activities that can be done at home - <https://www.vic.gov.au/how-build-your-childs-literacy-skills-birth-grade-2>.

## Mathematics

A child's first years are a time of rapid learning. Research tells us that babies have an innate capacity to understand numbers. As your child's first teacher, you play a key role in developing their numeracy skills from an early age.

Developing numeracy skills early gives children an important foundation for their learning and development. It helps prepare them for daily life, including general problem solving and handling money.

Maths includes noticing numbers, shapes, patterns, size, time, and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and home. Children need lots of experiences in making, counting, drawing, and talking about numbers.

## Numeracy Resources for Families

This resource includes tips for parents to build their child's numeracy skills. There are links to fun, inexpensive, accessible and practical activities that can be done at home - <https://www.vic.gov.au/how-build-your-childs-numeracy-skills-birth-grade-2>.

## Years 3 to 6

### Literacy

As your child transitions from the junior school to the middle and senior grades, they are learning much more about the world in which they live. During their daily literacy sessions, engaging them in discussions about the world in which they live and how it is impacting them continues to improve their speaking skills as well as helping them understand the world and their place in it. The ability to write well enables your child to communicate effectively and will improve their chances of success at school and in their future careers. Encourage your child to write as often as possible, on a range of topics and interests. Encourage a love of literature at home by letting your child choose books and activities matched to their interests. This will help foster a love of reading, talking and writing.

### Helping your child to read

It is recommended that you continue to read together with your child in the later primary years, even if your child is reading independently. Your child will be expected to bring home a book from school to continue their reading at home. We appreciate your ongoing support to encourage your child to engage with texts daily. Reading together, reading aloud or reading to each other is still encouraged, audio books are also a great way to engage reluctant readers.

- Assist your child to fill out their reading diary. By recording the title of the book, the number of pages read and any other relevant information. This allows parents and teachers to keep track of your child's home reading.
- Encourage your child to read for sustained periods of time and talk to them about their reading.
- Take your child to the local library often so they can choose, borrow and renew books. Taking your child to the library at the beginning of the school holidays encourages weeks of independent reading.
- If your child likes a particular author, find another book or series of book from the same author. The library will also be able to make recommendations of similar authors.
- Encourage your child to read about their favourite author or illustrator by visiting their website.
- Introduce your child to different genres such as fantasy, science-fiction, action and adventure.
- Encourage your child to read non-fiction. The newspaper or an online encyclopedia, or your child might be interested in history books or autobiographies of their favourite sports people or celebrities.

## Conversations about books

Talking about books and what we are reading is an important strategy to help your child reflect more deeply on the content and meaning of their favourite books. In Prep to Year 2, book chat questions relate mainly to recalling information on plot and character. These are still important questions to ask but as your child moves through primary school, add more questions when discussing reading.

Some further questions might include:

- Does the main character change in the story?
- How do they change?
- If you could change the ending what would happen?
- What do you think is the main message in the story?
- What is your opinion about the main message of the story?
- Can you relate the story or message to another event or issue?
- How could other people see it differently?

## Mathematics

Family participation in learning is one of the most accurate predictors of a child's success in school and beyond. Providing opportunities to discuss and engage in mathematics supports your child's learning in and out of school.

Your child will begin to connect the importance of maths with their everyday activities, such as navigating public transport, comparing and choosing the best item to buy in stores, setting a budget to save towards a goal and cooking.

Talk positively about maths so that your child values it. If your experiences in maths at school were less than ideal, avoid making comments like "I was bad at maths at school" or "I didn't like maths because it was too hard". At Kurmile we ban the saying "I am not a maths person". Comments like these can lower your child's expectations of themselves, and can perpetuate myths about people being naturally good or bad at maths. Conversely if you did well at maths at school, avoid jumping in with answers or solutions. Encourage your child to talk about how they have solved maths problems. This helps boost their confidence and deepens their understanding.

# School Wide Positive Behaviours (SWPBs)

## Our Expectations

Kurmile Primary School is committed to the implementation of a whole school approach to Positive Behaviour Support for engagement and learning.

Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring and rewarding positive behaviour.

We use a behaviour matrix to teach our four school values:

- Respect
- Responsibility
- Integrity
- Cooperation

These values and expectations of behaviour are broken down into the following settings which are relevant to our school:

- Classroom
- Playground
- Oval
- Assembly
- Toilets
- Office
- All settings

At Kurmle Primary School, we strive to provide an inclusive, supportive and safe learning environment by encourage all students to demonstrate our values.

## What is SWPBS?

The goal of School Wide Positive Behaviour Support (SWPBS) at Kurmle Primary School is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

SWPBS is *"...a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students."* (Sugai & Horner, 2001).

The SWPBS approach is comprised of evidence based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families.

SWPBS has its conceptual foundations in:

- Behavioural Theory – Behaviour is learned, lawful and malleable.



- Applied Behaviour Analysis – Behavioural theory, principles and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- Positive Behaviour Support – Behavioural supports are considered in the larger context of improving quality of life.

Through the implementation of SWPBS, school wide systems are aligned to create an inclusive environment where there is a:

- Common purpose and approach to discipline
- Clear set of positive expectations and behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for data collection, ongoing monitoring and evaluation

## **Guiding Principles of SWPBS**

Kurmile Primary School uses the following principles to guide our decisions and actions:

- Use data to guide decision making
- Establish school discipline as an instrument for academic and behaviour success
- Make decisions that are linked to important and measurable outcomes
- Utilise research validated practices, interventions and strategies
- Emphasise an instructional approach to behaviour management
- Emphasise prevention
- Integrate initiatives, programs and interventions that have common outcomes
- Adapt products, activities, actions etc. to align with cultural and contextual characteristics our school community
- Build and sustain a continuum of behaviour support
- Consider and implement school-wide practices and systems for all students, all staff and all settings
- Evaluate continuously
- Coordinate efforts with school leadership team.

## **Strategies to Support and Teach Positive Behaviour**

Strategies used at Kurmile Primary School to support and teach expected behaviours include:

- Common Expectations
- Value of the week introduced at assembly, then explicitly taught in class
- Positive acknowledgment reward system: SPOTTO's
- Clearly defined behaviours with general procedures for dealing with problem behaviours both in the yard and in class
- Data Collection
- Student Behaviour Reflection forms

- Visual reminders placed indoors and outdoors (see below for example)
- Classroom Behaviour Management Plan
- Yard Behaviour Management Plans

For students who require Tier 2 & 3 interventions we implement some or all of the following:

- Access to indoor break times
- Behaviour Support Plan
- Safety Management Plan
- Student Support Group meetings
- Counselling

Other whole school supports to provide a holistic approach are:

- Student Support Services Interventions

## **Positive Acknowledgement System (Spottos)**

### **Spotto Acknowledgements**

Positive acknowledgment is a major component of our SWPBS. In recognition of students who are following our school values they may receive a Spotto sticker. A Spotto can be given to a student when they are demonstrating positive behaviour(s). It is not intended as a preventative measure to avoid negative behaviour but rather to encourage students to do the right thing, show initiative and potentially change those less desirable learned behaviours.

#### **How can students earn a Spotto?**

When a student has been observed following school expectations, they may be given a Spotto. Students who have also followed a teacher's instructions, carried out a task or shown initiative may all receive a Spotto. This does not mean that every time a student is observed showing positive behaviour that they should receive a Spotto. All staff (teaching and nonteaching) will be required to be aware at all times of students who may be demonstrating positive behaviour.

Although fair does not equate to the same amount of recognition for each student, it is the teacher's responsibility to also ensure that all students experience success through our acknowledgment system.

Spottos are then redeemed for rewards from the Spotto menu on designated "shopping" days.