



*Excellence
through
Endeavour*

MURRUMBEENA PRIMARY SCHOOL

INFORMATION HANDBOOK

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CONTACTS

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Assistant Principal: Mrs Fiona Sewell

Telephone: 9568 1300
Email: murrumbeena.ps@education.vic.gov.au
Website: www.murrumbeenaps.vic.edu.au

Out of School Hours Care

Their Care:
Before School Care 7.00am – 8.45am
After School Care: 3.30pm – 6.30pm
Phone: 0437 719 731
Email: info@theircare.com.au
TheirCare HQ: 1300 072 410

School timetable: School commences 8:55am
Morning Recess 10:40am – 11:10am
Lunch 12:50pm – 1:00pm (in classroom)
Lunch recess 1:00pm – 1:50pm
School dismissed 3:30pm





FOREWORD

Dear Parents

The staff, School Council and I warmly welcome you and your children to Murrumbeena Primary School. We trust that each child will feel happy and secure in our school environment, and be stimulated by the variety of programs and learning experiences that we are able to provide.

We hope that you, too, will enjoy a fulfilling association with the school. We place importance on establishing harmonious and co-operative relationships among the entire school community, and we invite you to participate in the many school activities in which parents are encouraged to become involved.

Murrumbeena Primary School provides an environment that is supportive and inclusive, allowing all students to become confident, capable individuals who strive to do their personal best. We encourage students to connect their learning to the school, their community and the wider world. Our goal is to develop active, involved citizens, who recognise they are a part of a global community.

We focus on continuous school improvement through whole school learning and are constantly looking at improving student outcomes for all.

This handbook has been prepared to provide you with information about the management and organisation of our school, and school programs. We trust it will be a useful reference for you during your child's schooling at Murrumbeena Primary School.

School policies focussing on curriculum and the many other programs which form part of school life, are available on the school website or by request at the office. If you should require any further information, you are welcome to approach me, the Assistant Principal, or any member of staff at a mutually convenient time.

Once again, welcome to Murrumbeena Primary School. All members of staff look forward to working closely with you to ensure that your children gain maximum benefit from their time at our school.

Rochellee Plumb
Principal

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HISTORY

The well established two storey brick building you see today was built in stages. Murrumbeena Primary School began as an annexe of Rosstown School (now Carnegie) in 1903. It operated from the Presbyterian Church Hall, catering only for the younger children of the district.

The current site was purchased in 1910, but it was not until April 1917 that the first wing of the school was completed and occupied. At that time there were two hundred and fifty pupils and a staff of five. As adjoining properties came onto the market further land was purchased (1920, 1923 and 1924), thus extending the grounds to the spacious area now available to the children.

The second wing of the building was completed in 1926. Provision had been made for this on the original plans.

Parent fund raising activities resulted in the establishment of our swimming pool in 1929. Similarly in 1971 the original Art/Craft Room was built. The Department of School Education funded a Staff/Administration Upgrade in 1989, and proceeds from a very successful fete in 1990 were directed towards improved solar heating for the swimming pool.

Our 75th Anniversary celebration in June of 1992 and associated fundraising resulted in the construction of an amphitheatre in the north west corner of the grounds. 1995 saw major maintenance that included total replacement of the roof, extension of the library, creation of a special learning area in the foyer outside the prep classrooms, and interior painting.

In 1996 the school embarked on the ambitious project of constructing a multi-purpose facility that now caters for the needs of both school programs and the Out of School Hours Care program.

The swimming pool was redeveloped thanks to a joint partnership arrangement with a private operator in 1998. It is now fully enclosed, heated and updated and provides swimming lessons to the whole student population and to community members.

Evaporative air conditioning was installed in the main building in 1999 which have since been replaced in 2022 with individual refrigerated units. All classrooms are now equipped with heating and cooling options.

The year 2000 saw approval of a new master plan for building development. In 2003, the first stage of the building project commenced, with a new Information Resource Centre (IRC), Art/Music facility, upgrade of administration, staff and teaching areas and construction of new student toilets with internal access from the main building. In the second stage, refurbishment of all classrooms in the main building was completed in 2005.

In 2007 we celebrated the school's 90th Anniversary. We were able to showcase our refurbished buildings, newly installed synthetic sporting fields, and landscaped play areas. Inside our classrooms, our interactive whiteboards were used to illustrate new methods of student learning, whilst showcasing some of the school's history.

Over the years the school has been well supported by active parent groups. Playground equipment, air conditioning, classroom carpets, overhead fans, digital devices (chromebooks, iPads, laptops) and books are just some of the assets this school enjoys as a result of the efforts of parents.

The purchase in 2009 of a neighbouring property further expanded our facilities. A new learning area complete with kitchen and children's garden was completed on this site in 2011.

It comprises two classrooms, a shared learning space and kitchen area. The kitchen was then re-developed to enable us to implement the Stephanie Alexander Kitchen Garden (SAKG). The surrounding land forms part of the kitchen garden.

In 2017, the year of the school's centenary, landscaping upgrades, playground improvements and a new art installation commemorated our 100 years of excellence.

Since 2021, our facilities improvement program has focused on installing playground equipment and increasing shaded areas.

Murrumbena Primary School is proud to continue to provide an inclusive, positive and productive learning environment catering for the needs of all our students.



FREQUENTLY ASKED QUESTIONS FOR PREPS

PREP DISMISSAL

At the start of the school year, the prep students have an individual appointment with their teacher to undertake a literacy and numeracy activity. This helps build connection in addition to discovering more about our new students. Prep students commence full time the second week of school.

On the days they come to school they will attend a full day from 8.55am – 3.30pm. Specific dates will be communicated each year.

FRUIT BREAK

Students are able to eat fruit or vegetables (preferably prepared in a reusable container) at approximately 10am. Please ensure it is not too difficult for students to manage as they often eat this “Brainfood” while still working.

We encourage our students to focus on a healthy lifestyle as well as helping to reduce waste. As such, we strongly discourage food in packets and wrappers. This is to help minimise sugar and preservative intake as well as minimising the litter in our school.

WATER BOTTLES

The students may take reusable water bottles into their classrooms to use throughout the day. These should be filled with water only to avoid sugar intake and ensure spills do not damage carpet. Please label with name and grade.

CANTEEN

The school canteen is open Tuesday, Wednesday, Thursday and Friday. Canteen orders for snacks and lunch are made on Qkr! Please download the app. Orders must be placed by 9.00am.

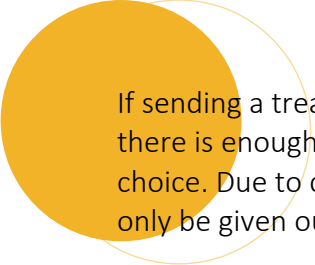
PE DAYS

We encourage students to come dressed on their PE specialist days in uniforms that enable them to fully participate in a variety of activities which can include the new school House Shirts. Suitable footwear would also be beneficial.

Teaching your child to be able to manage putting on and taking off their own shoes would aid their development as independent learners.

STUDENTS' BIRTHDAYS

It is always exciting to celebrate your child’s birthday with their school friends. Children at Murrumbeena Primary School are permitted to wear casual clothes on their birthday as an acknowledgement of their special day.



If sending a treat to school we ask parents to respect our healthy food focus and ensure there is enough for the whole grade. However, no treats are necessary. This is a parent choice. Due to current restrictions, treats or party bags need to be in sealed packets and will only be given out at the end of the day.

Please be aware of students in your child's grade who have food allergies. Some of these can be fatal if exposed to certain ingredients. We also appreciate that if you are having a children's party it is not always possible to invite the whole grade, so we ask parents to be considerate when handing out invitations and to do this after school or privately.

COMMUNICATION

Prep students' 'Take home book bag' will contain a reader, notices and sometimes a message from the teacher. Please check every day.

HATS

As a Sunsmart school, school hats are a compulsory part of the school uniform and should be worn from February-May and September to December. Hats should be brought to school every day, as they must be worn when the UV reaches 3.0 or higher.

HOUSE SYSTEM

Murrumbeena Primary School has a house system for the organisation of games, athletics and other school events and activities. It encourages friendships, loyalty, interest in sport and connects younger and older students. There are four houses – (Marram) red, (Dulaiwurrung) blue, (Gurborra) green and (Yanggai) gold.

Students are placed in a house on enrolment and stay in that house for the duration of their schooling. Siblings are placed in the same house. Senior students applying for a House Captain position may have to change houses as we look for the most suitable role models for our school.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The Student Representative Council is made up of students from grades 1-6 and allows students to take an active role in running certain aspects of the school. It gives students a voice and they learn to become leaders in the school.

They may be involved in organising special events and raise funds for charities of their choice, often linked to their inquiry units. Representatives are expected to report back to their grade and raise concerns and suggestions from their peers.

CURRICULUM DAYS (PUPIL FREE DAYS)

There are four curriculum days per year where teachers attend professional development programs. These may include areas such as first aid, CPR, planning, curriculum development or assessment. The first day of the school year is a dedicated curriculum day with students commencing the next day. Curriculum days are part of teachers' industrial agreement and are advertised in the school newsletter after they have been submitted to School Council.

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PARENT PARTICIPATION

At Murrumbeena Primary School we see the children's education as a shared responsibility between home and school. We promote open, friendly and co-operative relationships between teachers, parents, and the entire school community so that this ideal can be effectively achieved.

We know that you, the parents, have a vital interest in your children's learning and that you want to be kept fully informed about their progress at school. We invite you to attend information sessions at the beginning of each school year. Information is available in newsletters on the website, parent letters, Compass and by email. **Please ensure the school has your up to date email address and personal details.** This is particularly important as we will use the school Compass portal for notices and event permissions. Written reports are scheduled twice yearly. Parent teacher interviews and student-led conferences are arranged on a formal and informal basis, and parents are encouraged to contact their child's teacher at any time to resolve any issue that may arise or to arrange a formal interview.

As well as these formal procedures, parents are invited to visit the school regularly on an informal basis, and to share many activities with the children, for example through the 'Unit Share' which occurs at the end of every 'Unit of Inquiry'. From time to time an invitation is extended to parents to attend workshops focusing on areas such as literacy or mathematics.

However, at Murrumbeena Primary School parent participation extends beyond this level. We know that many parents enjoy direct interaction with their children in school programs such as swimming, sport, SAKG, excursions, etc. The school is committed to the Primary Years Program (PYP) and the development of literacy and numeracy. Parents play a vital role in these important programs. Parent participation has proved mutually beneficial to children, teachers, and the parents concerned. We invite you to participate in a program that interests you. Training sessions are available for parents wishing to help in classroom literacy lessons.

There are parents (or grandparents) with special expertise - an expert on rocks, a gifted storyteller, someone happy to share professional knowledge and experiences, etc. Participation of this type is always encouraged in this school. At the commencement of a new unit of inquiry, teachers send a summary of what the student will be learning. If your knowledge and experience can supplement the students' learning, we welcome your participation as a guest speaker.

Parents are usually invited to come to school to share in their children's learning experiences at the end of each Inquiry Unit. This usually occurs every 6-8 weeks at either 9am or 3pm.

We understand that due to other commitments, many parents are not in a position to participate in school activities although they would like to do so. We encourage you to share in the children's learning experiences at home - let your children know that you are interested in the work they do at school, and take an active interest in any school work undertaken at home, for example reading, multiplication tables or project work, as set out in the school's home learning policy.

Parents are invited to participate in the decision-making and operation of the school through School Council and its various sub-committees, or through other specially convened parent meetings or working parties. I am sure you are all aware that children like to see their parents being involved in their school, and I am sure that parents who are able to participate in school activities will agree that it is a rewarding experience.

CLASS REPRESENTATIVES

Class representatives are another link in our communication at Murrumbeena Primary School. Each year one or two parents are asked to volunteer to take on this role for their child's current grade. Their role is to help build social ties between families and allows families to have each other's phone details. They may also help with fundraising and passing on grade level reminders. Each year we seek your permission to pass on your phone number so class reps can join you to the 'chat group'.

WORKING BEES

Working bees are conducted by all schools and at Murrumbeena Primary School, they help maintain our school grounds. They also foster a feeling of ownership and show that our community values the school environment.

Notices for working bees go in the school newsletter and are sent out to each grade level that is participating for their designated date. There is only one held for each year level during the school year.

STEPHANIE ALEXANDER KITCHEN GARDEN (SAKG)

Walking around the school you will notice a large vegetable garden area that extends to Weeroona Road. This is maintained by a large group of volunteers and school staff.

Volunteers may help in both the garden and kitchen as a part of the SAKG program.

All volunteers are required to supply a current working with children check to the office and complete a child safe code of conduct.

The two year program is a focus of grade 3 and 4 and costs covered by parents help maintain the program and provide lunch for students on their kitchen day for the program.



SCHOOL COUNCIL

Government schools in Victoria are responsible for developing their own education programs within Department of Education and Training (DET) policies and guidelines. A school council governs each established local school in the state education system. School councils are representative bodies, the membership of which is designed to reflect the educational partnership between students, teachers and the student's home. The school council's role in shared decision making involves such areas as curriculum, finance, facilities, community relations, employment of some non-teaching staff, and selection of the school principal. Councils have a responsibility to inform and consult with the school community members on important issues.

Murrumbeena Primary School Council consists of eight parent members, four teacher members, two co-opted members and the Principal. Our Council is assisted by six sub-committees, which undertake work as directed by council.

The **Education Sub-committee** addresses specific educational issues referred to it by Council. It is also responsible for the development and review of school policies, and for publications such as the school prospectus and school handbook.

The **Finance Sub-committee** monitors the financial operation of the school. The sub-committee is also involved in long term planning and recommending expenditure priorities to Council.

The **Facilities Sub-committee** is responsible for maintaining the grounds and buildings, co-ordinating working-bees and determining priorities for maintenance work.

The **Fundraising/Social & Community Sub-committee** plans and co-ordinates various fundraising and social activities, including a school fete/carnival every second year.

The **Canteen/Uniform Sub-committee** is responsible for the school's specific trading operations in these areas.

From time to time special Working Parties are convened for specific purposes, for example, the former Multi-Purpose Hall Working Party, Carnival Working Party and Building Development Working Party.

Whilst the above may seem somewhat official and formal, in reality council and its sub-committees are a forum where parents, teachers and the community can work co-operatively together in making decisions which best meet local school needs.

If you are a parent (or guardian) of a child at the school, we encourage you to nominate for vacant positions on council or become actively involved with any of the sub-committees. It is important to have a range of skills and talents on School Council, and your input would be greatly appreciated. You will be very welcome in our enthusiastic teams.

School Council meetings are open meetings, and all parents are welcome to attend as observers. Meeting dates are published in the weekly newsletter, and School Council News is included regularly in the school newsletter.

4.1 OUT OF SCHOOL HOURS CARE PROGRAMS

Our school has partnered with an independent provider TheirCare to provide **Before, After Care and Holiday Care** services to our school community.

The program services the children in the school from 7:00am in the morning until 8:45am and operates from 3:30pm each day until 6:30pm. During school holidays and Pupil Free Days the service will operate from 7:00am until 6:30pm.

Families wishing to use this service can visit the TheirCare website: <http://theircare.com.au/>.

Families are also eligible for a Government rebate, which reduces the cost per session.

Further information can also be obtained by contacting the service directly on 0437 719 731 or TheirCare HQ: 1300 072 410.

TheirCare provides a stimulating and safe environment for all children and an environment where children enjoy their time in their program. During sessions, children develop life skills, friendships, confidence and creativity through play.



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SCHOOL FINANCE

School Council has a responsibility to plan and oversee the entire financial operation of the based on staffing, operating expenses, and departmental priorities.

The funding allocated falls short of the amount needed to implement the high quality programs our school provides. School Council is responsible for raising the shortfall through voluntary contributions, fundraising activities or direct charges to parents.

5.1 PARENT CONTRIBUTIONS

Each year School Council asks parents to make a contribution to cover essential items:

- the children's personal requisites (e.g. pens, pencils, paper)
- bulk expendable classroom supplies
- computer consumables and subscriptions

Also materials and equipment are purchased using school funds to help support programs such as:

- STEM – Science, Technology, Engineering and Mathematics
- Information & Communication Technology
- Performing Arts
- Physical Education
- Library
- Art
- Japanese

A Building and Library Fund have been established to further improve our buildings, library and information and communication technology. All parent contributions to these funds are tax deductible.

5.2 FUNDRAISING

Fundraising plays an important role in the financial structure of the school. A bi-ennial school fete/carnival provides an opportunity for the whole school community to raise funds for the school and where teamwork and friendships are forged.

Other fundraising may occur through raffles, social nights and sausage sizzles to name a few.

5.3 DIRECT CHARGES

Parents are required to meet the costs of their children's participation in activities such as sport, swimming, excursions, the Stephanie Alexander Kitchen Garden program and camps. Payment for excursions and the senior inter-school sport program is requested through a bulk payment system. Our policy is that no child should miss out on any school activity because of financial hardship, so you are asked to approach the principal if there are any difficulties in meeting payments.

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GENERAL INFORMATION AND SCHOOL ROUTINES

6.1 ENROLMENTS

PREPS

Children must have reached 5 years of age by the end of April in their first year of school.

Enrolment of Preps for the following year is invited each year. Prospective parents are asked to telephone the school office and make an appointment to complete the necessary forms. Parents are most welcome to tour the school and discuss its programs and philosophy with the principal or assistant principal. Tours are conducted regularly in terms 1, 2 & 3 and dates will be advertised on the school website and in our newsletter. Evidence of the child's address and date of birth must be produced (original birth certificate, passport) when enrolling.

Parents are also required to produce a certificate of immunisation against Measles, Mumps, Diphtheria, Tetanus and Polio. A child cannot start school without an immunisation certificate. The school will keep these records. If the child is not immunised they may be excluded from school for a set period of time, in the event of an outbreak of one of these diseases.

Invitations are given to the children enrolled to commence school the following year to attend a transition program towards the end of the year prior to their admission. A Prep Information meeting for parents is held in term 4.

OTHER CHILDREN

Enrolment of other children may be processed at any time, subject to meeting age and address eligibility requirements.

STUDENTS WITH DISABILITIES

Our school supports the integration of children with disabilities. Parents who wish to enrol a child with a disability should contact the principal or assistant principal for further information, and facilitate early application for resources or funding.

NEIGHBOURHOOD BOUNDARY

The school has a designated neighbourhood zone. In the event of an excess of enrolment applications, the following order of priority applies:

- Students residing within the designated neighbourhood area as defined on the school's neighbourhood boundary map.
- Students residing at the same address as an older sibling who is attending the school.
- Other students from outside the designated area, in order of closeness of the home to the school.

Find My School website link is: <https://www.findmyschool.vic.gov.au>

In exceptional circumstances, students may be enrolled where there are significant extenuating family or individual circumstances. Due to excessive enrolments over recent years, we have only been able to accept in-zone and sibling applications.

6.2 EMERGENCY INFORMATION

In order that the school can make immediate contact with you or your nominated emergency contact should the need arise, you are asked to provide details of home and work telephone numbers, and the name, address and telephone number of a relative or friend who lives reasonably close by and is prepared to accept responsibility for your child. It is obviously very important that this information is kept up to date, so *PLEASE ADVISE THE SCHOOL OFFICE, WITHOUT DELAY, OF ANY CHANGES*. We are also increasingly using email to correspond with parents, so please ensure you provide a current email address.

6.3 SCHOOL TIMES

| | |
|------------------|---------------------------------|
| School commences | 8:55am |
| Morning Recess | 10:40am - 11:10am |
| Lunch | 12:50pm - 1:00pm (in classroom) |
| Lunch recess | 1:00pm - 1:50pm |
| School dismissed | 3:30pm |

DISMISSAL – END OF TERM

On the last day of terms one, two and three, school is dismissed at 2:30pm. On the last day of term four, school is dismissed at 1:30pm.

PUNCTUALITY

It is essential that all pupils arrive at school by **8:55am**, and we ask for your co-operation in this matter. Late arrivals after 8.55am should report to the office and register at the Compass Portal for a late pass. Parents who wish to collect their child early should also call at the office to complete an online early dismissal procedure through Compass. This has to be done by a parent/carer as a legal requirement.

ABSENCES

Whenever your child is absent from school, you need to register the absence on Compass prior to 8.55am or call the school office with the reason of absence. An SMS message is automatically generated at 10am if your child is absent and you have not notified the school.

6.4 STUDENT DRESS CODE/UNIFORM

All students who attend Murrumbeena Primary School must wear the approved school uniform. The school has its own distinctive uniform featuring the school colours of maroon and gold. Please note that although t-shirts are available in both gold and maroon, the gold colour is official, and must be worn on excursions, for school photographs and official occasions. Parents may visit the retail outlet, which is Primary Schoolwear at 1/596 North Road, Ormond. Phone 9768 0387. Orders can be made online at <https://www.psw.com.au/schools/murrumbeena-primary-school.html>

The school also has a sport shirt available from PSW that students can wear on PE or special sports days or when special activities are run by House Captains. Teachers will let the student know which sport house they will belong to. Dulaiwurrung – Blue (Platypus), Marram – Red (Kangaroo), Yanggai – Gold (Yellow tailed cockatoo), Gurborra – Green (Koala).

FOOTWEAR

As a safety measure, children are asked to wear suitable footwear. **Thongs and open toed shoes are not permitted.**

LOST PROPERTY

All lost property is directed towards the Lost Property Chest located near the Prep rooms. You are welcome to check the chest if your child has lost any personal belongings.

Unclaimed clothing, especially school windcheaters, is a major concern. Remember your child's school windcheater is exactly the same as windcheaters belonging to approximately six hundred other children in the school.

You are therefore asked to clearly name all school clothing with a pen that will not fade in the wash.

6.5 REPORTING TO PARENTS

The reporting to parents schedule operating in the school is as follows:

TERM 1 Information Night/Workshops/Open Afternoon

Early in the school year, teachers send home an information booklet with specific information about class routines, procedures, excursions and homework for the year level. An open afternoon (usually on Friday in the 3rd week) provides opportunity to see the classroom and meet the teacher.

Parent Teacher Interviews

These are held at the end of Term One and focus on the children's learning goals for the remainder of the year.

MID YEAR Written report

TERM 3 Parent Teacher Interviews

These allow students, parents and teachers an opportunity to share the learning that has taken place and discuss the Term 2 report.

END OF YEAR Written reports

With an option to attend a parent/teacher interview at the request of either the parent or the class teacher.

Additional Interviews Parents are welcome to arrange an interview with the class teacher or a specialist teacher at any time to discuss any aspect of their children's schooling. Similarly teachers may seek your co-operation in attending an interview to discuss matters of concern.

6.6 SCHOOL HEALTH AND SAFETY ISSUES

MEDICAL SERVICE

Each year a nursing sister from the School Medical Service visits the school. A general medical examination, including the testing of hearing and eyesight, is provided free for all Prep children. Before this examination can take place, parents must give written permission and complete a confidential medical card for the child. Referrals from teachers and parents are also part of the medical service offered in schools.

ACCIDENTS/ILLNESS AT SCHOOL

Sick children should not be sent to school. If a child becomes ill during the day, every effort will be made to contact you. If you cannot be contacted, school will then telephone the emergency contact nominated by you on the child's Emergency Form. No sick child will be sent home without an accompanying adult.

Children who have minor accidents requiring first-aid treatment will be cared for at school. If your child has a serious accident or becomes seriously ill at school, and you cannot be contacted through the telephone numbers provided, the child will be taken to the doctor/hospital nominated by you on the child's Emergency Form.

MEDICATION AT SCHOOL

Parents of children who require medication should complete the school medication form (found on the school website). A daily dosage may be sent and handed to the first aid officer with the medication form outlining details and providing authority. All medications must be in the original packaging. If, however, your child has a long-term medical condition (such as asthma or diabetes) that may require medication to be taken at school, please ensure all the necessary permission forms have been completed. Students with diabetes, asthma, anaphylaxis and allergies all require a management plan which needs to be reviewed annually. All plans need to be sent to the school at the beginning of the school year and need to be signed by a medical practitioner. The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

It is the responsibility of the parent to:

- provide the emergency procedures plan (ASCIA Action Plan) for allergies, asthma and/or anaphylaxis
- inform the school if their child's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan)
- provide the school with an up to date auto-injector pen prescribed by a doctor for the student
- provide an up to date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the school and when it is reviewed.

HEAD LICE

Head lice are a recurring problem in most schools. If head lice or nits (eggs) are found, parents should immediately seek treatment, and notify the office, so that all parents can be alerted to check their children's hair.

Children in the class infected with head lice are excluded from school until they have received the appropriate treatment. On return to school, a declaration must be signed by the parent indicating appropriate treatment has been administered. Another declaration must then be signed seven days after initial treatment to certify that further treatment has been applied. Students with long hair are asked to tie their hair up (a preventative measure).

IMMUNISATION

All students enrolling at the school must have a current immunisation certificate. For information on infectious diseases, please see Appendix 2.

DANGEROUS OBJECTS

Toys that could be potentially dangerous to other children are not to be brought to school eg. toy guns, water pistols, roller skates, pocket knives, etc.

VALUABLES

Valuable items of personal property such as jewellery, toys, sports equipment, computer or video games, should not be brought to school as we cannot accept responsibility for loss or damage.

6.7 REGULAR SCHOOL PROCEDURES

SCHOOL ASSEMBLY

A School Assembly is held fortnightly on Friday afternoons at 2.45pm in the School Hall. The Australian Anthem “Advance Australia Fair” is sung. Announcements of school news, activities, sports results and other items are made. Pupil and class contributions are encouraged. Class groups, individuals or performance groups present musical items. Parents are most welcome to attend.

YARD SUPERVISION

Four teachers are rostered for duty in the playground during lunch and recess breaks. Two teachers are rostered for before and after school. The school morning does not officially commence until 8:45am, so there is no supervision until that time. Likewise the grounds are only supervised until 3:45pm each day.

Parents are urged to make use of the Before and After School Care programs if the children will be in the school grounds outside times when the yard is supervised.

WET DAYS/SWEAT DAYS

The students are supervised indoors whenever rain prevents them from taking lunch or recess breaks in the playground. On days of extreme heat (over 35 degrees) children remain indoors for half of the lunch break.

LUNCH ROUTINE

Students eat their lunches in their classrooms or allocated areas outside from 12:50pm – 1:00pm under the supervision of the class teacher.

Lunches may be ordered from the canteen through Qkr! each day except Monday. Additional items may be bought from the canteen at morning recess and lunchtime and while we encourage you to support the canteen, we urge you to provide your children with coin money only as we do not encourage children spending a lot of money at the canteen.

LEAVING THE SCHOOL GROUNDS DURING SCHOOL HOURS

Students are not permitted to leave the school grounds during school hours, unless with a teacher or parent. If it is necessary for your child to leave school early at any time, they need to be signed out at the office and accompanied by a parent or a caregiver who is listed as an emergency contact.

6.8 SCHOOL TRAFFIC AND SAFETY ISSUES

SCHOOL CROSSINGS

School crossings are provided to ensure the safety of the students when they have to cross a busy road on the way to and from school. Please talk to your children about using the crossing, even if this means walking a little further. Parents are also encouraged to model the behaviours they expect of their children so to keep children safe crossing the road, adults also use the school crossing.

School crossings are situated on Hobart Road, Weeroona Road, Dandenong Road, Neerim Road and Belgrave Road. Local Council employees supervise them for half an hour before and after school.

PARKING

To ensure all student's safety, you are asked to observe the NO STANDING and NO PARKING signs in the vicinity of the school grounds.

Please remember danger exists for children whether you park illegally for a long period, or only momentarily whilst 'dropping' children off or 'picking' them up. (Also a parking officer is regularly in attendance!)

There are 'KISS AND GO' zones in Hobart Road and Weeroona Road. Standing in this zone should be for 2 minutes only, enabling children to get in or out of a car safely at the kerbside nearest a school gate. Children should be trained to keep well back from the kerb whilst waiting to be picked up.

A staff car park is for staff only and is not to be used by any other person between 7:00am and 6:30pm on school days. It is not to be used as a drop off or pick up area, or as a short cut for children or others. Unfortunately it is not large enough to accommodate visitors.

BICYCLES/SCOOTERS

It is recognised that children below 9 years of age (Grade 4) do not have a well-developed sense of road safety. Children below this age must be supervised by an adult if riding a bike or scooter to or from school.

If your child rides a bike or scooter to school please ensure that he/she wears a helmet and obeys the rules of the road. All bikes must have a bicycle lock and be securely attached to the designated bicycle rack. Scooters must also be placed in the scooter racks provided.

Children are not permitted to ride their bikes or scooters in the school grounds.

6.9 SCHOOL COMMUNICATION

COMPASS

Compass will be the main communication with parents. If you change your password, please make sure you change it on all devices and also notify other family members who require access.

NEWSLETTER

School newsletters are online and distributed fortnightly by email and Compass to all families to keep you informed about school news and upcoming meetings and events. Please ensure you read the email each week and that the school has up to date email contact details.

SCHOOL COUNCIL NEWS

Regular communication about School Council meetings is distributed to parents with the school newsletter.

WEBSITE

School information including newsletters, policies and reports are regularly displayed on the school's web site. It can be found at <https://www.murrumbeenaps.vic.edu.au>

6.10 SCHOOL POLICIES AND STRATEGIC PLAN

SCHOOL POLICIES

Our school policies are continually being reviewed and updated to keep in line with latest educational developments. Many are available on the school website, and all are available through the office on request.

SCHOOL STRATEGIC PLAN

The School Strategic Plan is a record of understanding between the School Council and the Department of Education, reflecting policies and priorities of both government and the local community. It is prepared within a prescribed framework and details the school's directions over a four year period.

DOGS

Dogs are not to be brought into the school grounds at any time. Our school therapy dog and volunteer 'Story Dogs' are trained and included in the school's 'Dog' policy also found on the website.

6.11 OTHER SCHOOL SERVICES

SCHOOL PHOTOS

Each year the school arranges for a professional photographer to take class, individual and family photos. Purchase of photos, of course, is optional. Each year we also send a photo/video permission form to parents/carers reviewing consent to use photos etc for internal and external use. Even if consent is provided, we still phone a parent/carer if we intend to use a photo that people outside our school community will see so parents know the purpose and can confirm consent.

Parents are allowed to take photos of school events but must **not** publish photos with images of other students without seeking consent from their parents.

SOCIAL SERVICE

The school supports a range of Social Service activities each year. These generally include the Royal Children's Hospital Appeal, State Schools' Relief Appeal, and other worthy causes suggested by the student leadership group. These are usually linked to 'Casual Dress Days' with funds collected going to worthy charities. These casual dress days are usually the last day of each term.





PROGRAMS OPERATING IN THE SCHOOL

7.1 CURRICULUM

The school is authorised to teach the International Baccalaureate Primary Years Program (PYP). This program is a transdisciplinary, inquiry-based curriculum, with an international focus, that is relevant, engaging, challenging and significant for all learners from Prep – Year 6. We include all aspects of the Victorian curriculum and we aim to develop learners who are thinkers, inquirers, communicators, risk takers, open-minded, caring, principled, reflective, knowledgeable and balanced. The curriculum develops essential skills, concepts and attitudes and provides the opportunity for meaningful action.

As an essential element of the PYP framework, we have developed a program of inquiry that incorporates the key learning areas of Science, Technology, Health, Civics and Citizenship and the Humanities. Units of inquiry are developed around six transdisciplinary themes;

- Who we are
- Where are we in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

The development of a range of research, thinking, social, self management and communication skills (interpersonal skills) is considered equally as important as the gaining of knowledge. Class units of inquiry include activities that cater for a range of skills and abilities and for different learning styles. We endeavour to provide activities that enable all students to work at their own level.

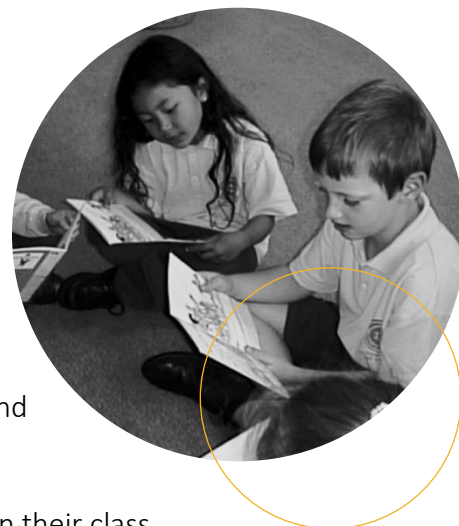
Our staff is committed to using a variety of teaching strategies to cater for individual learning styles and special talents. Students of all ability levels are catered for within our classroom programs.

Students document their learnings through the unit of inquiry and are encouraged to reflect on areas of achievement and improvement; then set goals for future learning. Parents are invited to celebrate student work at the end of each unit.

LITERACY

Language learning is an integral part of all areas of the school curriculum and as such is a vital factor in all learning experiences.

We aim to provide success in language for all children by offering a strategic and comprehensive program. We endeavour to make authentic connections to the program of inquiry wherever this supports the child's understanding. Students are exposed to a balanced program covering the literacy components of Speaking and Listening, Reading, Writing, Spelling, Grammar and Punctuation.



Every teacher will carefully differentiate the learning for students in their class. Our intervention program provides a second opportunity for children in Year 1 who, despite quality programs, are not developing effective reading and writing processes. An individualised program is designed in response to the particular needs of the child. Parents are contacted if their child is to be included in the intervention program with the specially trained teacher who works with the student in addition to regular reading and writing activities in class. The program builds on strengths, encouraging success and independence. It enables the child to become an independent reader within a short space of time.

Emphasis is on the children developing at their own level by building on previous experiences and knowledge. They are exposed to a wide range of literature, and engaged in some form of written and spoken language daily. Parental involvement is vital to the success of literacy.

Languages Other Than English (LOTE)

Students throughout the school participate in a language program which involves exposure to, and the development of, speaking and listening and reading and writing skills in the Japanese language. Cultural awareness activities are also incorporated into the Japanese LOTE program to foster an appreciation for, and an understanding of, diversity between other cultures and their own.

Many links are made between the units of inquiry being studied in the classroom and the Japanese classroom.



MATHEMATICS

Our mathematics program provides opportunities for all students to become confident, mathematical problem solvers and to learn to communicate and reason mathematically.

We aim to provide mathematical learning for all students by setting attainable objectives for each child. By implementing a sequentially developed program based on previously acquired concepts and skills where authentic links can be made to the Program of Inquiry and real life situations. This will further support the child's understanding.

The general structure of the mathematics program is divided into three main dimensions:

Number and Algebra – Number and algebra are developed together. Students apply number sense and strategies for counting, representing numbers and computation.

They recognise patterns, understand connections between operations, describe number relationships and formulate generalisations. Number and algebra skills are used to conduct investigations, solve problems and communicate reasoning.

Measurement and Geometry – The practical relationship between measurement and geometry is emphasised. Students study size, shape, relative position and movement of two-dimensional and three-dimensional objects in space. They measure quantities using appropriate metric units, and build understanding of measures such as length, perimeter, area, volume, capacity and mass.

Statistics and Probability – Students recognise and analyse data and draw inferences. They represent, summarise and interpret data. They assess likelihood and assign probabilities.

PHYSICAL AND SPORT EDUCATION

Murrumbeena Primary School has been highly commended for its Physical and Sport Education program.

Each week, all children (Prep - Year 6) participate in Physical Education lessons conducted by the Physical Education specialist teacher. Class teachers take additional Physical and Sport Education lessons. Through participation in these programs the children have ample opportunity to maintain fitness, and to develop a range of physical skills.

Units of learning are focussed on movement exploration – gymnastics, fundamental motor skills, ball handling, athletics, dance, minor and major games, outdoor and adventure education, and sport education.

Years 5 and 6 are involved in inter-school sport, incorporating major games such as volleyball, flag tag, basketball, rounders, cricket, softball, football, soccer, tee ball, netball and soft-crosse.

Students in Years 4 - 6 are given the opportunity to participate in the district swimming, cross country and athletics championships, plus various invitational sporting activities.

If successful at the local level, individual children or teams can compete at Zone and State championships. Murrumbeena Primary School is a member of, and supports, the Victorian Primary Schools Sports Association.

House sports involving the whole school are conducted annually.

Strong links have been established with nearby community sporting groups. Children are encouraged to participate in recreational sporting teams/programs such as lacrosse, football, netball, tee-ball, athletics, baseball, and cricket.

Swimming

As the school has an on-site indoor heated swimming pool, all children, Prep - 6 have access to an annual intensive swimming program.

Students in Years 3 - 6 are eligible to try out for and compete in the local, zone and state swimming and diving championships.

Instruction is modelled on The Royal Life Saving Society's 'Swim and Survive' Program. Lessons are structured to take the children through the stages of water discovery, exploration, water safety and swimming techniques.



THE ARTS

Visual Arts (VA)

All students participate in a weekly session with a specialist teacher in our well-equipped art/craft room. The visual arts program aims to develop each child's innate and acquired artistic knowledge and skills in a happy, relaxed atmosphere.

The students are given opportunities to explore a variety of media and develop skills in drawing, painting, printmaking, modelling, threads and textiles, construction and sculpture. They are taught the correct use and care of tools, equipment and materials, and are given basic instruction in techniques.

The child centred program values promote self-esteem, and ensure the students gain enjoyment in the program and satisfaction with their achievements. The specialist program supplements the visual arts activities that take place in classrooms.

Displays of the student's artwork are placed around the school enabling both parents and children to view and appreciate the variety of art work being produced at different year levels.

A biennial art show provides the community with an opportunity to view the range of skills being developed throughout the school.



Performing Arts (PA)

A specialist performing arts teacher supports the work of classroom teachers. Each class has a weekly lesson in the performing arts room with the specialist teacher, and the older students are encouraged to join extra curricular performing arts activities.

In their lessons, students are provided with opportunities to sing, listen, move to music and participate in dance and drama activities, all of which are enjoyed by the students.

The PA room is equipped with a broad range of percussion instruments, both melodic and non-melodic. These are used at all year levels to enrich and accompany songs, as well as for ensemble arrangements.

Musical items presented by class groups, individual children, the junior and senior school choir, or instrumental groups, are shared with the school community at Friday afternoon assemblies. Performances for the wider community are also considered an important function of the performing arts program.

We have an annual production where all students have an opportunity to sing, dance, dress up and perform on stage. This is one of many highlights of our school year.

Dance and Drama

Dance and drama activities are incorporated into the performing arts and the classroom programs and are designed to supplement the units of inquiry.





SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Students attend weekly STEM classes which supplement the classroom unit of inquiry. **STEM** involves educating students in four specific disciplines, integrating concepts that are usually taught as separate subjects - science, technology, engineering and mathematics - in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, **STEM** integrates them into a cohesive learning paradigm based on real-world applications and emphasises the application of knowledge to real-life situations. In their home classrooms, students continue to engage in daily mathematics lessons and the sciences and technologies are expended upon through the units of inquiry across the year, while also attending a weekly STEM class.

Technology in our classrooms include tools that enhance student learning experiences in all areas of the curriculum to best equip them for ethical participation in a global society. Each classroom has its own interactive whiteboard and students have access to Chromebooks or laptops, iPads which are used in the context of relevant lessons. Photographs and videos are used to enrich classroom activities, excursions, camps and special activity programs. A strong emphasis is placed on cybersafety with students participating in cybersafety lessons to obtain their digital licence.

To facilitate our increased focus on STEM (Science, Technology, Engineering and Mathematics) students have access to the latest technology including coding and robotics, tablets and laptops, electronics and digital media equipment.

Library

Classes are scheduled for weekly library sessions in the library. These sessions cover skill development in accessing information from the library collection, improving general research and exposing students to quality literature. The library is also open at lunchtimes for students to enjoy.

The library houses a broad collection of book and non-book materials. These resources support and enrich classroom programs, allowing students to borrow from a wide selection of literature including bilingual and multicultural texts.

Weekly library sessions aim to encourage positive attitudes to reading and a love of literature. Students are encouraged to borrow books regularly and to read at home. Children are instructed in the use of all library resources including the automated system of cataloguing.

The school facilitates the children's participation in the Premiers' Reading Challenge and Scholastic Book Club, enabling them to purchase books at a discount price. Book fairs are held once or twice a year, with proceeds supplementing library funds.

HOME LEARNING (HOMEWORK)

The school recognises the importance of the home/school partnership in student learning.

Homework may take the form of reading, maths activities, projects or completion of unfinished class activities. Home learning also incorporates the wide range of extra-curricular activities in which a student may be involved. Our homework policy can be found on the school website.

EXCURSIONS/INCURSIONS

Excursions/Incursions are considered an important part of the learning program, and are planned to enhance the work being carried out in classrooms. Excursions/Incursions closely relate to the units of inquiry being offered in each classroom. They provide the children with the opportunity to broaden their knowledge through direct experiences and interaction in the wider community. All children participate in a number of excursions/incursions per year for each year level. Camps are organised for Years 4, 5 and 6 pupils.

School Council is prepared to assist children from families in genuine financial need to participate in these activities. This should be in consultation with the school principal prior to the event.

FAMILY LIFE

Family Life Victoria provides a human development program for senior students, aligned with the Victorian curriculum.

They present several modules that are age appropriate and interactive, using a variety of discussions, activities and games to create a sensitive, positive and fun experience.

7.2 STUDENT WELLBEING

The school encourages a positive wellbeing program where children learn strategies to deal with conflict in a supportive classroom climate. Emphasis is on building the self-esteem and resilience of each individual and developing sound social skills. The classroom teacher has a major role in the pastoral care of each student. In addition, the school has student wellbeing coordinators at each area of the school to offer further support to students and parents.

Parents are encouraged to work in partnership with the school in the wellbeing program. Agreed classroom expectations and consequences (Class Essential Agreements) are distributed to parents each year, and a consistent whole school approach involving parents, staff and outside services, if necessary, ensures the pastoral care is of high importance. Programs such as Play Ambassadors, Peer Mediation and Buddies provide leadership and support between students.

Restorative Practices help build capacity to enable students to self regulate behaviour and to maintain and restore relationships.

Respectful Relationships and Circle Time bring together teacher and student in an environment of co-operation. It is a time set aside when children and their teacher sit in a circle and take part in discussions, games and activities designed to increase self awareness, awareness of others, self esteem, co-operation, trust and listening skills. The activity helps everyone to understand what is important to them and their friends. Children become more able to express their feelings and it encourages gender equality and mutual respect. As children learn more about themselves and each other a warm and supportive group atmosphere is built, along with improved relationships.

The core attributes of the PYP Learner Profile (thinkers, inquirers, communicators, risk takers, open-minded, caring, principled, reflective, knowledgeable and balanced) are reinforced at school assemblies, in classrooms and in the playground. 'The Value Frog' awards are presented at assemblies to classes displaying these dispositions.

Our school values and the PYP learner profiles apply directly to expected behaviours in the classroom, playground and society in general. Our class Essential Agreements reflect these values and attitudes and we ask our students to 'live by' these.

Bullying

The school addresses bullying as part of the Student Engagement and Wellbeing Policy. Children are taught about the different forms of bullying, and what to do if bullying behaviour is identified. The school encourages open communication with teachers as to concerns relating to any form of bullying or inappropriate behaviour. As an eSmart school, cyber bullying is incorporated in the curriculum. All concerns are acted upon and parents informed.

The Student Wellbeing Coordinator meets with teachers and students on a regular basis to specifically identify and respond to acts of bullying and inappropriate behaviour.

Student Leadership

The school places a strong emphasis on the importance of supporting students in developing healthy self esteem, feeling safe and connected at school, and developing strong relationships with others. Leadership opportunities develop responsibility and respect for others. A range of programs and activities are in place for students to develop and practise their leadership skills.

These include:

- School Captains and Vice Captains
- House Captains
- Visual and Performing Arts Team
- Year 6 Student Action Teams
- Buddies
- Peer Mediation
- Student Representative Council
- Class meetings/circles
- Play Ambassadors



7.3 EXTRA CURRICULAR ACTIVITIES

Murrumbeena Primary School provides a wide range of extracurricular opportunities in addition to our comprehensive standard curriculum.

There are a range of lunchtime club activities which change each term based on student interests. Examples include:

- Dance
- Choir
- Chess Club
- Lego Club
- Coding Club

The school also provides opportunities for students to enrol in after school programs with outside providers (on a user pays basis) such as:

- Tennis
- Soccer
- Kelly Sports
- Computing

A musical instrument program (Kids on Key) is available on a user pays basis during school time. Information about extra-curricular activities provided by external companies can be found on our school website.



SCHOOL POLICIES

Policies are regularly being reviewed and updated and new ones developed to reflect our changing needs. Parents are encouraged to familiarise themselves with the school policies, many of which are available on the website. Policies have been developed in the following areas:

| | |
|-----------------------------------------|------------------------------------------------|
| Anaphylaxis Management | Information and Communication Technology (ICT) |
| Assessment and Reporting | Investment |
| Attendance | Language |
| Bullying Prevention | Mandatory Reporting |
| Camps and Excursions | Medication |
| Canteen | Mobile Phone Policy |
| Child Safety | Occupational Health and Safety |
| Class Placement | Out of School Hours Care |
| Communication with the School Community | Photographing & Filming Students |
| Complaints | Physical and Sport Education |
| Consultation with the School Community | Police Checks |
| Curriculum Framework | Privacy |
| Digital Technologies | Professional Development |
| Duty of Care | Staff Leave |
| Emergency Management | Statement of Values & Philosophy |
| eSmart | Student Attendance |
| Equal Opportunity | Student Dress Code |
| First Aid | Student Engagement and Wellbeing |
| Fundraising & Sponsorship | SunSmart |
| Head Lice | Transition |
| Hire of Facilities | Visitors to the School |
| Home Learning | Volunteers |
| Inclusion & Diversity | Working with Children Checks |
| Induction | Yard Supervision |

INFECTIOUS DISEASES

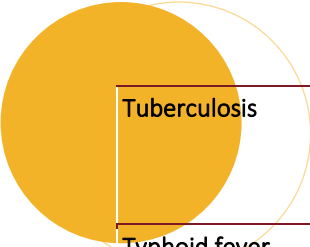
EXCLUSION TABLE

The minimum period of exclusion from primary schools and children's services for infectious diseases cases and contacts (Public Health and Wellbeing Regulations 2019, Schedule 7)

| DISEASE OR CONDITION | PATIENT SHALL BE EXCLUDED FROM SCHOOL | EXCLUSION OF CONTACTS |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chicken Pox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded |
| Conjunctivitis (acute infectious) | Until discharge from the eyes has ceased | Not excluded |
| Cytomegalovirus (CMV) Infection | Exclusion not necessary | Not excluded |
| Diarrhoeal Illness | In an outbreak of gastroenteritis, exclude until there has not been vomiting or a loose bowel motion for 48 hours, and for all other diarrhoeal illnesses exclude until there has not been vomiting or a loose bowel motion for 24 hours | Not excluded |
| Diphtheria | Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later | Exclude family/household contacts until cleared to return by the Chief Health Officer |
| Glandular Fever (Epstein-Barr Virus Infection) | Exclusion is not necessary | Not excluded |
| Hand, Foot & Mouth Disease | Until all blisters have dried | Not excluded |
| Haemophilus Influenza type b (Hib) | Exclude until 48 hours after initiation of effective therapy | Not excluded |
| Hepatitis A | Until receipt of a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness | Not excluded |
| Hepatitis B | Exclusion is not necessary | Not excluded |
| Hepatitis C | Exclusion is not necessary | Not excluded |
| Herpes (cold sores) | Young children unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions to be covered by dressing where possible | Not excluded |
| Human immuno-deficiency virus infection (HIV) | Exclusion is not necessary | Not excluded |

| | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------|--------------|
| Impetigo | Until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded |
|-----------------|-----------------------------------------------------------------------------------------------------------------|--------------|

| DISEASE OR CONDITION | PATIENT SHALL BE EXCLUDED FROM SCHOOL | EXCLUSION OF CONTACTS |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Influenza and Influenza like illnesses | Until well | Not excluded unless considered necessary by the Chief Health Officer |
| Leprosy | Until approval to return has been given by the Chief Health Officer | Not excluded |
| Measles | Exclude for at least 4 days after onset of rash | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility |
| Meningitis (bacterial other than meningococcal meningitis) | Until well | Not excluded |
| Meningococcal Infection | Until adequate carrier eradication therapy has been completed | Not excluded if receiving carrier eradication therapy |
| Mumps | Exclude for 5 days or until swelling goes down (whichever is sooner) | Not excluded |
| Molluscum Contagiosum | Exclusion not necessary | Not excluded |
| Pertussis (Whooping Cough) | Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment | Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment |
| Poliovirus Infection | Until at least fourteen days from onset. Re-admit after receiving medical certificate of recovery. | Not excluded |
| Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced | Not excluded |
| Rubella (German Measles) | Until fully recovered or at least 4 days after onset of rash | Not excluded |
| Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced | Not excluded unless considered necessary by the Chief Health Officer |
| Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC) | Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer | Not excluded |
| Streptococcal infection (inc scarlet fever) | Until the child has received antibiotic treatment for at least 24 hours and the child feels well | Not excluded |



| | | |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Tuberculosis | Until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious | Not excluded |
| Typhoid fever (including paratyphoid fever) | Until approval to return has been given by the Chief Health Officer | Not excluded unless considered necessary by the Chief Health Officer |

2026 TERM DATES

| | |
|--------------------------------------------------|----------------------------------------------|
| Term 1 27 January – 2 April | |
| Tuesday 27 January | Teachers commence (Pupil free day) |
| Wednesday 28 January | Grades 1-6 students commence 8.55am – 3.30pm |
| Start dates for 2026 Prep students to be advised | |
| Term 2 20 April – 25 June | |
| Term 3 13 July – 18 September | |
| Term 4 5 October – 18 December | |

2027 TERM DATES

| | |
|--------------------------------------------------|----------------------------------------------|
| Term 1 27 January – 25 March | |
| Wednesday 27 January | Teachers commence (Pupil free day) |
| Thursday 28 January | Grades 1-6 students commence 8.55am – 3.30pm |
| Start dates for 2027 Prep students to be advised | |
| Term 2 12 April – 25 June | |
| Term 3 12 July – 17 September | |
| Term 4 4 October – 17 December | |