



Foster Primary School Information Booklet 2020



EVERYONE CAN LEARN TO LEARN

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School Profile

There has been a Primary School in Foster, South Gippsland, since 1872. The current site, in Pioneer Street, was established in 1965. It is situated in a rural environment located 30 kilometres from Wilson's Promontory National Park.

At Foster Primary School we do Our Best Always. Our school believes that Everyone can Learn to Learn and we consistently aim to develop our ability to learn how to learn more effectively.

We are a 'Be You' school and take pride in our efforts to educate the whole child. This includes social/emotional learning as well as a focus on academic excellence. We strive to be the best we can and take immense pride in this.

The enrolment varies between 210 - 220 with a growing number of families moving into the school catchment area. The majority of students, however, come directly from the Foster Kindergarten and move on to South Gippsland Secondary School in Year 7. Students come from a wide area of the district, served by nine buses. Most parents are working parents and are based locally in farming, service, professional or tourism services.

The school is equipped with a variety of permanent classrooms, operating 9 grades, the majority of which are composites. There are nine classroom teachers, three specialist teachers, a Primary Welfare officer, together with seven Educational Support staff.

Government and School Council funds have been used to refurbish and rebuild facilities to support modern teaching methods and flexible learning areas.

Our students are given opportunities to participate in a variety of extra curricula activities and programs such as Camps, Incursions, Interschool Sports and Chess.

Each classroom has an Interactive TV. Desktops, Laptops, Netbooks and iPads are available for students to use. The computer ratio for students is 1:1

English and Mathematics remain central to the curriculum, underpinned by an emphasis on Learning to Learn. The school offers a range of specialist classes which appeal to different learning styles and organises incursions which address areas such as drama, science, music or performance skills. Sport, Music, Art, Dance and Drama are popular in the wider school community and students are encouraged to participate.

The school is in the tenth year of being a Stephanie Alexander Kitchen Garden School. This programme is a timetabled part of the curriculum.

Foster Primary School values its strong links with the wider community with volunteers supporting school programs in areas such as LAP, classroom helpers, Camps & Excursions and the Kitchen Garden.

Child Safe Policy

Purpose

The child safe environments policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards.

Scope

All staff, volunteers, contractors and whether or not they work in direct contact with children or young people. This policy will apply across all school environments including camps, excursions, online environments and outside of school hours activities.

Statement of Commitment to Child Safety

Foster Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability, and vulnerable children.

Foster Primary School has zero tolerance for child abuse.

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

Every person involved in Foster Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

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

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

Policy and procedures

Policies and procedures outlining school's approach to the Child Safe Standards are outlined below.

- Child Safe Code of Conduct
- Role of a School Child Safety Officer/Leader
- Mandatory Reporting Policy

- Risk Assessment Policy

The Child Safety Officer is responsible for ensuring staff, students, volunteers and community members adhere to the Child Safety Policy and associated policies. At Foster Primary School, the Child Safety Officer is the Principal.

Further information regarding the roles and responsibilities of the Child Safety Officer can be found in the [Child Safety Officer](#) role description.

Further resources and advice on child safety and the Child Safe Standards can be accessed from the Department of Education and Training's [PROTECT site](#).

Legislative responsibilities

This policy applies to allegations of disclosures of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.

Our school takes our legal responsibilities seriously, including:

- All Victorian Teachers have a legal responsibility to report incidents where children's safety is at risk. Victorian Government School employees are expected to follow the DET Mandatory Reporting policy which can be found at

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

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- **Failure to protect:** People of authority in our school will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Any personnel who are **mandatory reporters** must comply with their duties.

A child-safe culture

Foster Primary School's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden.

All members of the Foster Primary School Community are encouraged to take responsibility for their actions and to adhere to the core values of Be Respectful, Be a Learner, Be Caring and Be Safe. The school has created a learning environment that is supportive and enables students to develop self-discipline, team work, communications skills and a tolerance of other viewpoints and cultures.

The following are the strategies that Foster Primary School will implement to ensure a culture of child safety at our school:

- Staff will complete online [Mandatory Training modules](#) annually.
- The [4 Critical Actions posters](#) are displayed in staff work areas and on our OHS noticeboard.
- The Protect Child Safety posters are displayed on school notice boards and in classrooms for students.
- Child Safety is included in agendas for our staff meetings and professional development days.

- School Council Meeting agendas include updates and discussions about our commitment to child safety.
- Through our Health and Social Emotional Learning curricula we teach our students about School Wide Positive Behaviours, Resilience, Rights and Respectful Relationships and Protective Behaviours. We actively promote child safety, tolerance and respectful relationships.
- Our commitment to child safety and the relevant policies are available for the community on our school website.
- Our school recognises cultural events that are relevant to our community, and displays the Aboriginal and Australian flags at the front of the school.

Personnel understand their roles and responsibilities/ Code of Conduct

School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Code of Conduct. The school's Code of Conduct sets out clear awareness of the difference between appropriate and inappropriate behaviour.

- The [Child Safety Code of Conduct](#) is included in staff induction and CRT information packs, and these staff members are instructed to familiarise themselves with the expectations set out in this document.
- The Code of Conduct is presented to all staff at the beginning of each school year, and staff are reminded of their responsibility to read this document and adhere to the expectations.
- The Code of Conduct is available on our website, in the front office for visitors, and is included in the staff handbook.
- All staff, visitors and School Councillors are expected to sign the Code of Conduct.
- Where breaches of the Code of Conduct are identified, these will be addressed in accordance with the Foster Primary School Child Safe Mandatory Reporting Policy and the DET reporting procedures.
- All visitors to the school are required to sign in and out on the Passtab in reception.
- Volunteers, and those coming to the school to work with children, are required to produce a current WWCC and asked to adhere to the Child Safety Code of Conduct as outlined on Passtab.

Human resources practices and training

Foster Primary School applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check.

- Staff are required to provide a copy of their current VIT registration or WWCC annually, and this information is filed by administration staff.
- When hiring new staff members, use of a pre-employment checklist is used and referees are asked if they have any concerns relating to child safety.
- The Child Safety Environments clause is used when hiring staff through Recruitment Online.

- The Child Safety Code of Conduct is included in staff induction and CRT information packs, and these staff members are instructed to familiarise themselves with the expectations set out in this document.

Reporting a child safety concern or complaint

Foster Primary School has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns. The school will take action to respond to a complaint.

- All members of the teaching service are mandated by law to report signs of physical and sexual abuse and neglect (see [Child Safety Mandatory Reporting policy](#));
- The Child Safety Mandatory Reporting Policy is available on our website and staff are expected to familiarise themselves with this policy.
- The 4 Critical Actions posters are displayed in staff work areas and on our OHS noticeboard to assist staff in making a report.
- After any serious incidents the school will review all policies and procedures related to child safety.
- We have specific policies, processes and training in place that support our staff and volunteers to confidently make a report based on holding a 'reasonable belief' that a child is at risk of child abuse.
- All staff and School Council members are expected to complete the Mandatory Reporting e-Learning module. This is monitored by the Child Safety Officer.

The school's policy and procedures for reporting a child safety concern or complaint can be found in the [Child Safety Mandatory Reporting Policy](#).

Risk reduction and management

The School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures. Risk management processes are reviewed annually or pre/post events/excursions/incidents.

- The [risk assessment matrix](#) is reviewed annually and ratified by the Foster Primary School School Council
- The school's approach to Child Safety risk reduction and management can be found in the [Risk Assessment Policy](#).
- School Council members are educated on their obligations when reviewing and endorsing Child Safe Policies at the first meeting each year. School Council members are required to complete the [Mandatory reporting online modules](#) each year.

Listening to children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Foster Primary School promotes student voice through the Student Representative Council and through classroom discussions around risks and events.

- We will work to ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues.
- We are committed to listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.

To support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse the school will:

- Establish regular communication between staff and the child's parent/guardian/carer (if this is appropriate) to discuss a child's wellbeing and the effectiveness of planned strategies.
- Convene a Student Support Group to plan ongoing monitoring, support, and follow-up of the child's health and wellbeing.
- Develop and implement a Student Support Plan, which documents the planned support strategies and includes timeframes for review (where possible, these support strategies should be informed by allied health and wellbeing professional with expertise in addressing child abuse and trauma).
- Students are educated on protective behaviours through the implementation of the RRRR curriculum, tailored to their year level.
- The PROTECT Child Safety posters are displayed on school notice boards and communicated to the school community via the school newsletter.

When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress.

Confidentiality and privacy

Foster Primary School collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The collection, use and storage of information is included in school policies.

- All allegations of abuse and safety concerns will be reported to a member of the leadership team. The information will be documented using our 'confidential summary form' and stored securely. Updates will be added to this document and relevant stakeholders informed.

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed in the context of school self-evaluation undertaken as part of the school accountability framework. The review will include input from students, parents/carers and the school community.

Definitions

A full list of definitions for Ministerial Order No. 870 is available at www.vrqa.vic.gov.au/childsafes

Child abuse includes

Any act committed against a child involving:

- a sexual offence or
- an offence under section 49B(2) of the *Crimes Act 1958* (grooming)

The infliction, on a child, of:

- Physical violence or

- Serious emotional or psychological harm
- Serious neglect of a child

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions and other events)

School staff means:

In a government school, an individual working in a school environment who is:

- employed under Part 2.4 of the *Education and Training Reform Act 2006 (ETR Act)* in the government teaching service or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

Related policies and Documents

[School Policy Advisory Guide – Duty of Care](#)

[School Policy Advisory Guide – Child Protection Reporting Obligations](#)

Evaluation:

This policy will be reviewed annually or in the event of an incident.
Reviewed by School Council February 2020.

Foster Primary's A-Z

A

Anaphylaxis

[Anaphylaxis Management Plans](#) are required for all children suffering from Anaphylaxis. Plans are available from the School Office and should be completed by a Doctor.

Asthma

[Asthma Risk Minimisation Plan](#) are required for all children suffering from Asthma. Plans are available from the School Office and should be completed by a Doctor.

Attendance

Children are required by law to attend school unless they are ill, or unless family circumstances make attendance impossible. If your child is unwell, please keep him/her home.

Keep up to date with student absence notifications by logging into [Compass](#) to add approvals. The school is now required to notify parents if their child is not present at school. We have an automated system which sends SMS to parents if a child is marked absent by their classroom teacher and the school has not been notified.

All children need to be 'signed in & out' at the office by an adult when leaving during school hours.

Dental, medical or other appointments that require your child to leave early should be notified to the classroom teacher in advance.

B

Bell Times

School Hours

School hours are from 8.55am – 3.15pm. Children need to be at school by 8.45 am.

Assembly is usually held on Wednesdays at 2.30pm in the senior building.

School is dismissed at 3:15 pm.

Hours of supervision of students are 8.30am until 3.30pm.

The school crossing in Station Street is supervised between 8.30 – 9.00am and 3.15 - 3.45pm.

Bell Times

8.50am Bag Bell – rooms open, bags can be placed inside

8.53am Music

8.55am School Commences

10.55am Recess

11.25am End Recess

1.15pm Lunch – eating

1.25pm Lunch play

2.03pm Music

2.05pm End Lunch Play

3.15pm Home Time



Book Club

At regular intervals throughout the year parents are offered the opportunity of purchasing good books cheaply from Scholastic.

Bus Travel

Over half of our school population travel by bus. Children are supervised by staff and bus captains while waiting for buses to arrive and every care is taken to ensure that children do not miss the bus.

During wet weather the greatest hazard to children's safety at dismissal time is the congestion caused by parents cars while they are picking up children. Please collect your child from the school boundary footpath so that children are not forced to cross the road in front of buses and cars to obey the parents' instruction to get in the car. Please observe the restricted parking signs on both sides of Pioneer Street.

Children must obtain a [bus pass](#) from the office each time:

- they travel on a different bus.
- there is any change to their bus stop.



Requests from parents for a child to travel on a bus when this is not the usual means of getting to and from school, or a request for a child to travel on a different bus on occasion, must be **in writing** and be given to the bus coordinator **one day prior to travel**. A seat cannot always be guaranteed as some buses are already filled to capacity and in such cases parents will need to make other arrangements.

Children must also inform the class teacher if they will not be travelling on the bus. Changes to the bus roll must be made as soon as possible every morning. It is the parents and students responsibility to communicate any changes to bus travel arrangements.

C

Camps & Excursions

Camps are offered each year for students in Grades 2 to 6. Overnight excursions in the local area may be offered as pre-camp experience.

Grade 2 - a one night at school sleepover, catered.

Grades 3/4 - a 3 day camp, catered, with hostel accommodation.

Grades 5/6 - a 3 or 4 day camp.

Excursions - Excursions provide the direct experience for a major educational unit of work, either preceding or following the excursion.



Classroom Organisation

Organisation of classes is dependent upon the number of students at each level.



Today's teaching methods/approaches aim to meet the needs of each child are met irrespective of their grade placement.

We aim to:

- To place each child in a class which provides them with the opportunity to be part of a class of children which will allow them opportunities to learn.
- To form classes of children taking into account a balance of gender as well as social, emotional and academic capabilities.
- To use prior knowledge that teachers, parents and others of each child, prior to class placement.

More information is available by reading [The Grade Formation Policy](#) available from our Website or from the Office on request.



Student Code of Conduct



Student Code of Conduct Policy 2020

Foster PS is a Learning Environment where there are Rights & Responsibilities.

Be Respectful Be Safe Be A Learner Be Caring

The school is a learning environment. Everyone has a right to learn at our school.

As soon as you enter our school you must demonstrate appropriate behaviours:

- At the beginning of the day all students must be present at 8:55am when the second bell rings and there is a teacher present in their classroom.
- At the end of recess and lunchtimes all students must line up quietly and wait for their teachers.
- Always walk through school buildings.
- You only enter other classrooms or teaching places with a staff member's permission.
- Personal devices must be left at the school office during school time.
- Keep noise to a minimum in the buildings and where others are learning.
- Respect all, including school property.

At School:

You and the teacher have the right to feel comfortable and safe in the classroom and do your best learning, therefore we need to ensure that we follow our **Three Golden Essentials:**

- Talk Respectfully
- Follow Instructions
- Allow others to learn

Challenge yourself, try your best and learn from your mistakes.

Also remember to, absorb yourself in your learning and manage your distractions.

It is also expected that students follow our School Values:

- Be Respectful
- Be Safe
- Be A Learner
- Be Caring

Please ensure that your child's classroom teacher is aware of any medical conditions or allergies.

Communication

Newsletters

The fortnightly [newsletter](#) is the school's means of communicating with parents. It goes out on [Compass](#) or can be accessed from our website each two weeks. It is an expectation that all families read the newsletter every fortnight. The school depends on the newsletter to keep parents informed about upcoming excursions, administrative matters, meeting dates, cultural programs etc.

Webpage

We have introduced [School News](#) and [Classroom News](#) pages to our school webpage. Here you will find regular updates on each grade and the school news in general. There are also handy notes and tips on the [Parent Information](#) page and links to [Community](#) events and notices. It's a terrific resource that regularly updates. Add it to your favourites tab.

Facebook & Instagram

Short and informative messages are posted on our [Facebook](#) and Instagram pages from time to time.

Please **write a note** when communicating with the school. A note has permanence which ensures that the matter is dealt with and may be retained for reference.

Our email address is: foster.ps@education.vic.gov.au

Compass

[Compass](#) School Manager is a whole school administration package. It is utilised by Foster Primary School to streamline many school operations, from Attendance, Reporting, Communication and Events Management.

Keep up to date with the latest news and events. You will receive an email notification of new items as they're posted to our Compass site. Use your username and password to log on to check these notifications.

Communication is made easy with your child's teacher via email. You will be kept up to date with your child's learning, via ongoing learning task updates.

School reports will also be available here.

Should you have any queries about Compass, please contact the office, we will be happy to assist.

Community and the School

We feel our school has a special responsibility to serve our own community and that it is important that we cooperate with local organisations whenever possible. It is our desire that the image of our school should be one that earns us the respect and full support of this community. Students are rostered with staff to participate in Meals on Wheels. We also participate in Community Initiatives such as regular visits to the Prom Country Aged Care, The Seachange Festival, Community Singing and Community Art Projects and Breakfast Club with Rotary.

Cultural Programs

Foster Primary School endeavours to give the children a wide range of cultural experiences through our cultural programs. Programs are selected from film, opera, drama, dance, ballet, music, circus and nature, with preference being given to "in-school" performances.

A minimum of three productions are selected annually and spread as evenly as possible over the year. Cost for the cultural programs is covered in initial school fees.



D

Dental Service

The [School Dental Service](#) provides dental treatment and dental health education for school children. It provides general dental care to children every two years while children identified with a greater need may be seen more often.

What does it cost?

Children and youths who are government concession card holders or dependents of concession card holders are this service is FREE.

Children (12 years and under) not eligible for the Child Dental Benefits Schedule ie those who do not hold a government concession card, the cost is \$33.00 per child for a course of general care which includes an examination and all general dental treatment (with a maximum of \$132.00 per family per year).

Payment cannot be claimed through private health insurance.

How do you access the service?

Our school is contacted by the School Dental Service with information to put in our school newsletter which will provide information for you, they will also be issued with consent forms for every child. If you require further information, please contact Bass Coast Regional Office on 5671 3268. Alternatively contact Dental Health Services Victoria 1300 360 054.

Dress Code – School Uniform

Foster Primary School's uniform colours are **jade and navy**. The uniform is compulsory for all students. Some items are available for purchase at the office. There is also a small amount of second hand uniform available for sale.

The school places bulk orders for windcheaters skirts, track pants, T-shirts, polo shirts and hats several times a year. Windcheaters and T-shirts and polo shirts come with our school logo.

A note is required if students are out of uniform.

Grade 6 students are given the option of purchasing a special Grade 6 polo shirt.

Track pants, leggings, shorts and tops with logos are not considered to be school uniform, nor are pants with coloured side stripes.

Physical Education Dress

Physical Education and Sport is timetabled throughout the week. Children are asked to always wear appropriate footwear and clothing. Boots, thongs and shoes with a high heel are inappropriate for safety reasons.



Footwear

Thongs must not be worn to school at any time as they are an established cause of injury.

E

Enrolment Procedure

Parents seeking to enrol children are invited to [contact us](#) to arrange an appointment for a tour of the school and discussion about your children's educational requirements. Enrolment forms are provided at this time.

Prep Year children must be 5 years of age by 30th April to be eligible for enrolment. Younger children may be enrolled if parents seek approval from the Department of Education and Early Childhood Development, citing special circumstances about readiness for school.

Parents will need to present a copy of a birth certificate, as well as a copy of immunisation to complete the enrolment procedure. Certificates are issued by the local government authority, Shire of South Gippsland. Certificates issued by the Australian Childhood Immunisation Register are also valid if they include the statement 'This child has received all vaccines required by 5 years of age.'

Victorian Government Schools do not charge fees for enrolments but parents are expected to purchase uniforms, contribute towards stationary items and pay for special events such as school camps and field trips (excursions). There is an annual charge for stationary and consumables. Voluntary contributions (Donation) are greatly appreciated.



F

Single Parent Families, Blended Families, Non-Custodial Parents

Occasionally we are contacted by a non-custodial parent requesting reports or information, or even to speak to a child. Should there be any special instructions regarding access or contact (particularly restrictions) with a non-custodial parent, please discuss this matter with the Principal.

G

Good Food Policy

As a Stephanie Alexander Kitchen Garden school, Foster Primary School recognises the positive impact that good food choices have on children's healthy growth, learning ability and behaviour. Through its Good Food Policy, the school has elected to favour diverse home-made foods made with local, fresh, clean, wholesome and seasonal produce whenever food is offered by the school. The school also models good food behaviours such as encouraging children to eat while sitting down at lunchtime.

This policy applies especially to special hot food lunch days, regular themed food days (such as Breakfast Club and Hot Food Days), fundraisers and other occasions such as celebrations, sports days, sleep overs, excursions, camps, as well as the Farmers' market stall.

[The Good Food Policy](#) aims to ensure that the school promotes a food culture that celebrates good food and fosters positive and consistent experiences and information in line with the Stephanie Alexander Kitchen Garden Program. It is hoped that through education and modelling, the students develop an informed appreciation for good food choices and their positive impacts for life. For more details, refer to the Good Food Policy on the school's website.



H

Student Health & Safety

The school staff maintain constant supervision of the buildings and grounds so that accidents and injuries may be avoided. The following precautions are taken:



- Children cannot leave the school ground unless accompanied by an adult.
- Children should come directly to school and return directly to their homes after school.
- Road safety and general safety rules form part of the health curriculum.

Emergency Procedures

In the event of sudden illness or serious accident parents will be contacted and medical help obtained. In order that the school can readily communicate with parents it is important that you should advise the school of where you may be contacted during school hours. Please give us the telephone number of parents and a neighbour or friend who would care for the child if we cannot contact you.

We ask you to update this information if changes occur.

Sick Children

We count on the discretion of parents to keep at home any child showing symptoms of an approaching illness. A child must be excluded from school if suffering from any of the infectious diseases shown on the exclusions chart in this booklet. Please observe the instructions on the chart regarding the length of exclusion from school.

Medications

- Students are not permitted to keep any medication in their school bags or desks.
- All medications are to be handed in at the office along with medical consent form. Medication will be administered by office staff.
- Medication consent forms are available from the Office. They must be completed and updated when necessary.

Medical Conditions

Parents of students with ongoing medical conditions are required to complete a [Student Health Support Plan](#) outlining details and symptoms of the condition.

These forms are available at the office.

Exclusions Chart

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

| Column 1 Number | Column 2 Conditions | Column 3 Exclusion of cases | Column 4 Exclusion of Contacts |
|--------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Chickenpox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded |
| 2 | Conjunctivitis | Exclude until discharge from eyes has ceased | Not excluded |
| 3 | Cytomegalovirus (CMV) infection | Exclusion is not necessary | Not excluded |
| 4 | Diarrhoeal illness* | Exclude until there has not been vomiting or a loose bowel motion for 24 hours | Not excluded |
| 5 | 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 |
| 6 | Glandular fever (Epstein-Barr Virus infection) | Exclusion is not necessary | Not excluded |
| 7 | Hand, Foot and Mouth disease | Exclude until all blisters have dried | Not excluded |
| 8 | Haemophilus influenzae type b (Hib) | Exclude until 48 hours after initiation of effective therapy | Not excluded |
| 9 | Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness | Not excluded |
| 10 | Hepatitis B | Exclusion is not necessary | Not excluded |
| 11 | Hepatitis C | Exclusion is not necessary | Not excluded |
| 12 | Herpes (cold sores) | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible | Not excluded |
| 13 | Human immuno-deficiency virus infection (HIV) | Exclusion is not necessary | Not excluded |
| 14 | Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded |
| 15 | Influenza and influenza like illnesses | Exclude until well | Not excluded unless considered necessary by the Chief Health Officer |
| 16 | Leprosy | Exclude until approval to return has been given by the Chief Health Officer | Not excluded |
| 17 | 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 |

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.

| Column 1 Number | Column 2 Conditions | Column 3 Exclusion of cases | Column 4 Exclusion of Contacts |
|--------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 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 |
| 18 | Meningitis (bacterial —other than meningococcal meningitis) | Exclude until well | Not excluded |
| 19 | Meningococcal infection | Exclude until adequate carrier eradication therapy has been completed | Not excluded if receiving carrier eradication therapy |
| 20 | Mumps | Exclude for 5 days or until swelling goes down (whichever is sooner) | Not excluded |
| 21 | Molluscum contagiosum | Exclusion is not necessary | Not excluded |
| 22 | 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 |
| 23 | Poliovirus infection | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery | Not excluded |
| 24 | Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced | Not excluded |
| 25 | Rubella (German measles) | Exclude until fully recovered or for at least four days after the onset of rash | Not excluded |
| 26 | Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced | Not excluded unless considered necessary by the Chief Health Officer |
| 27 | 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 |
| 28 | Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well | Not excluded |
| 29 | Tuberculosis (excluding latent tuberculosis) | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious | Not excluded |
| 30 | Typhoid fever (including paratyphoid fever) | Exclude until approval to return has been given by the Chief Health Officer | Not excluded unless considered necessary by the Chief Health Officer |

Regulation 111

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

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), *Campylobacter* spp., *Salmonella* spp., *Shigella* spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

I, J, K

Kitchen Garden

Students in the senior years have the opportunity to participate in the Stephanie Alexander Kitchen Garden Program this involves using home grown produce to create delicious sustainable meals.



L

Lunch Arrangements

- All children who lunch at school will do so in their classrooms under the supervision of their teachers.
- Students are encouraged to bring "[Nude Food](#)."



Lost Property

All articles of clothing, bags, shoes, etc, that are brought to school should be **clearly named**. Lost property is retained at the school in the *lost property tub*. This is cleared at the end of each term and unclaimed clothing goes to the opportunity shop.

M, N, O,

P

Parents & Friends Group

The Foster Primary School [Parents and Friends Group](#) was re-established in 2013. This group gives the opportunity for parents and friends to participate and contribute to our school community and work in partnership with the principal and school council to organise social, educational and fundraising activities.

Over the past few years the Parents & Friends Group have run a number of activities that have raised valuable funds to enhance the school community and student experience. These activities have not just benefited your child but future children to come.

You cannot help but notice how proud the students look to be wearing the new school jackets when they are representing the school or seeing the enthusiasm from each child when their class gets up at assembly to perform a song with the new musical instruments. This was made possible by some of the fundraising activities of the P&F group.

So what's involved to be in the Parents and Friends Group? As little or as much as you want. The Parents and Friends group always welcome new members to share ideas. Meetings are held once a month in the school staff room (little ones are most welcome). The principal attends the meetings to report on school activities and initiatives as well as responding to issues or questions raised. The agenda is sent out a week before the meeting to see what is going to be discussed. There are many ways to assist even if you can't make it to the meetings.

If you are interested in getting involved you can fill out the form below and return it to the friendly office staff or drop in to a meeting to say hello. Meeting dates and times are posted on Compass.



FOSTER PRIMARY SCHOOL PARENT & FRIENDS' GROUP

NEW MEMBERSHIP/RENEWAL FORM

NAME:

CHILDS NAME:

EMAIL:

MOBILE:

A \$1 ANNUAL MEMBERSHIP FEE IS REQUIRED IF YOU WOULD LIKE TO BE A VOTING MEMBER AS PER PARENT & FRIENDS' CONSTITUTION

AMOUNT PAID:

MEMBERSHIP VALID UNTIL:

Any enquires can be emailed to the secretary at pandfgroup@yahoo.com

Personal Property, money, toys, phones and iPads



Sums of money or precious possessions should not generally be brought to school as there is always the chance of loss or damage. If brought to school, mobile phones and ipods must be left at the office during school hours.

Damage and loss to students' possessions is not the responsibility of the School or the Department of Education.

Private Lessons during School Hours

If a child is having private lessons, parents are requested to arrange for lessons to be taken outside school hours. Where this is not possible, the Department of Education requires that parents request permission from the Principal for the child to be absent from the school. The request should be in writing, and should detail times, days, the name of the tutor and where the lessons are to be held. A new written request is required at the start of each school year. Forms are available from the office, or to download [here](#).

Parents are responsible for ensuring that their children are escorted to and from private lessons during school hours by an adult.

Students in Grade 6 have the opportunity to participate in the music program at [Foster Secondary College](#). For a fee they are taught the instrument of their choice in a weekly group lesson and participate in the F.S.C. Junior Band.

Q, R

Reading

Children enter school with very different knowledge about reading and very different reading abilities. This can range from the child who can read independently to the child who cannot read, but can turn the pages of a book and make up a story. Both know something about reading.

The challenge for teachers and parents is to recognise what each child already knows, and to build on this throughout the child's school life. Consequently, teachers and parents need to work in partnership to provide support for developing readers.

To reinforce reading skills throughout the year, all children need to be read to and to be given opportunities to read aloud. We encourage all families to make reading part of their daily routine.

When your children bring home their first books, share their excitement with them. At first they will read by remembering the sentence patterns and looking at the

pictures. This is a natural stage in learning to read. As they understand more about reading they will use the print message more. The most important thing is to encourage them to make sense of what they read.

Below are some suggestions for helping your child in reading. Remember to encourage and praise your child's efforts, and try to keep reading an enjoyable, positive experience.

Be a Model for Your Children

Show your children that:

- you enjoy reading
- you read magazines, how-to-do-it books, the TV guide, newspapers as well as books.
- you read for a purpose ... information, relaxation, enjoyment
- reading is as natural as talking and listening.



Reading Together Is Magic - Enjoy It.

- make a regular time for reading every day - 15 to 20 minutes is enough
- talk about the book before you start reading together
- go through the book page by page. Look at the pictures, the cover, the title, the names of the authors and encourage your child to guess what the story is about
- encourage your child to listen carefully and look at the print and pictures
- stop reading sometimes and ask your child to guess what might happen next
- talk about the story when you finish reading. 'What did you like about the story?' "How could it end differently?"

Listening to Reading

As children become confident, they will want you to hear them read, so:



- listen carefully
- praise their efforts - for reading with expression, for working out words and sentences
- encourage prediction - at times stop reading and ask them what they think may happen next.
- pause - give them time to work out the word or the sentence. If they get stuck on a word you could encourage them to look at the pictures; guess; read on and come back later; look at the first letter; or tell your child the word. Allow the child to make errors and stay calm. Always encourage them to correct their own mistakes.

The task of educating children is a partnership between child, school and family. The greater the trust and co-operation between the partners the more rewarding the partnership. Consequently classroom teachers may enlist your help as parents to supervise homework aspects of your child's special assistance or general educational programs. Your enthusiasm and co-operation in this will be greatly appreciated and will accelerate your child's progress.

S

Foster Primary School Council

A School Council is the body which handles all official business relating to the school. It is, together with the Principal, responsible for maintenance of school grounds, buildings and equipment, and for spending all funds raised by parents and those provided in the form of grants and allowances from the Department of Education and Training ([DET](#)).

[School Council](#) membership is made up of parent representatives, DET representatives and coopted members to represent wider community interests or particular expertise. The Principal is the Executive Officer.

Elections are held at the end of March with half of the parent members and half of the DET members retiring each year.

All activities of the School Council are aimed at fostering increased communication between the parents, staff and School Council at Foster. The Council, through the powers and duties bestowed upon it, is able to:

- provide a direct link in communicating your views and ideas to the Department of Education(DET).
- bring improvements which you see as desirable to the notice of the school and the Department.
- carry out improvements to the educational and physical environment at Foster so that our children's opportunities for complete and stimulating education can be maximised.

The success of your School Council's activities depends entirely on the support which you give the collective ventures which it undertakes. The more input to the school's activities that parents make, the more confident the Council can be that it is truly representative of the school community.

We believe it is important to encourage parents to visit the school as often as possible to meet the teachers and pupils informally. By this means we hope to gain parents' fullest cooperation in helping the school to achieve its objectives.

School Requisites - Book and materials

Each year School Council sets a fee for school books & materials.

If you have any enquires regarding Council activities, or any views or ideas which you would like Council to consider, please contact the President or the Principal, or approach a Council member.

The names of current School Councillors are available from the office and on our [website](#).

Purpose of the School Council

The school council has particular functions in setting and monitoring the school's direction.

School councils have three main responsibilities:

- finance: overseeing the development of the school's annual budget and ensuring proper records are kept of the school's financial operation
- strategic planning: participating in the development and monitoring of the school strategic plan
- policy development and review: developing, reviewing and updating policies that reflect a school's values and support the school's broad direction outlined in its strategic plan.

Other key functions of school councils include:

- raising funds for school related purposes
- maintaining school grounds and facilities
- entering into contracts
- reporting annually to the school community and the Department
- creating interest in the school in the wider community
- representing and taking the views of the community into account
- regulating and facilitating after-hours use of school premises and grounds
- operating a children's service at the school.

For further information on School Council please visit the [website](#).

Specialist Classes



Music



Health & Phys Ed



French

SunSmart

The school has a [SunSmart policy](#) which encourages hat wearing during outdoor activities. We ask the support of parents in the aim of educating our children about the need to protect themselves, especially during the early afternoon hours. Hats are always available for purchase through the office. Parents are welcome to send sunscreen for their children to apply themselves under teacher direction.

Students are required to wear broad brimmed school hats for all outdoor activities from September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.



T, U, V

Visiting the School

On arrival at school, all parents and visitors are required to report to the office. If your child has a problem or you have any school related concerns do not hesitate to contact your child's teacher or the Principal to make an appointment for a mutually convenient time.

Volunteers

Below are a list of formal opportunities for parents to demonstrate an interest in the education and well-being of their children. The Department of Education Training has created a school at Foster - it is the job of the school community to make it OUR school.

Parents who are unable to participate in School Council can support the school in some other way. All volunteers are required to have a Working With Children Check, and to sign the Volunteer Code of Conduct. The school always needs assistance in the following areas:

- [School Stephanie Alexander Kitchen Garden Programme](#) and general grounds & garden maintenance.
- Classroom involvement: Assisting in reading, writing, activity maths, science and physical education sessions.
- Sports days, excursions and camps (A working with children check is also required for parents wishing to be considered for camp attendance), when volunteers can be of immense assistance as additional supervisors, umpires, marshals, instructors, etc.,
- [Parents and Friends](#), fundraising events
- Skilled aide, where parents who possess particular skills or qualifications can offer their services to perform small repairs, maintenance, typing children's stories, etc.,

Finally, if time or other commitments prevent participation in the areas above, the parent who arrives at his or her own convenience to tend a garden or perform any small grounds improvement task is always welcome.

Schools with a high degree of parental involvement become a part of, and not apart from, their community as well as encouraging the Principal and staff in the execution of their vital task.

W, X, Y, Z

Thank you for being a part of our school community. If you ever have any questions or queries about your child's learning or welfare, please do not hesitate to contact either the Principal, your child's teacher or the Student Welfare Officer.

We look forward to sharing your child's learning journey and watching your child grow!



CHILDREN
learn as they
PLAY.
Most importantly,
in **PLAY**
children **LEARN**
how to
LEARN.

 © Paul Dinnel



teachingwithsimplicity.com

**"Every child has a
different learning
style and pace.
Each child is
unique, not only
capable of
learning but also
capable of
succeeding."
- Robert John Meehan**

*Children learn
from anything
and everything
they see.
They learn
wherever they are,
not just in special
learning places.*



The **MORE**
that you read,
the **MORE** things
you will know.
The **MORE** that you
learn,
the **MORE** places you'll go.





Foster Primary School Information Booklet 2020



EVERYONE CAN LEARN TO LEARN

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Contact:
 Foster Primary School
 75 Pioneer Street, Foster Vic
 3960
 Phone: 56822370
 Email:
foster.ps@education.vic.gov.au

School Profile

There has been a Primary School in Foster, South Gippsland, since 1872. The current site, in Pioneer Street, was established in 1965. It is situated in a rural environment located 30 kilometres from Wilson's Promontory National Park.

At Foster Primary School we do Our Best Always. Our school believes that Everyone can Learn to Learn and we consistently aim to develop our ability to learn how to learn more effectively.

We are a 'Be You' school and take pride in our efforts to educate the whole child. This includes social/emotional learning as well as a focus on academic excellence. We strive to be the best we can and take immense pride in this.

The enrolment varies between 210 - 220 with a growing number of families moving into the school catchment area. The majority of students, however, come directly from the Foster Kindergarten and move on to South Gippsland Secondary School in Year 7. Students come from a wide area of the district, served by nine buses. Most parents are working parents and are based locally in farming, service, professional or tourism services.

The school is equipped with a variety of permanent classrooms, operating 9 grades, the majority of which are composites. There are nine classroom teachers, three specialist teachers, a Primary Welfare officer, together with seven Educational Support staff.

Government and School Council funds have been used to refurbish and rebuild facilities to support modern teaching methods and flexible learning areas.

Our students are given opportunities to participate in a variety of extra curricula activities and programs such as Camps, Incursions, Interschool Sports and Chess.

Each classroom has an Interactive TV. Desktops, Laptops, Netbooks and iPads are available for students to use. The computer ratio for students is 1:1

English and Mathematics remain central to the curriculum, underpinned by an emphasis on Learning to Learn. The school offers a range of specialist classes which appeal to different learning styles and organises incursions which address areas such as drama, science, music or performance skills. Sport, Music, Art, Dance and Drama are popular in the wider school community and students are encouraged to participate.

The school is in the tenth year of being a Stephanie Alexander Kitchen Garden School. This programme is a timetabled part of the curriculum.

Foster Primary School values its strong links with the wider community with volunteers supporting school programs in areas such as LAP, classroom helpers, Camps & Excursions and the Kitchen Garden.

Child Safe Policy

Purpose

The child safe environments policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards.

Scope

All staff, volunteers, contractors and whether or not they work in direct contact with children or young people. This policy will apply across all school environments including camps, excursions, online environments and outside of school hours activities.

Statement of Commitment to Child Safety

Foster Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability, and vulnerable children.

Foster Primary School has zero tolerance for child abuse.

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

Every person involved in Foster Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

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

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

Policy and procedures

Policies and procedures outlining school's approach to the Child Safe Standards are outlined below.

- Child Safe Code of Conduct
- Role of a School Child Safety Officer/Leader
- Mandatory Reporting Policy

- Risk Assessment Policy

The Child Safety Officer is responsible for ensuring staff, students, volunteers and community members adhere to the Child Safety Policy and associated policies. At Foster Primary School, the Child Safety Officer is the Principal.

Further information regarding the roles and responsibilities of the Child Safety Officer can be found in the [Child Safety Officer](#) role description.

Further resources and advice on child safety and the Child Safe Standards can be accessed from the Department of Education and Training's [PROTECT site](#).

Legislative responsibilities

This policy applies to allegations of disclosures of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.

Our school takes our legal responsibilities seriously, including:

- All Victorian Teachers have a legal responsibility to report incidents where children's safety is at risk. Victorian Government School employees are expected to follow the DET Mandatory Reporting policy which can be found at

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

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- **Failure to protect:** People of authority in our school will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Any personnel who are **mandatory reporters** must comply with their duties.

A child-safe culture

Foster Primary School's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden.

All members of the Foster Primary School Community are encouraged to take responsibility for their actions and to adhere to the core values of Be Respectful, Be a Learner, Be Caring and Be Safe. The school has created a learning environment that is supportive and enables students to develop self-discipline, team work, communications skills and a tolerance of other viewpoints and cultures.

The following are the strategies that Foster Primary School will implement to ensure a culture of child safety at our school:

- Staff will complete online [Mandatory Training modules](#) annually.
- The [4 Critical Actions posters](#) are displayed in staff work areas and on our OHS noticeboard.
- The Protect Child Safety posters are displayed on school notice boards and in classrooms for students.
- Child Safety is included in agendas for our staff meetings and professional development days.

- School Council Meeting agendas include updates and discussions about our commitment to child safety.
- Through our Health and Social Emotional Learning curricula we teach our students about School Wide Positive Behaviours, Resilience, Rights and Respectful Relationships and Protective Behaviours. We actively promote child safety, tolerance and respectful relationships.
- Our commitment to child safety and the relevant policies are available for the community on our school website.
- Our school recognises cultural events that are relevant to our community, and displays the Aboriginal and Australian flags at the front of the school.

Personnel understand their roles and responsibilities/ Code of Conduct

School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Code of Conduct. The school's Code of Conduct sets out clear awareness of the difference between appropriate and inappropriate behaviour.

- The [Child Safety Code of Conduct](#) is included in staff induction and CRT information packs, and these staff members are instructed to familiarise themselves with the expectations set out in this document.
- The Code of Conduct is presented to all staff at the beginning of each school year, and staff are reminded of their responsibility to read this document and adhere to the expectations.
- The Code of Conduct is available on our website, in the front office for visitors, and is included in the staff handbook.
- All staff, visitors and School Councillors are expected to sign the Code of Conduct.
- Where breaches of the Code of Conduct are identified, these will be addressed in accordance with the Foster Primary School Child Safe Mandatory Reporting Policy and the DET reporting procedures.
- All visitors to the school are required to sign in and out on the Passtab in reception.
- Volunteers, and those coming to the school to work with children, are required to produce a current WWCC and asked to adhere to the Child Safety Code of Conduct as outlined on Passtab.

Human resources practices and training

Foster Primary School applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check.

- Staff are required to provide a copy of their current VIT registration or WWCC annually, and this information is filed by administration staff.
- When hiring new staff members, use of a pre-employment checklist is used and referees are asked if they have any concerns relating to child safety.
- The Child Safety Environments clause is used when hiring staff through Recruitment Online.

- The Child Safety Code of Conduct is included in staff induction and CRT information packs, and these staff members are instructed to familiarise themselves with the expectations set out in this document.

Reporting a child safety concern or complaint

Foster Primary School has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns. The school will take action to respond to a complaint.

- All members of the teaching service are mandated by law to report signs of physical and sexual abuse and neglect (see [Child Safety Mandatory Reporting policy](#));
- The Child Safety Mandatory Reporting Policy is available on our website and staff are expected to familiarise themselves with this policy.
- The 4 Critical Actions posters are displayed in staff work areas and on our OHS noticeboard to assist staff in making a report.
- After any serious incidents the school will review all policies and procedures related to child safety.
- We have specific policies, processes and training in place that support our staff and volunteers to confidently make a report based on holding a 'reasonable belief' that a child is at risk of child abuse.
- All staff and School Council members are expected to complete the Mandatory Reporting e-Learning module. This is monitored by the Child Safety Officer.

The school's policy and procedures for reporting a child safety concern or complaint can be found in the [Child Safety Mandatory Reporting Policy](#).

Risk reduction and management

The School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures. Risk management processes are reviewed annually or pre/post events/excursions/incidents.

- The [risk assessment matrix](#) is reviewed annually and ratified by the Foster Primary School School Council
- The school's approach to Child Safety risk reduction and management can be found in the [Risk Assessment Policy](#).
- School Council members are educated on their obligations when reviewing and endorsing Child Safe Policies at the first meeting each year. School Council members are required to complete the [Mandatory reporting online modules](#) each year.

Listening to children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Foster Primary School promotes student voice through the Student Representative Council and through classroom discussions around risks and events.

- We will work to ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues.
- We are committed to listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.

To support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse the school will:

- Establish regular communication between staff and the child's parent/guardian/carer (if this is appropriate) to discuss a child's wellbeing and the effectiveness of planned strategies.
- Convene a Student Support Group to plan ongoing monitoring, support, and follow-up of the child's health and wellbeing.
- Develop and implement a Student Support Plan, which documents the planned support strategies and includes timeframes for review (where possible, these support strategies should be informed by allied health and wellbeing professional with expertise in addressing child abuse and trauma).
- Students are educated on protective behaviours through the implementation of the RRRR curriculum, tailored to their year level.
- The PROTECT Child Safety posters are displayed on school notice boards and communicated to the school community via the school newsletter.

When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress.

Confidentiality and privacy

Foster Primary School collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The collection, use and storage of information is included in school policies.

- All allegations of abuse and safety concerns will be reported to a member of the leadership team. The information will be documented using our 'confidential summary form' and stored securely. Updates will be added to this document and relevant stakeholders informed.

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed in the context of school self-evaluation undertaken as part of the school accountability framework. The review will include input from students, parents/carers and the school community.

Definitions

A full list of definitions for Ministerial Order No. 870 is available at www.vrqa.vic.gov.au/childsafes

Child abuse includes

Any act committed against a child involving:

- a sexual offence or
- an offence under section 49B(2) of the *Crimes Act 1958* (grooming)

The infliction, on a child, of:

- Physical violence or

- Serious emotional or psychological harm
- Serious neglect of a child

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions and other events)

School staff means:

In a government school, an individual working in a school environment who is:

- employed under Part 2.4 of the *Education and Training Reform Act 2006 (ETR Act)* in the government teaching service or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)

Related policies and Documents

[School Policy Advisory Guide – Duty of Care](#)

[School Policy Advisory Guide – Child Protection Reporting Obligations](#)

Evaluation:

This policy will be reviewed annually or in the event of an incident.
Reviewed by School Council February 2020.

Foster Primary's A-Z

A

Anaphylaxis

[Anaphylaxis Management Plans](#) are required for all children suffering from Anaphylaxis. Plans are available from the School Office and should be completed by a Doctor.

Asthma

[Asthma Risk Minimisation Plan](#) are required for all children suffering from Asthma. Plans are available from the School Office and should be completed by a Doctor.

Attendance

Children are required by law to attend school unless they are ill, or unless family circumstances make attendance impossible. If your child is unwell, please keep him/her home.

Keep up to date with student absence notifications by logging into [Compass](#) to add approvals. The school is now required to notify parents if their child is not present at school. We have an automated system which sends SMS to parents if a child is marked absent by their classroom teacher and the school has not been notified.

All children need to be 'signed in & out' at the office by an adult when leaving during school hours.

Dental, medical or other appointments that require your child to leave early should be notified to the classroom teacher in advance.

B

Bell Times

School Hours

School hours are from 8.55am – 3.15pm. Children need to be at school by 8.45 am.

Assembly is usually held on Wednesdays at 2.30pm in the senior building.

School is dismissed at 3:15 pm.

Hours of supervision of students are 8.30am until 3.30pm.

The school crossing in Station Street is supervised between 8.30 – 9.00am and 3.15 - 3.45pm.

Bell Times

8.50am Bag Bell – rooms open, bags can be placed inside

8.53am Music

8.55am School Commences

10.55am Recess

11.25am End Recess

1.15pm Lunch – eating

1.25pm Lunch play

2.03pm Music

2.05pm End Lunch Play

3.15pm Home Time



Book Club

At regular intervals throughout the year parents are offered the opportunity of purchasing good books cheaply from Scholastic.

Bus Travel

Over half of our school population travel by bus. Children are supervised by staff and bus captains while waiting for buses to arrive and every care is taken to ensure that children do not miss the bus.

During wet weather the greatest hazard to children's safety at dismissal time is the congestion caused by parents cars while they are picking up children. Please collect your child from the school boundary footpath so that children are not forced to cross the road in front of buses and cars to obey the parents' instruction to get in the car. Please observe the restricted parking signs on both sides of Pioneer Street.

Children must obtain a [bus pass](#) from the office each time:

- they travel on a different bus.
- there is any change to their bus stop.



Requests from parents for a child to travel on a bus when this is not the usual means of getting to and from school, or a request for a child to travel on a different bus on occasion, must be **in writing** and be given to the bus coordinator **one day prior to travel**. A seat cannot always be guaranteed as some buses are already filled to capacity and in such cases parents will need to make other arrangements.

Children must also inform the class teacher if they will not be travelling on the bus. Changes to the bus roll must be made as soon as possible every morning. It is the parents and students responsibility to communicate any changes to bus travel arrangements.

C

Camps & Excursions

Camps are offered each year for students in Grades 2 to 6. Overnight excursions in the local area may be offered as pre-camp experience.

Grade 2 - a one night at school sleepover, catered.

Grades 3/4 - a 3 day camp, catered, with hostel accommodation.

Grades 5/6 - a 3 or 4 day camp.

Excursions - Excursions provide the direct experience for a major educational unit of work, either preceding or following the excursion.



Classroom Organisation

Organisation of classes is dependent upon the number of students at each level.



Today's teaching methods/approaches aim to meet the needs of each child are met irrespective of their grade placement.

We aim to:

- To place each child in a class which provides them with the opportunity to be part of a class of children which will allow them opportunities to learn.
- To form classes of children taking into account a balance of gender as well as social, emotional and academic capabilities.
- To use prior knowledge that teachers, parents and others of each child, prior to class placement.

More information is available by reading [The Grade Formation Policy](#) available from our Website or from the Office on request.



Student Code of Conduct



Student Code of Conduct Policy 2020

Foster PS is a Learning Environment where there are Rights & Responsibilities.

Be Respectful Be Safe Be A Learner Be Caring

The school is a learning environment. Everyone has a right to learn at our school.

As soon as you enter our school you must demonstrate appropriate behaviours:

- At the beginning of the day all students must be present at 8:55am when the second bell rings and there is a teacher present in their classroom.
- At the end of recess and lunchtimes all students must line up quietly and wait for their teachers.
- Always walk through school buildings.
- You only enter other classrooms or teaching places with a staff member's permission.
- Personal devices must be left at the school office during school time.
- Keep noise to a minimum in the buildings and where others are learning.
- Respect all, including school property.

At School:

You and the teacher have the right to feel comfortable and safe in the classroom and do your best learning, therefore we need to ensure that we follow our **Three Golden Essentials:**

- Talk Respectfully
- Follow Instructions
- Allow others to learn

Challenge yourself, try your best and learn from your mistakes.

Also remember to, absorb yourself in your learning and manage your distractions.

It is also expected that students follow our School Values:

- Be Respectful
- Be Safe
- Be A Learner
- Be Caring

Please ensure that your child's classroom teacher is aware of any medical conditions or allergies.

Communication

Newsletters

The fortnightly [newsletter](#) is the school's means of communicating with parents. It goes out on [Compass](#) or can be accessed from our website each two weeks. It is an expectation that all families read the newsletter every fortnight. The school depends on the newsletter to keep parents informed about upcoming excursions, administrative matters, meeting dates, cultural programs etc.

Webpage

We have introduced [School News](#) and [Classroom News](#) pages to our school webpage. Here you will find regular updates on each grade and the school news in general. There are also handy notes and tips on the [Parent Information](#) page and links to [Community](#) events and notices. It's a terrific resource that regularly updates. Add it to your favourites tab.

Facebook & Instagram

Short and informative messages are posted on our [Facebook](#) and Instagram pages from time to time.

Please **write a note** when communicating with the school. A note has permanence which ensures that the matter is dealt with and may be retained for reference.

Our email address is: foster.ps@education.vic.gov.au

Compass

[Compass](#) School Manager is a whole school administration package. It is utilised by Foster Primary School to streamline many school operations, from Attendance, Reporting, Communication and Events Management.

Keep up to date with the latest news and events. You will receive an email notification of new items as they're posted to our Compass site. Use your username and password to log on to check these notifications.

Communication is made easy with your child's teacher via email. You will be kept up to date with your child's learning, via ongoing learning task updates.

School reports will also be available here.

Should you have any queries about Compass, please contact the office, we will be happy to assist.

Community and the School

We feel our school has a special responsibility to serve our own community and that it is important that we cooperate with local organisations whenever possible. It is our desire that the image of our school should be one that earns us the respect and full support of this community. Students are rostered with staff to participate in Meals on Wheels. We also participate in Community Initiatives such as regular visits to the Prom Country Aged Care, The Seachange Festival, Community Singing and Community Art Projects and Breakfast Club with Rotary.

Cultural Programs

Foster Primary School endeavours to give the children a wide range of cultural experiences through our cultural programs. Programs are selected from film, opera, drama, dance, ballet, music, circus and nature, with preference being given to "in-school" performances.

A minimum of three productions are selected annually and spread as evenly as possible over the year. Cost for the cultural programs is covered in initial school fees.



D

Dental Service

The [School Dental Service](#) provides dental treatment and dental health education for school children. It provides general dental care to children every two years while children identified with a greater need may be seen more often.

What does it cost?

Children and youths who are government concession card holders or dependents of concession card holders are this service is FREE.

Children (12 years and under) not eligible for the Child Dental Benefits Schedule ie those who do not hold a government concession card, the cost is \$33.00 per child for a course of general care which includes an examination and all general dental treatment (with a maximum of \$132.00 per family per year).

Payment cannot be claimed through private health insurance.

How do you access the service?

Our school is contacted by the School Dental Service with information to put in our school newsletter which will provide information for you, they will also be issued with consent forms for every child. If you require further information, please contact Bass Coast Regional Office on 5671 3268. Alternatively contact Dental Health Services Victoria 1300 360 054.

Dress Code – School Uniform

Foster Primary School's uniform colours are **jade and navy**. The uniform is compulsory for all students. Some items are available for purchase at the office. There is also a small amount of second hand uniform available for sale.

The school places bulk orders for windcheaters skirts, track pants, T-shirts, polo shirts and hats several times a year. Windcheaters and T-shirts and polo shirts come with our school logo.

A note is required if students are out of uniform.

Grade 6 students are given the option of purchasing a special Grade 6 polo shirt.

Track pants, leggings, shorts and tops with logos are not considered to be school uniform, nor are pants with coloured side stripes.

Physical Education Dress

Physical Education and Sport is timetabled throughout the week. Children are asked to always wear appropriate footwear and clothing. Boots, thongs and shoes with a high heel are inappropriate for safety reasons.



Footwear

Thongs must not be worn to school at any time as they are an established cause of injury.

E

Enrolment Procedure

Parents seeking to enrol children are invited to [contact us](#) to arrange an appointment for a tour of the school and discussion about your children's educational requirements. Enrolment forms are provided at this time.

Prep Year children must be 5 years of age by 30th April to be eligible for enrolment. Younger children may be enrolled if parents seek approval from the Department of Education and Early Childhood Development, citing special circumstances about readiness for school.

Parents will need to present a copy of a birth certificate, as well as a copy of immunisation to complete the enrolment procedure. Certificates are issued by the local government authority, Shire of South Gippsland. Certificates issued by the Australian Childhood Immunisation Register are also valid if they include the statement 'This child has received all vaccines required by 5 years of age.'

Victorian Government Schools do not charge fees for enrolments but parents are expected to purchase uniforms, contribute towards stationary items and pay for special events such as school camps and field trips (excursions). There is an annual charge for stationary and consumables. Voluntary contributions (Donation) are greatly appreciated.



H

Student Health & Safety

The school staff maintain constant supervision of the buildings and grounds so that accidents and injuries may be avoided. The following precautions are taken:



- Children cannot leave the school ground unless accompanied by an adult.
- Children should come directly to school and return directly to their homes after school.
- Road safety and general safety rules form part of the health curriculum.

Emergency Procedures

In the event of sudden illness or serious accident parents will be contacted and medical help obtained. In order that the school can readily communicate with parents it is important that you should advise the school of where you may be contacted during school hours. Please give us the telephone number of parents and a neighbour or friend who would care for the child if we cannot contact you.

We ask you to update this information if changes occur.

Sick Children

We count on the discretion of parents to keep at home any child showing symptoms of an approaching illness. A child must be excluded from school if suffering from any of the infectious diseases shown on the exclusions chart in this booklet. Please observe the instructions on the chart regarding the length of exclusion from school.

Medications

- Students are not permitted to keep any medication in their school bags or desks.
- All medications are to be handed in at the office along with medical consent form. Medication will be administered by office staff.
- Medication consent forms are available from the Office. They must be completed and updated when necessary.

Medical Conditions

Parents of students with ongoing medical conditions are required to complete a [Student Health Support Plan](#) outlining details and symptoms of the condition.

These forms are available at the office.

Exclusions Chart

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

| Column 1 Number | Column 2 Conditions | Column 3 Exclusion of cases | Column 4 Exclusion of Contacts |
|--------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Chickenpox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded |
| 2 | Conjunctivitis | Exclude until discharge from eyes has ceased | Not excluded |
| 3 | Cytomegalovirus (CMV) infection | Exclusion is not necessary | Not excluded |
| 4 | Diarrhoeal illness* | Exclude until there has not been vomiting or a loose bowel motion for 24 hours | Not excluded |
| 5 | 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 |
| 6 | Glandular fever (Epstein-Barr Virus infection) | Exclusion is not necessary | Not excluded |
| 7 | Hand, Foot and Mouth disease | Exclude until all blisters have dried | Not excluded |
| 8 | Haemophilus influenzae type b (Hib) | Exclude until 48 hours after initiation of effective therapy | Not excluded |
| 9 | Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness | Not excluded |
| 10 | Hepatitis B | Exclusion is not necessary | Not excluded |
| 11 | Hepatitis C | Exclusion is not necessary | Not excluded |
| 12 | Herpes (cold sores) | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible | Not excluded |
| 13 | Human immuno-deficiency virus infection (HIV) | Exclusion is not necessary | Not excluded |
| 14 | Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded |
| 15 | Influenza and influenza like illnesses | Exclude until well | Not excluded unless considered necessary by the Chief Health Officer |
| 16 | Leprosy | Exclude until approval to return has been given by the Chief Health Officer | Not excluded |
| 17 | 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 |

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.

| Column 1 Number | Column 2 Conditions | Column 3 Exclusion of cases | Column 4 Exclusion of Contacts |
|--------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 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 |
| 18 | Meningitis (bacterial —other than meningococcal meningitis) | Exclude until well | Not excluded |
| 19 | Meningococcal infection | Exclude until adequate carrier eradication therapy has been completed | Not excluded if receiving carrier eradication therapy |
| 20 | Mumps | Exclude for 5 days or until swelling goes down (whichever is sooner) | Not excluded |
| 21 | Molluscum contagiosum | Exclusion is not necessary | Not excluded |
| 22 | 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 |
| 23 | Poliovirus infection | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery | Not excluded |
| 24 | Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced | Not excluded |
| 25 | Rubella (German measles) | Exclude until fully recovered or for at least four days after the onset of rash | Not excluded |
| 26 | Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced | Not excluded unless considered necessary by the Chief Health Officer |
| 27 | 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 |
| 28 | Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well | Not excluded |
| 29 | Tuberculosis (excluding latent tuberculosis) | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious | Not excluded |
| 30 | Typhoid fever (including paratyphoid fever) | Exclude until approval to return has been given by the Chief Health Officer | Not excluded unless considered necessary by the Chief Health Officer |

Regulation 111

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

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), *Campylobacter* spp., *Salmonella* spp., *Shigella* spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

I, J, K

Kitchen Garden

Students in the senior years have the opportunity to participate in the Stephanie Alexander Kitchen Garden Program this involves using home grown produce to create delicious sustainable meals.



L

Lunch Arrangements

- All children who lunch at school will do so in their classrooms under the supervision of their teachers.
- Students are encouraged to bring "[Nude Food](#)."



Lost Property

All articles of clothing, bags, shoes, etc, that are brought to school should be **clearly named**. Lost property is retained at the school in the *lost property tub*. This is cleared at the end of each term and unclaimed clothing goes to the opportunity shop.

M, N, O,

P

Parents & Friends Group

The Foster Primary School [Parents and Friends Group](#) was re-established in 2013. This group gives the opportunity for parents and friends to participate and contribute to our school community and work in partnership with the principal and school council to organise social, educational and fundraising activities.

Over the past few years the Parents & Friends Group have run a number of activities that have raised valuable funds to enhance the school community and student experience. These activities have not just benefited your child but future children to come.

You cannot help but notice how proud the students look to be wearing the new school jackets when they are representing the school or seeing the enthusiasm from each child when their class gets up at assembly to perform a song with the new musical instruments. This was made possible by some of the fundraising activities of the P&F group.

So what's involved to be in the Parents and Friends Group? As little or as much as you want. The Parents and Friends group always welcome new members to share ideas. Meetings are held once a month in the school staff room (little ones are most welcome). The principal attends the meetings to report on school activities and initiatives as well as responding to issues or questions raised. The agenda is sent out a week before the meeting to see what is going to be discussed. There are many ways to assist even if you can't make it to the meetings.

If you are interested in getting involved you can fill out the form below and return it to the friendly office staff or drop in to a meeting to say hello. Meeting dates and times are posted on Compass.



FOSTER PRIMARY SCHOOL PARENT & FRIENDS' GROUP

NEW MEMBERSHIP/RENEWAL FORM

NAME:

CHILDS NAME:

EMAIL:

MOBILE:

A \$1 ANNUAL MEMBERSHIP FEE IS REQUIRED IF YOU WOULD LIKE TO BE A VOTING MEMBER AS PER PARENT & FRIENDS' CONSTITUTION

AMOUNT PAID:

MEMBERSHIP VALID UNTIL:

Any enquires can be emailed to the secretary at pandfgroup@yahoo.com

Personal Property, money, toys, phones and iPads



Sums of money or precious possessions should not generally be brought to school as there is always the chance of loss or damage. If brought to school, mobile phones and ipods must be left at the office during school hours.

Damage and loss to students' possessions is not the responsibility of the School or the Department of Education.

Private Lessons during School Hours

If a child is having private lessons, parents are requested to arrange for lessons to be taken outside school hours. Where this is not possible, the Department of Education requires that parents request permission from the Principal for the child to be absent from the school. The request should be in writing, and should detail times, days, the name of the tutor and where the lessons are to be held. A new written request is required at the start of each school year. Forms are available from the office, or to download [here](#).

Parents are responsible for ensuring that their children are escorted to and from private lessons during school hours by an adult.

Students in Grade 6 have the opportunity to participate in the music program at [Foster Secondary College](#). For a fee they are taught the instrument of their choice in a weekly group lesson and participate in the F.S.C. Junior Band.

Q, R

Reading

Children enter school with very different knowledge about reading and very different reading abilities. This can range from the child who can read independently to the child who cannot read, but can turn the pages of a book and make up a story. Both know something about reading.

The challenge for teachers and parents is to recognise what each child already knows, and to build on this throughout the child's school life. Consequently, teachers and parents need to work in partnership to provide support for developing readers.

To reinforce reading skills throughout the year, all children need to be read to and to be given opportunities to read aloud. We encourage all families to make reading part of their daily routine.

When your children bring home their first books, share their excitement with them. At first they will read by remembering the sentence patterns and looking at the

pictures. This is a natural stage in learning to read. As they understand more about reading they will use the print message more. The most important thing is to encourage them to make sense of what they read.

Below are some suggestions for helping your child in reading. Remember to encourage and praise your child's efforts, and try to keep reading an enjoyable, positive experience.

Be a Model for Your Children

Show your children that:

- you enjoy reading
- you read magazines, how-to-do-it books, the TV guide, newspapers as well as books.
- you read for a purpose ... information, relaxation, enjoyment
- reading is as natural as talking and listening.



Reading Together Is Magic - Enjoy It.

- make a regular time for reading every day - 15 to 20 minutes is enough
- talk about the book before you start reading together
- go through the book page by page. Look at the pictures, the cover, the title, the names of the authors and encourage your child to guess what the story is about
- encourage your child to listen carefully and look at the print and pictures
- stop reading sometimes and ask your child to guess what might happen next
- talk about the story when you finish reading. 'What did you like about the story?' "How could it end differently?"

Listening to Reading

As children become confident, they will want you to hear them read, so:



- listen carefully
- praise their efforts - for reading with expression, for working out words and sentences
- encourage prediction - at times stop reading and ask them what they think may happen next.
- pause - give them time to work out the word or the sentence. If they get stuck on a word you could encourage them to look at the pictures; guess; read on and come back later; look at the first letter; or tell your child the word. Allow the child to make errors and stay calm. Always encourage them to correct their own mistakes.

The task of educating children is a partnership between child, school and family. The greater the trust and co-operation between the partners the more rewarding the partnership. Consequently classroom teachers may enlist your help as parents to supervise homework aspects of your child's special assistance or general educational programs. Your enthusiasm and co-operation in this will be greatly appreciated and will accelerate your child's progress.

S

Foster Primary School Council

A School Council is the body which handles all official business relating to the school. It is, together with the Principal, responsible for maintenance of school grounds, buildings and equipment, and for spending all funds raised by parents and those provided in the form of grants and allowances from the Department of Education and Training ([DET](#)).

[School Council](#) membership is made up of parent representatives, DET representatives and coopted members to represent wider community interests or particular expertise. The Principal is the Executive Officer.

Elections are held at the end of March with half of the parent members and half of the DET members retiring each year.

All activities of the School Council are aimed at fostering increased communication between the parents, staff and School Council at Foster. The Council, through the powers and duties bestowed upon it, is able to:

- provide a direct link in communicating your views and ideas to the Department of Education(DET).
- bring improvements which you see as desirable to the notice of the school and the Department.
- carry out improvements to the educational and physical environment at Foster so that our children's opportunities for complete and stimulating education can be maximised.

The success of your School Council's activities depends entirely on the support which you give the collective ventures which it undertakes. The more input to the school's activities that parents make, the more confident the Council can be that it is truly representative of the school community.

We believe it is important to encourage parents to visit the school as often as possible to meet the teachers and pupils informally. By this means we hope to gain parents' fullest cooperation in helping the school to achieve its objectives.

School Requisites - Book and materials

Each year School Council sets a fee for school books & materials.

If you have any enquires regarding Council activities, or any views or ideas which you would like Council to consider, please contact the President or the Principal, or approach a Council member.

The names of current School Councillors are available from the office and on our [website](#).

Purpose of the School Council

The school council has particular functions in setting and monitoring the school's direction.

School councils have three main responsibilities:

- finance: overseeing the development of the school's annual budget and ensuring proper records are kept of the school's financial operation
- strategic planning: participating in the development and monitoring of the school strategic plan
- policy development and review: developing, reviewing and updating policies that reflect a school's values and support the school's broad direction outlined in its strategic plan.

Other key functions of school councils include:

- raising funds for school related purposes
- maintaining school grounds and facilities
- entering into contracts
- reporting annually to the school community and the Department
- creating interest in the school in the wider community
- representing and taking the views of the community into account
- regulating and facilitating after-hours use of school premises and grounds
- operating a children's service at the school.

For further information on School Council please visit the [website](#).

Specialist Classes



Music



Health & Phys Ed



French

SunSmart

The school has a [SunSmart policy](#) which encourages hat wearing during outdoor activities. We ask the support of parents in the aim of educating our children about the need to protect themselves, especially during the early afternoon hours. Hats are always available for purchase through the office. Parents are welcome to send sunscreen for their children to apply themselves under teacher direction.

Students are required to wear broad brimmed school hats for all outdoor activities from September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.



T, U, V

Visiting the School

On arrival at school, all parents and visitors are required to report to the office. If your child has a problem or you have any school related concerns do not hesitate to contact your child's teacher or the Principal to make an appointment for a mutually convenient time.

Volunteers

Below are a list of formal opportunities for parents to demonstrate an interest in the education and well-being of their children. The Department of Education Training has created a school at Foster - it is the job of the school community to make it OUR school.

Parents who are unable to participate in School Council can support the school in some other way. All volunteers are required to have a Working With Children Check, and to sign the Volunteer Code of Conduct. The school always needs assistance in the following areas:

- [School Stephanie Alexander Kitchen Garden Programme](#) and general grounds & garden maintenance.
- Classroom involvement: Assisting in reading, writing, activity maths, science and physical education sessions.
- Sports days, excursions and camps (A working with children check is also required for parents wishing to be considered for camp attendance), when volunteers can be of immense assistance as additional supervisors, umpires, marshals, instructors, etc.,
- [Parents and Friends](#), fundraising events
- Skilled aide, where parents who possess particular skills or qualifications can offer their services to perform small repairs, maintenance, typing children's stories, etc.,

Finally, if time or other commitments prevent participation in the areas above, the parent who arrives at his or her own convenience to tend a garden or perform any small grounds improvement task is always welcome.

Schools with a high degree of parental involvement become a part of, and not apart from, their community as well as encouraging the Principal and staff in the execution of their vital task.

W, X, Y, Z

Thank you for being a part of our school community. If you ever have any questions or queries about your child's learning or welfare, please do not hesitate to contact either the Principal, your child's teacher or the Student Welfare Officer.

We look forward to sharing your child's learning journey and watching your child grow!



CHILDREN
learn as they
PLAY.
Most importantly,
in PLAY
children LEARN
how to
LEARN.
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"Every child has a
different learning
style and pace.
Each child is
unique, not only
capable of
learning but also
capable of
succeeding."
- Robert John Meehan

*Children learn
from anything
and everything
they see.
They learn
wherever they are,
not just in special
learning places.*



The MORE
that you read,
the MORE things
you will know.
The MORE that you
learn,
the MORE places you'll go.