Parent Information Manual

Glen Iris Primary School
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Dear Parents

Welcome to Glen Iris Primary School, fondly known as “GIPS”.

As every school operates in a slightly different way, this manual is designed to introduce the values, procedures and culture of Glen Iris Primary School to families joining our school community.

We believe that students and teachers are able to perform at their best in a friendly, caring and welcoming environment. The way that we organise our school reflects this approach. Both the information contained in this book and the photos provide an insight into how the school runs.

The teachers work together to provide a comprehensive curriculum for all students. There are opportunities for students to follow their interests and to develop their leadership skills. As a school community, we are proud of our fine achievements and traditions in student learning across all curriculum areas, especially the high academic results in literacy and numeracy. We offer diverse and dynamic programs that target the individual needs of children ensuring each child attains their full potential. Children learn and play in an atmosphere of care and respect.

Children participate in a broad range of sporting and recreational activities. Our school offers many sporting and outdoor education pursuits including swimming, athletics and camping programs. The Performing Arts and Visual Arts programs are strong, positive features of our school environment. Extracurricular opportunities include our school choir, band and instrumental music program. French is the Language Other Than English (LOTE) offered at Glen Iris.

Glen Iris features superior facilities incorporating engaging classrooms, attractive, well developed playgrounds, a hall, modern computer lab and library, Art Room, Music Room, French Room and Out of School Hours programs.

Dedicated, professional teachers and friendly, conscientious children supported by committed parents and families have built a warm and secure learning environment at Glen Iris Primary School. I’m sure that as you become involved in the life of our school, you will recognise and appreciate the friendly, caring environment that Glen Iris Primary School offers.

Yours sincerely

Meredith Carracher

Principal
School Context
Glen Iris Primary School, established in 1865, is a family oriented school with a long and proud tradition of serving families in the Glen Iris, Ashburton and Malvern areas.

Buildings
The school comprises buildings from the original brick building housing administration, staff facilities and classrooms, through to a beautiful modern double storey building complex comprising classrooms, toilet blocks, ICT lab and Library. All buildings are freshly painted inside and attractively presented. The grounds include an oval, cricket net, netball/basketball court, three separate playground equipment areas, a small amphitheatre and a pavilion as passive play areas. School Council has also completed the redevelopment of the front of the school (entries, fence and garden).

Staff and student numbers
The current student enrolment is 399 students. We have 17 classroom teachers, specialist teachers for Art, French, Music/Drama, Physical Education, Reading Recovery and Special Assistance. Four integration aides assist in designated classrooms.

International
We encourage the inclusion of international students into our community as a means of helping our students understand the cultural differences and being accepting of others.

Curriculum
The school’s policies and programs support an environment that provides a comprehensive curriculum. Children attend specialist classes in Physical Education, Visual Arts, French and Music. Supporting programs which complement the Victorian Essential Learning Standards (VELS) are Inter-school Sport, Perceptual Motor Program (Prep), Swimming, Camping and You Can Do It! Support and extension programs are offered through Reading Recovery, “Enrichment and Inspiration”, Gateways’ participation and lunchtime activities such as Chess Club and Art Club. Our curriculum is now developed within VELS. This is being introduced across state schools in Victoria and gives greater emphasis to the depth of topics being studied. Our written reports to parents will also be aligned to a corresponding assessment framework.

Parent Community
We have a supportive and involved community that works with us to provide the best opportunities for our students. Parent involvement is an integral part of the school’s programs. Parents are involved in a broad range of activities such as excursions, PMP, House Activities, Parent Helpers, Classroom Reps, School Council, Parents’ Association and Working Bees.
At Glen Iris Primary School students will develop life skills through learning with fun and creativity whilst encouraging friendship, connecting with others and celebrating our success together.

The Glen Iris Primary School community values:

- **Community, Family and Friendship**
- **Achievement and Lifelong Learning**
- **Happiness**
- **Respect**
- **Integrity**

These values are supported by comprehensive Policy Statements, developed in consultation with our school community, providing clear direction to address key issues and priorities.
WHAT ARE THE SCHOOL TIMES?
School starts at 9am
Morning recess 10.40 - 11.10am
Children eat lunch 12.50 – 1pm
Lunch play 1pm – 1.50pm
All children are dismissed at 3.30pm

CAN THE CHILDREN BE MINDED BEFORE AND AFTER SCHOOL?
Before and After School Care program is run by Camp Australia and operates daily, during the holidays and on Curriculum Days. The program is very well organized and offers a stimulating range of activities. The fully supervised program is available to parents who work and for parents who would like to have their children minded before and after school. The program is also available for occasional and emergency use. On school days the program is available from 7.15am to 8.45am and 3.30pm to 6.30pm. The Before and After School Care program can be contacted on 9885 9376. See extra sheet for details.

HOW WILL I KNOW HOW MY CHILD IS GOING AT SCHOOL?
If your child is happy and keen to go to school, then he/she is probably progressing well. If the teacher has concerns, the teacher will contact you about them.
If parents have any concerns at all, they are encouraged to discuss them with the teacher.
Parents will receive written reports in June and December and there will be other opportunities for formal discussions. We strongly encourage ongoing informal communication. Just as teachers have an obligation to keep parents informed of anything outside normal expectations, we see that parents have a similar obligation to the school.

ARE PARENTS ABLE TO HELP IN THE CLASSROOM?
Parents can assist in many ways – classroom teachers provide information to parents about times they can assist individual classes. Regular assistance is required in the junior classes while parent assistance in the middle and upper school classes is generally associated with special programs and events eg. literacy and numeracy programs, performing arts, integrated studies, sporting events, craft activities and excursions.
WILL MY CHILD BE SUPERVISED IN THE PLAYGROUND DURING RECESS AND LUNCH TIMES?
There are always staff members on duty in the schoolyard during recess and lunch times. When Preps first start school, they will play in their exclusive play area and will be supervised by their teachers and parent volunteers. As they are ready to venture to other areas of the playground with their friends, they are supervised by the staff members on duty. All teachers keep a close look out for our Preps.

DOES THE SCHOOL HAVE A CANTEEN?
The school does not run a canteen. The Parents Association provides a special lunch day twice a term where children can pre-order their lunch. Icy poles are on sale each Friday lunch time.

WHAT IS THE BUDDY SYSTEM?
In 2009, a new buddy program known as GALAXY was introduced to involve all students and teachers across the school. All children and teachers are now members of one of 21 cross-age Prep to Year 6 groups. GALAXY groups meet regularly each term for a variety of activities that reflect the interests of the group and promote friendship and a sense of belonging amongst children and teachers. Prep children first meet the Year 4 and 5 children during transition to school activities at the “Take Off” program. Prep children really look up to the older children and enjoy a smile and a quick hello whenever they see each other in the school yard.

DOES THE SCHOOL HAVE A BULLYING POLICY?
Student conduct and expectations are based on the school values and the behaviours outlined in the Student Code of Practice. The school does not tolerate bullying of any kind. Children are taught how to recognize bullying and what to do if it occurs. The school has a process it follows when bullying occurs. The Assistant Principal or School Welfare Coordinator carries out individual counseling for both the victim and the bully. Parents are informed of any serious cases or when children are repeatedly involved. Naturally occasional bullying does occur, and we use this as a learning experience for all children who are involved. See back of booklet for the anti-bullying policy and the Student Code of Practice.

HOW MUCH ARE THE SCHOOL LEVIES?
In 2009, the student funded curriculum materials charge is $145 per child. In addition, the proposed Library/Technology Fund will be $195 per child, and the Building Fund $85 per family. These funds are tax deductible. Parents have the option of volunteering for a working bee team, or making a voluntary contribution of $65 per family.
WHAT CAMPING PROGRAM DOES THE SCHOOL RUN?

In year 2, students are introduced to the camping program with a sleepover at the school in term 4. Two school camps are held each year, one for year 3/4 students and one for year 5/6 students. These have an outdoor adventure focus and the venue and time of year vary according to availability of the selected camp sites.

DOES THE SCHOOL HAVE A SWIMMING PROGRAM?

Students in Prep - Year 4 attend a swimming program in term four. A semi-intensive program is held over a three week period at the PLC pool, the timing depending on pool availability. In December we run school swimming sports for years 3-6. The school swimming team competes in interschool swimming sports in February each year. Eligible students have the opportunity to go on and compete at regional and state level.

WHAT ACCESS DO CHILDREN HAVE TO COMPUTERS?

The school has a networked computer system which children use regularly as part of their classroom program. Teachers often access the laboratory of computers in the library to teach children computer skills or to introduce them to new programs. Children then work on their classroom computers to enhance their learning.

WHAT IS THE SCHOOL’S ATTITUDE TO GIFTED EDUCATION?

The school has many very gifted students. As a staff we are keen to see these children do well. Generally the school has very high academic standards and so these children will have a challenging curriculum. Teachers provide a curriculum that does not restrict them, and when necessary, will modify curriculum for them. While children with special skills and abilities need nurturing, we also work towards making them independent learners. As a school we look out for special opportunities to further develop their special skills or interest areas – eg. GATEWAYS programs, competitions, mentoring, special tuition. We have a teacher who is in charge of coordinating enrichment programs and opportunities. We do, however, try to make all children feel part of their class, not separate from it.
DOES THE SCHOOL HAVE COMPOSITE CLASSES?

Yes, we may have some composite classes although we are working towards having straight year level classes where possible. Each year we look at the numbers of students at each year level and decide on the best way to organize them according to the number of class teachers and classrooms we have available. This is the same for every school. Our class sizes in 2009 are 23 in each of our Preps and an across school average of 23.3.

WHAT SPORTING OPPORTUNITES DOES THE SCHOOL PROVIDE?

Each class has a weekly Physical Education lesson that is based on the fundamental motor skills program. It provides for progressive development of ball and athletic skills for all children. Class teachers also complement this program with extra sessions. We have visiting professionals who run clinics for students in a variety of sports - eg. tennis, soccer, cricket, football.

Our year 5 and 6 students compete in summer and winter inter-school sport competitions in a Round Robin competition.

As a school we have our own cross country, athletic and swimming sports, and then send school teams on to compete in district events. These competitions commence at year 3, however only year 4 and above go on to inter-school competition.

Kelly Sports provide regular after school sport sessions for families willing to pay for their program. We also have many netball teams playing in a Saturday morning competition. The school provides the structure for the club, but it is organized by the parents. Many of our students also play in local basketball, football, cricket and soccer competitions. The school connects families with these clubs on request.

At Monday morning assemblies we like to make mention of any special sporting achievements of our students, but are dependent upon parents to hand this information on to us.

DO YOU HAVE SCHOOL ASSEMBLIES?

School assemblies are held every Monday morning at 9am. Parents are invited to attend. Assemblies are student orientated and are also a time of communication to the whole school community. Each alternate week parents are invited to stay for tea and coffee provided by Parents’ Association. This is an opportunity to meet other parents and to chat informally with the school principal. Siblings are most welcome.
WHAT IS THE SCHOOL’S ATTITUDE TO HOMEWORK?

All students are expected to complete homework in the given time. All students are expected to read each night. This is particularly important for students in the Junior school where reading is in the early stages of development.

DO YOU HAVE A MUSIC PROGRAM?

Mrs. Margaret Gleadall is the school music teacher. Classes have a weekly music lesson. Year 3 and 4 students learn the recorder. Many of our staff members also have musical talents that are shared with the students.

There are many opportunities for children to develop musically. We have a school choir, a school concert band and a string ensemble. Students can also take keyboard and guitar lessons from outside teachers who attend the school (payment is between the family and the teachers). Musicorp runs our school concert band and provides lessons after school for the individual instruments. School Soirees at mid and end of year showcase student talent.

We have a biannual concert which is performed by the whole school at the state of the art Besen Centre auditorium at Mt Scopus College in Burwood.

WHAT SPECIALIST TEACHERS DO YOU HAVE?

We have specialist teachers for Art, Music, Physical Education and French. In 2009 students will commence learning French in Prep. This year we are fortunate to have a French “assistante” to embellish our program one day per week.
WHAT WILL THE SCHOOL DO IF MY CHILD IS HAVING LEARNING DIFFICULTIES?

Class teachers are continually monitoring each child’s progress. We are very aware that children learn at different rates and have different abilities and experiences. If it becomes apparent that the normal class program is not catering for an individual child, teachers may seek advice from colleagues (ex teachers of the child, experienced teachers, teachers with specialist skills).

We have a Reading Recovery teacher who specializes in assisting students in year 1 who may need some extra assistance with learning to read. In her dual role as Early Years’ Coordinator, she provides extra assistance for students and teachers Prep to year 2.

A special assistance teacher provides literacy and numeracy support in years 3-6. This is usually done with small groups selected in consultation with the class teachers.

Parents will be informed of concerns and they may be asked to agree to children being referred on to our visiting speech therapist or school guidance officer (psychologist). Children’s progress will be optimized if the students are happy and enthusiastic about learning, and the school and the parents are working together in a positive manner.

IS UNIFORM COMPULSORY?

It is an expectation that all children will wear uniform. We have a uniform shop that is open each Monday before school and every Friday at the end of the day. The Parents’ Association also run a Secondhand Uniform Shop. We are also a sunsmart school. Broad brimmed hats are compulsory in Terms 1 and 4.

WHAT HAPPENS IF MY CHILD BECOMES ILL AT SCHOOL?

We are unable to cater for sick children at school. If any child becomes ill, we will contact the parents to come and collect the child. We ask that parents give us an alternative contact, in case they cannot be reached. The sick bay is used for treating children at recess and lunch times. Parents are discouraged from sending unwell children to school as they struggle to cope with the rigours of school life and may be infectious (refer also to the table on page 17).
IF I HAVE A PROBLEM, WHAT DO I DO?

If the problem is connected to the classroom, then in the first instance you should see the class teacher. This can be done by making an appointment (in person, by note or by phone) with the teacher. Teachers cannot speak with parents while they are conducting classes.

If the concern is outside the classroom, then an appointment can be made with either the Principal or the Assistant Principal. We want you to come to us, rather than your neighbours and friends, as we want to resolve the concerns and have happy parents and children.

WHAT IS SPECIAL ABOUT GLEN IRIS PRIMARY SCHOOL? WHY WOULD I SEND MY CHILD THERE?

We have a great parent community who value their school and support it well. The teachers are extremely competent and approachable. We care about each student. Our students achieve high standards in numeracy and literacy and this is confirmed by the positive feedback we receive from secondary schools and parents. Visitors often remark that the school has a warm and welcoming atmosphere.

For further information or to arrange a tour of the school, please contact:

Sue Wilson - Enrolment Officer
Liz Devenish - Administration
Meredith Carracher - Principal
Robyn Floyd - Assistant Principal

Glen Iris Primary School
170 Glen Iris Road
Glen Iris 3146
Phone: 9885 3624

School website: www.gips.vic.edu.au
School email: glen.iris.ps@edumail.vic.gov.au
SCHOOL COUNCIL

All government schools in Victoria have a school council. They are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Glen Iris Primary School has a possible 15 members. It consists of 8 parent members, 5 DE&T (Department of Education and Training) members and 2 coopted members. Members are elected for a 2 year term with half retiring alternate years. This creates the vacancies each year. Elections are held in first term each year.

School Council generally meets on the third Wednesday of each month, twice a term, however this date is sometimes adjusted to suit local events. The council runs sub-committees, with all council members being involved. The sub-committees this year are: Buildings and Grounds, Community Relations, Education and Finance. Interested parents and teachers are encouraged to join these sub-committees.

Our School Council is extremely supportive and proactive in the life of our school.

PARENTS’ ASSOCIATION

Glen Iris Primary School Parents’ Association is an active body that operates under School Council. It organises social and fundraising events and offers support to the teaching and administrative staff in many ways.

Parents’ Association also organises our Class Parent representatives. These are parents who liaise with the class teacher and class parents to provide assistance for the teacher and social functions for the parents.

Our Parents’ Association generally meets the second Tuesday of each month in the school staffroom at 8pm. Notice of these meetings is in the newsletter calendar and all parents welcome.
PURPOSE OF POLICY

1.1 To promote learning
1.2 To encourage good study habits and provide practice in working independently.
1.3 To reinforce daily school activities.
1.4 To extend learning beyond the classroom and enrich the partnership between home and school.
1.5 To provide a sense of challenge and/or purpose.

POLICY DETAILS

2.1 The amount and type of homework will be appropriate to the age and ability of the students. The type of homework given will be at the discretion of individual teachers.
2.2 It is expected that all students will read each night as part of their homework.
2.3 Students in years 3 to 6 will be given regular homework related to current classroom programs. The main homework component for Prep -2 will be reading.
2.4 Students should be responsible for completing the homework which has been set. Failure by students to complete homework on a regular basis will be followed up with parents.
2.5 Parents are encouraged to assist their child's development and appreciation of homework activities and to establish good homework patterns.
2.6 Early each year parents will be advised of the homework program of their child's class in order to develop a cooperative working relationship between the home and school.
2.7 Homework will be purposeful, meaningful and relevant to the current classroom programs.
2.8 Time devoted to homework should not exceed:
   15 minutes per day for Years Prep-2
   30 minutes per day for Years 3 and 4
   45 minutes per day for Years 5 and 6
2.9 Homework will be assessed by the teacher, with appropriate feedback and support provided.

Approved School Council: June 2004
Reviewed: 2007
Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school.

**PURPOSE OF POLICY**
- To educate students as to suitable sunsmart protection strategies.
- To encourage students and teachers to protect themselves from the harmful effects of the sun.

**POLICY DETAILS**
- Students will be required to wear Anti-Cancer Council approved close-weave broad brimmed hats (at least 8 cm rigid brim) during terms 1 and 4 whenever they are outside.
- Staff will act as role models by also wearing broad brimmed hats when outside.
- Students without broad brimmed hats will be restricted to play in designated shaded areas.
- Students will be actively encouraged to apply a broad-spectrum water resistant sunscreen (suggest SPF30+) before they come to school and during the day as appropriate. Sunscreen will be provided on excursions. Notification of brand will be made as required through either the Newsletter or excursion notice.
- Whenever possible, outside activities on hot days should be scheduled before 11:00 am.
- The school council will provide adequate shade structures for students as practicable; particularly over high density play areas such as sand pits and play equipment.
- The Parents and Friends Association will ensure that school uniform broad brimmed hats are available for purchase from the uniform store.
- The school newsletter and school assemblies will be used to highlight and reinforce the Sunsmart policy.
- Sunsmart activities and sun protection will form part of the Health and Physical Education curriculum at all year levels.
- On days of extreme heat students will remain indoors (similar to a ‘wet day’ timetable)
- Parents will be encouraged to adopt Sunsmart practices, especially when participating in school programs.
- Our school will seek accreditation as a Sunsmart school at the Anti-Cancer Approved School Council: Oct 2003 Reviewed: 2007
POLICY STATEMENT: ANTI-BULLYING

Definition:
A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

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

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

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

A. Primary Prevention:
- Professional development for staff relating to bullying, harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. (eg ‘Stop, Think, Do’ and ‘Values’ programs)
- Bullying Survey to be conducted by Well Being Teacher on a regular basis
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’.

B. Early Intervention:
- Promote children reporting bullying incidents involving themselves or others.
- Classroom teachers on a regular basis are to remind students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.

C. Intervention:
- Those identified through the Bullying Survey will be counselled.
- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school’s Student Code of Practice and Disciplinary Measures for Unacceptable Behaviour or Bullying.

D. Post Violation:
Consequences may involve:-
- exclusion from class
- exclusion from yard.
- school suspension.
- withdrawal of privileges.
- ongoing counselling from appropriate agency for both victim and bully.

Ongoing monitoring of identified bullies.
Rewards for positive behaviour.

Evaluation:
This policy will be reviewed as part of the school’s review cycle.

November 2005 Review 2009
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus infection</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than twenty-four hours after finishing a course of antibiotics and the other forty-eight hours later</td>
<td>Exclude family/household contacts until cleared to return by the Secretary</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hookworm</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS virus)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Duration</td>
<td>Re-admission Status</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed</td>
<td>Not excluded if receiving carrier eradication therapy</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiousum fifth disease)</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least fourteen days from onset. Re-admit after receiving medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least twenty-four hours and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for five days after starting antibiotic treatment</td>
<td>Exclude unimmunised household contacts aged less than seven years and close child care contacts for fourteen days after the last exposure to infection or until they have taken five days of a ten day course of antibiotics</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
This code acknowledges the *Racial and Religious Tolerance Act 2001* that supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

<table>
<thead>
<tr>
<th>Student Code of Practice</th>
<th>Student Behaviours</th>
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<td><strong>PRIDE</strong>&lt;br&gt;A sense of pride and ownership of the school by students, staff and parents</td>
<td>• Show positive behaviours&lt;br&gt;• Represent the school positively in the community&lt;br&gt;• Speak positively about the school both within the school and in the community&lt;br&gt;• Care for our school environment&lt;br&gt;• Keep our school neat, clean and tidy&lt;br&gt;• Be prepared to accept responsibility&lt;br&gt;• Contribute to the school community&lt;br&gt;• Take pride in their appearance including the wearing of the school uniform</td>
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<td><strong>OPTIMISM</strong>&lt;br&gt;High expectations for the development of individuals - academically, physically, socially, emotionally</td>
<td>• Have a sense of humour&lt;br&gt;• Try to see the positive in every situation&lt;br&gt;• Have an assertive approach to interactions with others&lt;br&gt;• Look for the good in others&lt;br&gt;• Work as well as you can and allow others to do the same&lt;br&gt;• Have a ‘can do’ attitude&lt;br&gt;• Believe in your ability to achieve</td>
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<td><strong>TOLERANCE</strong>&lt;br&gt;Tolerance, understanding and respect for individual and cultural differences</td>
<td>• Accept that everyone has a right to an opinion&lt;br&gt;• Treat others fairly and how you wish to be treated&lt;br&gt;• Think about others’ rights&lt;br&gt;• Accept that all students are different&lt;br&gt;• Be able to say sorry and to accept an apology&lt;br&gt;• Try to wait for others to make a decision&lt;br&gt;• Discuss differences in a fair and reasonable way</td>
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<td><strong>SUPPORTIVENESS</strong>&lt;br&gt;The development of individual interests and talents and the provision of skilled assistance to support students and staff</td>
<td>• Help and encourage each other&lt;br&gt;• Make people feel welcome&lt;br&gt;• Recognise if others need help&lt;br&gt;• Cooperate to make a happy class and a safe playground&lt;br&gt;• Cooperate at work and at play and care for each other&lt;br&gt;• Discuss rules and make sure all understand and accept rules before beginning games or class tasks.&lt;br&gt;• Celebrate personal achievements&lt;br&gt;• Allow and encourage each other to learn&lt;br&gt;• Appreciate other people</td>
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<td><strong>RESPECT</strong>&lt;br&gt;Having regard for self, others and property</td>
<td>• Look after your own property&lt;br&gt;• Look after others’ property&lt;br&gt;• Follow instructions&lt;br&gt;• Allow others to work&lt;br&gt;• Treat one another fairly&lt;br&gt;• realise that behaviour requirements within classrooms and in the yard help to make our school safe and happy&lt;br&gt;• Be polite&lt;br&gt;• Speak politely and treat others as you would like to be treated</td>
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<tr>
<td><strong>INTEGRITY</strong>&lt;br&gt;A supportive partnership and honest, transparent communication</td>
<td>• Speak truthfully and honestly&lt;br&gt;• Realise that honesty is important but that kindness is just as important&lt;br&gt;• Use your influence positively&lt;br&gt;• Be brave and think about what is the right thing to do</td>
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