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SCHOOL PURPOSE

To provide a stimulating, values based learning environment that develops educated and socially competent lifelong learners, capable of achieving success in a global society.

OVERVIEW

Our school opened in 1925 when 38 pupils commenced in a two-room timber building on a four acre site donated by the Gartside family.

In 2015 approximately 367 children will be in attendance. We have 16 classes this year from Prep-Year 6. Students have been grouped in multi-age classes from Year 1-6 with collaborative learning environments now in operation for all levels.

The school is committed to providing a high quality, comprehensive education for all pupils, in a caring, friendly and welcoming atmosphere. We accept our responsibility to assist children:
- to become motivated, inquiring and independent learners.
- to strive to reach their full potential.
- to acquire mastery of the curriculum, particularly in literacy and numeracy.
- to acquire decision-making, problem solving and critical thinking skills.
- to acquire social skills that enable them to work cooperatively.
- to show tolerance, respect and consideration of others.

All staff members are committed, experienced and professional and have high expectations of themselves, their peers and their students. The school enjoys the strong support of its parents, council and staff. It is a place where learning is valued and supported by all. Parental involvement and participation in the life of the school is encouraged. Dingley Primary School enjoys an excellent reputation in the community; a reputation brought about by the dedication, enthusiasm and commitment of staff and parents.
WELCOME

Dear Parents and Guardians,

On behalf of Dingley Primary School, I extend to you a very warm welcome to the 2015 School Year. We hope that you will take the opportunity to play an active role at our school and in doing so, enhance the enjoyment and outcomes for your child.

Each year we distribute this booklet to all of our families. The aim being is to provide every family with a clear A to Z guide to many of the day - to - day operations of our school. It will hopefully be useful for new families to our school, as well as existing families. Please share the information with your child/ren to ensure they understand how things run in the school. Further copies will be available at the Office. Please store this safely at home.

I hope this document provides you with enough information to allow you to find your way around our school and its operations. Further information is available on our website listed below.

If you feel we have missed an item please let me know.

Gaye Peel
Principal

________________________________________________________________________

DPS QUICK FACTS

PRINCIPAL: GAYE PEEL

ASSISTANT PRINCIPAL: JULIE WILLIAMS

SCHOOL COUNCIL PRESIDENT: PHIL HENDERSON

SCHOOL ADMINISTRATIVE OFFICERS: MICHELLE POLLARD/RACHEL KURTH

PARENTS’ ASSOCIATION PRESIDENT: MELANIE GOFFIN

D.P.S. TELEPHONE NUMBER: 9551 3555

D.P.S. FAX NUMBER: 9551 7445

E-MAIL: School dingley.ps@edumail.vic.gov.au

Principal peel.gaye.m@edumail.vic.gov.au

WEBSITE: http://www.dingleyps.vic.edu.au
## STAFF LIST 2015

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Level</th>
<th>Speciality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Gaye Peel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Julie Williams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Manager</td>
<td>Michelle Pollard</td>
<td></td>
<td></td>
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<tr>
<td>Office Assistant</td>
<td>Rachel Kurth</td>
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<tr>
<td><strong>Level 1 (Prep)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Team Leader</td>
<td>Danielle Adcock</td>
<td>Green Building</td>
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<tr>
<td></td>
<td>Danielle Peacock</td>
<td>Green Building</td>
<td></td>
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<tr>
<td></td>
<td>Ashling Currin</td>
<td>Green Building</td>
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<tr>
<td><strong>Level 2 (Yr 1&amp;2)</strong></td>
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<tr>
<td>Team Leader</td>
<td>Rosanne O'Neill</td>
<td>Relocatables</td>
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<tr>
<td></td>
<td>Megan Rosenbrock</td>
<td>Relocatables</td>
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<tr>
<td></td>
<td>Lynn Jennison</td>
<td>Relocatables</td>
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<td></td>
<td>Katie Saber</td>
<td>Relocatables</td>
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<td></td>
<td>Laura Potts</td>
<td>Relocatables</td>
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<tr>
<td><strong>Level 3 (Yr 3&amp;4)</strong></td>
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<tr>
<td>Team Leader</td>
<td>Anne Lyons</td>
<td>Yellow Building</td>
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<tr>
<td></td>
<td>Dianne Colacino</td>
<td>Yellow Building</td>
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<tr>
<td></td>
<td>Jake Simon</td>
<td>Yellow Building</td>
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<tr>
<td></td>
<td>Laura Edwards</td>
<td>Yellow Building</td>
<td></td>
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<tr>
<td><strong>Level 4 (Yr 5&amp;6)</strong></td>
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<tr>
<td>Team Leader</td>
<td>Fiona Cormack</td>
<td>Red Building</td>
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<tr>
<td></td>
<td>Melissa Verrall</td>
<td>Red Building</td>
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<tr>
<td></td>
<td>Breanna Little/Robert Ridgway</td>
<td>Red Building</td>
<td></td>
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<tr>
<td></td>
<td>Di Lewis/Deb Lowther</td>
<td>Red Building</td>
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<tr>
<td>Specialists</td>
<td>Fleur Dean</td>
<td>Physical Ed &amp; Level 4 Performing Arts</td>
<td></td>
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<tr>
<td></td>
<td>Tracey Hutchinson</td>
<td>Visual Arts</td>
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<tr>
<td></td>
<td>Giulia Voce</td>
<td>Performing Arts Lev 1-3</td>
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<td></td>
<td>Jenny Porter</td>
<td>Reading Recovery/English as an Additional Language</td>
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<tr>
<td></td>
<td>Michelle Flinos</td>
<td>Japanese</td>
<td></td>
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<tr>
<td></td>
<td>Robert Ridgway/Breanna Little</td>
<td>Mathematics Specialists</td>
<td></td>
</tr>
<tr>
<td>Integration Aides</td>
<td>Joan Head, Marcia Clark, Melanie Watson, Jayne Babaloukas and Melanie Goffin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen Manager</td>
<td>Andrea Flint</td>
<td></td>
<td></td>
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<tr>
<td>Cleaner</td>
<td>Cliff Hope</td>
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</tbody>
</table>
**ABSENCES**

If your child is absent from school you are required to inform the school by phone or by note. If the absence is longer than two days consecutively, a written note is required. The main reasons for absence are:

**Sickness** – There are always times when students need to miss school, such as when they’re ill. It’s vital that they’re only away on the days they are genuinely sick, and setting sleep patterns, eating well and exercising regularly can make a big difference.

It’s vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided. If this cannot be avoided any child who is absent from school for more than five consecutive days for a family vacation is required to have an Education Plan. An Education Plan is developed by the class teacher in consultation with the parents. Students are to follow the plan when on holiday.

“Day off” – Think twice before letting your child have a “day off” as they could fall behind their classmates – every day counts.

**Remember, every day counts.** If your child must miss school, speak with your home group teacher as early as possible. If you’re having attendance issues with your child, please let your home group teacher know so we can work together to get your child to school every day.

Absences can be communicated via the Tiqbiz App. See under T for more information.

**ACCELERATED READER**

Accelerated Reader is an online reading product that assists teachers to match more advanced readers to text in an online environment. Students are allocated an individual login and complete a STAR test to determine their reading level. They then read books from this designated level. Advantages of AR are:

- Teachers can make essential reading practice more effective for every student
- Personalize reading practice to each student’s current level
- Manage all reading activities independently
- Assess students’ reading with three types of quizzes: Reading Practice, Vocabulary Practice and Literacy Skills.
- Build a lifelong love of reading and learning

All students reading above Level 30 are expected to be placed on Accelerated Reader and monitored by the class teacher.

**ANAPHYLAXIS**

Anaphylaxis is a severe and sudden allergic reaction when a person is exposed to an allergen. The most common allergens in children are eggs, peanuts, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, certain insect stings and medications.

Anaphylaxis is a serious health issue for a percentage of the population. DET (Department Education and Training) and Dingley Primary recognises the key to prevention of anaphylaxis is knowledge, awareness and planning. The school’s anaphylaxis policy will be forwarded home in the first two weeks of the school year. Staff complete anaphylaxis training each year. Parents of students in classes with an anaphylaxis student receive a letter each year informing them of the food allergy and are asked to avoid sending that food to school.

**ACTIVE AFTER SCHOOL SPORT PROGRAM**

Each term the school offers an Active After School sport for students in Prep-2 and 3-6. A range of sports are organised across the year and are FREE due to sponsorship from the Federal government. Active After School runs from 3.30 to 4.45 over a seven week period. Interested students need to complete an expression of interest. Active After School Sport’s goal is to get non sporty students involved in activity.
ARRIVAL TIMES FOR CHILDREN

Your child is expected to be at school by 8.45 am-8.50 am to begin school at 9.00 am. If your child arrives late to school you are required to sign the “Late Arrival Register” at the office before your child attends class.

It is very important to get your child to school on time. Students who are late miss a lot of instruction and information about what is happening. This can make them feel unsettled, disorganised and disconnected in their learning. It is also very disruptive for the class as the teacher has to stop and re-explain what is happening.

Eg If a child is 10 minutes late each day that equates to more than 30 hours of instruction missed across a school year.

ASTHMA MANAGEMENT

All students and teachers diagnosed as asthmatics are required to have a current asthma management plan signed by a doctor. Asthmatic students should carry or have available their puffer at all times. In the case of students who are required to use a spacer they will be housed in the first aid room.

BANKING

School banking through the Bendigo Bank is available for all students. Banking day is Tuesday. If you wish to start an account for your child you need to collect a form from the Dingley Village Bendigo Bank.

BEFORE AND AFTER SCHOOL CARE

A Before and After School Care Program operates each week day in the ‘Old Hall’. This program is run by the City of Kingston. If you would like to know more about the program, e.g. hours and cost, please contact the City of Kingston on 9581 4872.

BETTER BUDDIES PROGRAM

The Better Buddies Program extends across the whole school with every child having a buddy. The Better Buddies program is a component of the Alannah and Madeline Foundation. The Alannah and Madeline Foundation’s Better Buddies Framework is an initiative designed to create friendly and caring primary school communities where bullying is reduced. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected.

In 2015 students in Years 5 & 6 will be a buddy for students in Prep and students in Years 3 &4 will be a buddy for students in Years 1 & 2. Sessions will be timetabled fortnightly across the school year on a Wednesday afternoon.

BICYCLES

Students in Grades 4, 5 and 6 are permitted to ride bicycles to school. Students in Grade 3 and below should not ride to school unaccompanied until they have completed at least the Grade 3 Bike Education program. A new bike area will be created this year between the neighbour’s fence and the Level 2 relocatable. Helmets must be worn at all times when riding and no student is to ride or scoot in the school grounds. Students’ bikes (along with any other personal items they bring to school), are not covered by the school’s insurance policies.

Skateboards and in-line skates are not permitted to be ridden in the school grounds.

Since the 1st November 2009 the State Government has legislated that any person riding a handled scooter MUST wear a safety helmet.

BICYCLE EDUCATION

A formal Bike Education program is carried out at grade 3, 4, 5 and 6 levels each year if enough parent support is available.
Canteen – Healthy Eating

Our canteen “Healthy Hideout” operates out of the C & M Giovas Learning Centre. It operates each day as a service to the children. It is run by a paid supervisor, Andrea Flint and volunteer helpers. A ‘healthy eating’ menu has been adopted by Dingley Primary School.

A student may order a lunch by writing his/her name, grade and room number on a paper bag and placing this with the money included, in the class lunch order satchel.

A price list is available at the office and any subsequent changes will be notified via the newsletter. In 2015 the canteen will be transferring lunch order payments to a new payment app QKR. Information regarding this change will be forwarded home early Term 1.

Casual Relief Teachers

There may be occasions when your child’s teacher is absent. It is a normal practice for the school to employ a casual relief teacher to replace the class teacher for the period of absence. Generally, the school attempts to employ a casual relief teacher (CRT) who is well known to the children and who has a good understanding of the school’s philosophy and procedures. You may hear the Prep children telling you that their teacher has “gone to teacher school”. Staff attend professional development activities both in and out of school hours. Casual Relief Teachers are provided for these occasions as well as when staff are ill or on leave.

Children’s Age For Commencement Of Schooling

All students starting school must be five years of age by 30th April of the year in which they start.

Communication

Communication between parents and school is carried out at a number of levels. It may be done informally at any convenient time. Parents may chat with teachers before and after school but please be aware that teachers may have yard duty at these times or a staff or level meeting. In these cases a mutually agreed tome needs to be made.

Formal interviews are scheduled during the year, including a reporting to parents’ session held in mid year, after written reports have been issued (see Information Sessions & Parent Teacher Interviews).

The school newsletter which is distributed mainly via digital means each Friday is one of the school’s main forms of communication. Parents who do not have access to the internet will be forwarded a hard copy. The newsletter contains important information and dates about school activities.

Dingley Primary also has a web page, facebook account and a communication app Tiqbiz which are becoming very popular with parents. Further information about these communication devices can be found under f, t and w in this booklet.

At Dingley Primary notices will only be sent home on a Tuesday only in a yellow folder unless it is an emergency. Each child is given a yellow folder. The folder needs to be returned to school each Wednesday.

Cyber Safety

Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, social networking, chat room, online games, discussion group, instant messaging or through mobile phone technologies such as short messaging service (SMS) or multimedia messaging service (MMS), and photos is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for individuals who choose to cyberbully others.

All students will receive an ICT Code of Conduct at the beginning of the school year which is to be signed by parents and students. If student bullying persists parents/
carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

**DAILY TIMETABLE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.55 a.m.</td>
<td>Music</td>
</tr>
<tr>
<td>9.00</td>
<td>Session One</td>
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<tr>
<td>(10:00)</td>
<td>Fruit/Vegetable Break</td>
</tr>
<tr>
<td>11.00</td>
<td>Morning Recess</td>
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<tr>
<td>11.25</td>
<td>Music</td>
</tr>
<tr>
<td>11.30</td>
<td>Session Two</td>
</tr>
<tr>
<td>1.20pm</td>
<td>Students eat lunch, supervised</td>
</tr>
<tr>
<td>1.30</td>
<td>Lunch Playtime</td>
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<tr>
<td>2.25</td>
<td>Music</td>
</tr>
<tr>
<td>2.30</td>
<td>Session Three</td>
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<tr>
<td>3.30 p.m.</td>
<td>Dismissal</td>
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</tbody>
</table>

**DIGITAL EXCELLENCE AWARDS**

Digital Excellence Awards is an online motivational, personalised learning approach. It is used to accelerate individual student’s learning in Information, Communication and Technology (ICT) from Early Years through to Year 9. Schools working with this innovative approach have raised achievement well above Victorian Essential Learning Standards (VELS) expectations. This scheme has a proven track record for raising standards in ICT teaching and learning. This program was introduced to Dingley Primary School in 2012 and is used across all year levels.

**DISMISSAL FOR PREPS DURING FEBRUARY**

During the month of February the Prep children will attend school for the full day at normal school hours, except for Wednesdays when they are not required at school. This enables the children to have a break as they assimilate into school life. Student testing will occur on the Wednesdays. Parents will be notified accordingly.

**DISCIPLINE AND WELFARE**

The school has a formal Student Engagement and Wellbeing Policy which is available upon request. This policy is based on providing a positive, safe and supportive learning environment where all members of the school community feel valued and are encouraged to contribute to all aspects of school life.

At Dingley Primary School, a clear set of expectations and consequences have been developed with the whole school community. These are taught explicitly during normal classroom instruction.

<table>
<thead>
<tr>
<th>Dingley Primary School</th>
<th>Shared Classroom Expectations</th>
<th>Consequences</th>
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<tbody>
<tr>
<td></td>
<td>Positive participation in all school activities</td>
<td>• Teacher/student discussion - appropriate classroom expectations</td>
</tr>
<tr>
<td></td>
<td>Being proactive in asking for help/asking</td>
<td>• Where necessary, contact parents/carer</td>
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<td></td>
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<td>• Acknowledgement of the purpose and benefit of</td>
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<tr>
<td>questions</td>
<td>asking questions</td>
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<td>------------------------------------------------</td>
<td>-------------------------------------------------------</td>
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<tr>
<td>Treating classmates/teachers with respect and</td>
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<tr>
<td>dignity</td>
<td>• Teacher/student discussion</td>
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<td></td>
<td>• Time out within the classroom, still partaking in a</td>
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<tr>
<td></td>
<td>learning activity (i.e. a written apology to the</td>
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<tr>
<td></td>
<td>student who has been affected)</td>
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<td></td>
<td>• Time out in another class-room teacher to</td>
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<td></td>
<td>follow up with Restorative dialogue</td>
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<td>• If behaviour persists, partake in a learning</td>
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<td></td>
<td>activity in the Principal or Assistant Principal's</td>
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<td></td>
<td>office</td>
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<td></td>
<td>• Attendance at the ‘3 R Club’ to develop alternative</td>
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<td></td>
<td>strategies for negative behaviours.</td>
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<td></td>
<td>• Where necessary, contact parents/carers</td>
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<tr>
<td>Valuing school resources</td>
<td>• Teacher/student discussion</td>
<td></td>
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<tr>
<td></td>
<td>• When bullying/cyberbullying is occurring, explicit</td>
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<tr>
<td></td>
<td>teaching about the impact of these practices</td>
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<td>needs to be enforced</td>
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<td></td>
<td>• Time out within the classroom, still partaking in a</td>
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<td></td>
<td>learning activity</td>
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<td></td>
<td>• Action to repair the harm, agreed to by all parties</td>
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<td>(may include clean up damage to property,</td>
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<td></td>
<td>Restorative Practices dialogue etc)</td>
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<td></td>
<td>• If behaviour persists, partake in a learning</td>
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<td></td>
<td>activity in the Principal or Assistant Principal’s</td>
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<td>office</td>
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<tr>
<td></td>
<td>• Where necessary, phone parents/carers.</td>
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<tr>
<td>Supporting classmates/teachers contributions</td>
<td>• Teacher/student discussion</td>
<td></td>
</tr>
<tr>
<td>and efforts in all activities</td>
<td>• Circle time/Class Meeting</td>
<td></td>
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<td></td>
<td>• Where necessary, contact parents/carers.</td>
<td></td>
</tr>
<tr>
<td>Students and Staff must be able to learn and</td>
<td>• Teacher/Student discussion</td>
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<tr>
<td>work in an environment free from the stress of</td>
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<tr>
<td>intimidation or bullying</td>
<td>• Circle time/Class Meeting</td>
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<td></td>
<td>“Trust Program” – implement a program whereby</td>
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<tr>
<td></td>
<td>students are able to go to the Principal/ Assistant</td>
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<td></td>
<td>Principal’s office to report a case of bullying in</td>
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<td></td>
<td>confidence. The matter needs to be dealt with</td>
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<tr>
<td></td>
<td>appropriately.</td>
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<td></td>
<td>• Counselling provided for the ‘bully’ by the</td>
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<tr>
<td></td>
<td>Principal/Assistant Principal</td>
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<tr>
<td></td>
<td>• Contact parents/carers.</td>
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<tr>
<td>Students use I.C.T appropriately and for the</td>
<td>• Restorative Practices used with students who are</td>
<td></td>
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<tr>
<td>purpose it is intended</td>
<td>affected by cyberbullying. The Principal/ Assistant</td>
<td></td>
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<tr>
<td></td>
<td>Principal will counsel the students</td>
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<td></td>
<td>• Contact made with parents/carers (refer to the</td>
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<td></td>
<td>Acceptable Use of I.C.T policy, as agreed upon at</td>
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<td></td>
<td>the beginning of the school year</td>
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<tr>
<td></td>
<td>• “Trust Program” – implement a program whereby</td>
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<td></td>
<td>students are able to go to the Principal/ Assistant</td>
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<td></td>
<td>appropriately.</td>
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<td></td>
<td>• When necessary, include relevant information</td>
<td></td>
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<tr>
<td></td>
<td>about the issue in the school newsletter</td>
<td></td>
</tr>
<tr>
<td>Regular attendance</td>
<td>• Check data/attendance records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Phone call made to parents/carers</td>
<td></td>
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<tr>
<td></td>
<td>• For high absenteeism, the Student Absence</td>
<td></td>
</tr>
</tbody>
</table>
## Dingley Primary School

### Shared Yard Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Dingley Primary School we demonstrate our school values in the yard by</strong> RESPECT</td>
<td>A range of consequences are used when a student does not follow yard expectations. Depending upon the expectation broken they can include:</td>
</tr>
<tr>
<td>• treating others as we like to be treated</td>
<td>• No Hat, No Play - Hat On, Play On. Students must remain in the designated shaded areas during recess, lunchtime or when their lesson is outside</td>
</tr>
<tr>
<td>• speaking politely to each other</td>
<td>• Continued absence of a hat, contact made with parents/carers</td>
</tr>
<tr>
<td>• using our manners in the school ground.</td>
<td>• Teacher/Student discussion - clarification of the school expectations</td>
</tr>
<tr>
<td>• using a suitable tone of voice when</td>
<td>• If behaviour continues, litter duty under the supervision of a yard duty teacher</td>
</tr>
<tr>
<td>speaking to adults</td>
<td>• Teacher/student discussion and encouragement about keeping Dingley Primary School clean and appealing.</td>
</tr>
<tr>
<td><strong>HONESTY</strong></td>
<td>• Teacher/student discussion related to behaviour (Restorative Practices)</td>
</tr>
<tr>
<td>• always telling the truth</td>
<td>• Name in the yard duty folder</td>
</tr>
<tr>
<td>• handing in belongings that don’t belong to us.</td>
<td>• Time out on the seats in front of the office.</td>
</tr>
<tr>
<td>• admitting when we have done something wrong</td>
<td>• If disrespectful behaviour continues, students are given a red card and sent inside to the Principal’s/Assistant Principal’s office.</td>
</tr>
<tr>
<td><strong>RESPONSIBILITY</strong></td>
<td>• Contact made with parents/carers</td>
</tr>
<tr>
<td>• playing fairly and following the rules</td>
<td></td>
</tr>
<tr>
<td>• using the equipment in the correct way</td>
<td></td>
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<tr>
<td>• using the toilet areas appropriately</td>
<td></td>
</tr>
<tr>
<td>• keeping our yard clean</td>
<td></td>
</tr>
<tr>
<td><strong>EMPATHY</strong></td>
<td></td>
</tr>
<tr>
<td>• putting ourselves into other people’s shoes.</td>
<td></td>
</tr>
<tr>
<td>• accepting and valuing differences such as race, size, accent etc of other people.</td>
<td></td>
</tr>
<tr>
<td>• thinking about &amp; listening to other people’s opinions &amp; feelings.</td>
<td></td>
</tr>
<tr>
<td>• helping others when they are sad, lonely or upset</td>
<td></td>
</tr>
<tr>
<td><strong>PERSISTENCE</strong></td>
<td></td>
</tr>
<tr>
<td>• encouraging others to try their hardest</td>
<td></td>
</tr>
<tr>
<td>• being good winners and losers</td>
<td></td>
</tr>
<tr>
<td>• trying our best at everything</td>
<td></td>
</tr>
</tbody>
</table>

### Entry to School Buildings

1. Students should be at school prior to the commencement bell but are not to enter school buildings until after the bell sounds. Exceptions are made for first aid requirements, office enquiries, wet days or serious incidents.
2. During the day no student may enter or remain in any building or classroom unless a teacher or other supervisor is present.
3. For special monitors, such as office monitors or house captains, these restrictions may be varied.

### Out of Bound Areas

School buildings during recesses/before school, unless under supervision of teacher.
- Staff car park
- Bicycle area during the day
- Garden beds
- Gateways/fences

---

<table>
<thead>
<tr>
<th>All students work together as a Team and are accountable for their behaviour</th>
<th>Learning Plan will be implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and students speak to one another in an appropriate and respectful tone.</td>
<td>Teacher/student discussion Circle Time/Class Meeting Teacher/student discussion Engage in Restorative Practices dialogue</td>
</tr>
</tbody>
</table>
EMERGENCY INFORMATION – VITAL INFORMATION

The School maintains information essential for the efficient handling of emergency situations for each child. This includes the names and contact details of two emergency contacts, other than parents, as well as work and mobile contact numbers for each parent. It is vital that you inform the office immediately whenever any of these details change including home address.

EMERGENCY MANAGEMENT - VISITORS’ BOOK

Visitors who enter the school are required to sign the visitors’ book located at the main office. At the same time, a visitors’ badge should be collected and worn. When leaving the school, visitors should ‘sign off’ and remove the badge. Parents visiting the school for the purpose of hearing students read etc are asked to sign into the learning area they are working in on the day of their visit.

ELEARNING

All students will have hands on experience with Learning Technologies in their learning at Dingley Primary School. The constant use of a variety of Learning Technologies such as smartboards, digital cameras, netbooks, laptops, ipads, ipod touches and desk top computers, as well as a wide range of software, promotes the students’ understanding and competence. All computers in the school are networked, with the students having supervised access to the Internet, email, word processing, slideshows, drawing, problem solving and other software. Computer use, including Internet and eMail, is permitted once the Dingley Computer Use Code of Conduct has been read at home and discussed with the student, before being signed and returned to the school at the beginning of the year.

EXCURSIONS

Excursions are an important part of our educational program. They provide experiences for the child, which relate to classroom programs, and are often integrated as a central link in an Inquiry Unit. For any excursion out of the school we require signed parental permission. We often require parental assistance with supervision for excursions away from school. It is crucial that forms and payments are returned to school by the time stipulated on the form (normally two days before the activity).

FACEBOOK

Our intent is to grow our school and community’s understanding of social media and to make connecting with our school more convenient. We wish our content to be more accessible and to also tap into the knowledge and support base of our parent community. Our school’s Facebook page allows our community to keep up to date with activities through a medium preferred by many. The page will allow us to seek your input on issues and to also make us aware of areas where we can improve. Most of all, our Facebook page is a place where we build our community by building school spirit. We ask that our community accentuate the positives and bring to everyone’s attention the little things that make our school community great.

Simply search ‘Dingley Primary School – Official’

FINANCE

The official sources of finance to cover all school expenditure other than major works, is the Student Resource Package. This money is forwarded to the School Council from the Department of Education and Early Childhood Development and administered through the Official Account. Other finance is gained through community effort.
Parents’ Contribution: School Fees

In 2015 the school fee of $350 per student (a $30 discount was available if payment was organised before 18 Dec 2014) includes the purchase of books and stationary. The remainder of the charge covers the cost of cover paper, photocopying, specialist art materials, first aid supplies, digital programs etc. In addition, two Trust Accounts (Library & Building) are in place to allow you to contribute to the school at a voluntary level. Both these Trust Accounts are tax deductible.

Fundraising:

In 2015 the Parents Association is responsible for all school based fund raising. They have a number of activities organised across the year. Each year more than $20,000 is raised which is spent on valuable resources for the students and school.

FRUIT BREAK

We provide an opportunity at 10:00am each day for the students to eat fresh fruit or vegetables during class time. The fruit and vegetables must be brought to school already prepared. Dried fruit is not accepted due to its high sugar content. This aspect of our healthy eating program is most successful and the students’ learning is certainly enhanced by eating fruit and vegetables. Class teachers will provide parents with more information at the beginning of the school year.

GETTING TO KNOW YOU INFORMATION SESSIONS & PARENT TEACHER INTERVIEWS

‘Getting to know you’ sessions are held early in Term 1. This provides an opportunity for parents to provide information to the teachers about their children in Years 1-6. Parent/Teacher interviews are held midyear following the release of mid year reports. These sessions and interviews provide a chance for parents and teachers to exchange information and to report on the students’ progress.

HEAD LICE

In recent years the incidence of head lice in schools has risen. Parents/guardians should:

- regularly, preferably once a week, check for lice or eggs in the hair of:
  - their child
  - all household members
- notify the school:
  - if their child is affected
  - when treatment commenced
- not send their children to school with untreated head lice.

The school will alert parents/guardians of an infestation, particularly the parents of other students in the same class as the affected child/children.

HEALTHY EATING

Children benefit from eating a substantial breakfast every day. We strongly recommend that all children are encouraged to eat this important meal before coming to school. Breakfast provides the body with ‘fuel’ to work and play. It is necessary for the children to maintain a regular intake of food throughout the day to ensure their bodies are functioning to the maximum. Parents are encouraged to provide their child with a healthy snack and lunch daily limiting ‘junk type foods’ to special treat times. Water bottles can be accessed by all students throughout the school day.

INSTRUMENTAL MUSIC
Instrumental Music lessons are offered for students across the school. At this point of time students in Years 3-6 can learn guitar and students in Years 1-6 can learn keyboard and drums. These classes are conducted by outside professionals who charge for either small group or individual lessons. See the office if you wish your child to participate in these programs.

**LATENESS**

Children who arrive after the class roll is marked (approx. 9.05 am), must report to the school office, accompanied by an adult, who is required to sign the late book at the school office, before the child proceeds to his/her classroom. This is recorded on the student’s official school file.

If a child is 15 minutes late each day it equates to 50 hours of lost instruction time a year.

Children need to be at school by 8.55 am.

**LEAVING SCHOOL DURING SCHOOL HOURS**

Students may only leave the school ground during school hours if:

1. They are collected by a parent/guardian and signed out, through the office. The office staff will provide the parent/guardian with an authority slip to present to the teacher authorising the collection of the child.
2. A written note is received from the parent/guardian advising that someone other than the parent/guardian will be collecting and signing out their children.

**NOTE:**
- No student will be permitted to leave the school grounds as a result of a phone request.
- No students may be sent out of the school grounds on a message for any person.
- Should any possession (e.g. ball) go outside the school perimeter a student must report to a teacher who preferably will retrieve the object for the student, or will supervise the student while the object is retrieved.
- Should a student have forgotten to bring any items required at school, permission will not be granted to return home for them.
- Any student leaving school during school hours must be ‘signed out’ at the main office, by an adult authorised to do so.

**LEVEL REPRESENTATIVES**

Each Level (1,2,3 and 4) at Dingley Primary School needs two, three or even four Parent Representatives.

The Level Rep program creates a focus point for interaction between the level teachers and the parents/carers of children in each class of that level. The level reps create an email/letter communication stream for each level so that all of the parents/carers can keep up to date with what is happening in your own child’s classroom AND around the rest of the school as well.

The Level Reps usually meet once a month (for about half an hour) and usually have either the Principal or Assistant Principal available for any school updates.

**LIBRARY**

Students have access to a comprehensive, well maintained stock of fiction and reference material both printed and electronic. Regular library sessions help students to develop library skills and cultivate a love of literature and reading.

In 2015 the library has moved to the C&M Giovas Learning Centre. Each class will have an hour library session timetabled each week.

**LITERACY/NUMERACY**

Dingley Primary School has always placed a high priority on the basic skills of Literacy and Numeracy. We firmly believe that these are fundamental skills and essential knowledge that are the building blocks for all learning.
Additional assistance for children experiencing difficulty in Literacy learning is provided.

**LOST PROPERTY**

Lost property is kept in a central location in the administration building near the student entrance. Most levels also have their own lost property basket as well. Parents are encouraged to check for missing articles of clothing. To help assist with the return of lost property, please ensure that all articles of clothing are clearly named.

**LOTE**

At Dingley Primary School our Language Other than English (LOTE) is Japanese. In 2015 students in Years 1-6 will participate in Japanese lessons weekly. This program will be extended across the entire school in future years.

**LUNCH**

Class teachers supervise eating of lunch each day. For safety and development reasons, all students remain at school for lunch. Although a canteen lunch provides a great opportunity for a treat, it is recommended that a healthy, nutritional lunch is prepared from home. Our Nutrition in Schools Program ensures that the food available for the students to purchase is nutritional if consumed on an occasional basis.

**MATHEMATICS SPECIALIST PROGRAM**

Dingley Primary is one of only 24 Primary schools across the state to be involved in the Mathematics Specialist Program. Two of our teachers, Breanna Little and Robert Ridgway, have received extensive training in the teaching of mathematics and will be working with our teachers over the next two years to further improve the teaching and learning of mathematics in our school.

**NEWSLETTER**

The newsletter is distributed every Friday via digital means for parents with access to email. The newsletter is one of the school's major sources of communication and contains important information regarding dates and activities. Parents without email access are provided with a hard copy. Please ensure that your email address is kept up to date to avoid disappointment.

**NUDE FOOD**

At Dingley Primary School we encourage students to use Nude Food containers for their lunch and snacks. Nude Food containers promote rubbish free lunch boxes and help the environment. The benefits of packing a rubbish free lunch are wide-ranging. Reducing your environmental footprint, teaching children about the need to reduce, re-use and recycle, while also having fun and looking after your health. Nude Food containers assist parents to pack healthy lunch boxes and reduce costs.

**NUTRITION AND WELL BEING**

The school is proud of its commitment to the health and well being of our students and we have several programs that ensure the students are educated in this area. Parent support is highly sought. Regular communication is provided in our school newsletter. Please adhere to our anaphylaxis policy to ensure the safety of students with life threatening allergies.

**OUTDOOR EDUCATION**

Students from Grades 2-6 take part in an Outdoor Education Program.

Part of this involves a five day camp for students in Grades 5 & 6; a three day camp for students in Grades 3 & 4; and an overnight sleepover in the school hall for Grade 2 students. Students in Years 5 & 6 have the opportunity to participate in a Ski Camp at Mt Buller.
School camps are a highlight of the students’ primary school years and an event not to be missed.

**Parents’ Association**

All parents are welcome to be involved in their children’s education and the Parents’ Association provides an opportunity for members to work together to further the interests of their children by:-

1. Stimulating interest in the school and taking part in aspects of its operation.
2. Encouraging social interactions among parents and between parents and staff.
3. Providing resources and facilities for the pupils through fund raising activities.

Meetings are usually held in the staffroom at varying times throughout the year.

**Parental Involvement In School**

Positive parent involvement is valued and encouraged at our school. There is a multitude of ways in which parents can be a part of our school and thus enhance the quality and enjoyment of their child’s education. Some of these are:-

- Assisting with excursions and swimming.
- Being a Level Representative
- Helping in the classrooms with reading and other activities.
- As a member of School Council or Parents’ Association.
- Assisting with Sport or P.E. through coaching, umpiring and sharing special skills.
- Assisting in the Library.
- As a member of one of the sub-committees of School Council.
- Assisting with Bike Ed.
- Assisting in the Library.
- Assisting with maintenance and school improvement

**Parking**

Limited parking is available in the surrounding streets. A drop off zone is located on the south side of the Marcus Road school crossing. Double parking and drop off is illegal. Parking is available in the Woolworths carpark and the Community Centre Carpark.

The teachers’ car park is available only as a staff car park. However, parents delivering children to Out of School Hours in the morning may use the staff carpark before 8.15 am.

**Pupil Free Days/Curriculum Days**

The Department of Education and Training has set the first day of the school year as a mandated pupil free day. In 2015 we will three additional pupil free days. The dates for these student free days are January 29th, May for report writing and one other day to be confirmed.

The days are used for the purpose of:

- professional development of staff
- school planning and administration
- curriculum development and planning
- student assessment and reporting.

**QKR**

QKR by Mastercard is a secure mobile app that allows for fast and easy payments. It gives parents the flexibility to pay fees and place orders wherever and whenever they like. It gives parents the ability to manage children’s canteen orders to ensure they're eating well and there is no need to load funds in advance. Information will be sent home in February about this Application.
**READING RECOVERY**

Reading Recovery is a literacy intervention program for students in Year 1. Reading Recovery identifies students experiencing reading and writing difficulties after their first year of school. It provides an intensive, individually designed and individually delivered series of lessons for 30 minutes each day and is supplementary to the ongoing literacy activities in the classroom. Jenny Porter is our Reading Recovery teacher in 2015.

**RESTORATIVE PRACTICES**

The school is committed to the use of Restorative Practices with students. These practices are concerned with establishing or re-establishing social equality in relationships where each person’s rights to equal dignity, concern and respect are satisfied. All teaching staff complete training in Restorative Practices. New staff in 2015 will attend PD on Restorative Practices early in the school year.

**SAFETY RULES**

In your child’s best interest, it is important that he/she be aware of the following safety rules:

He/she should know:

- His/her name, address and phone number.
- His/her parents’ names.
- The safest and most direct route to and from school.
- The correct way to cross the street.
- The correct way to use school crossings.
- How to cross at a crossing.
- How to refuse rides from strangers.
- NOT to bring to school articles that may result in accidents, e.g. glass containers, knives etc.

**SCHOOL COUNCIL**

The School Council is an elected body with representatives of parents and staff members.

Our Council is made up of fifteen members. Eight of these are parents, four are teachers and there is a provision for 2 co-opted members each year as determined by the sitting Council. The school Principal is the Council’s executive officer and is automatically a member of Council.

Elections are held each Feb/March for half of the members of Council.

The election schedule is displayed around the school and is published in school newsletters.

Nomination forms and ballot papers are available from the Office in February each year.

**The Role of School Council**

All government schools in Victoria have school councils. They are legally formed bodies that are given powers to set the key directions of a school.

In doing so, a school council is able to directly influence the quality of education that the school provides to its students. For example, within guidelines provided by the Department of Education and Early Childhood Development (DEECD), a school council has responsibilities for developing such things as:

- the school charter which sets out the main goals and priorities of the school for three years
- the school’s budget which shares out the available resources to make sure that the plans of the charter are carried out
- the general educational policy of the school
- the physical appearance and maintenance of the school's buildings and grounds
- the student code of conduct which provides a safe and orderly context for learning
- an annual report on the school's achievements.

**Who is on a school council?**

A school council's Constituting Order states the total size of the council and the number of members in each category. At present our School Council comprises 5 Department of Education and Early Childhood Development (DEECD) representatives, 8 Non-DEECD representatives plus up to 2 co-opted members.

Most members of a school council stand for election at the school where they are parents or staff members. Other members can be co-opted by the council within the limits of the Order.

Because parents have such an important part to play in schools, there is an elected parent member category. More than one-third of the elected members must be parents.

There is an elected member category for employees of the DEECD and, as of 2000 there is the capacity for members of the teaching service who are also parents of children in the school to be elected to Council under the DEECD/Parent category. Members of the DEECD Employee category may make up no more than one-third of the total membership. The principal of the school is automatically one of these members.

Schools also have a community member category. This comprises non-elected members from the school or wider community who are co-opted on to the council because they have special skills or experience. This category cannot include DEECD employees.

School Council members are elected (or appointed in the case of co-opted members) for a two year term.

Half the membership is elected or co-opted each year and this creates vacancies for the annual school council election.

**Why is parent membership so important?**

Parents on councils provide important viewpoints and have valuable skills that can help shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging.

**How can you become involved?**

The most obvious way is to vote in the elections which are held in February each year. (Ballots are only held if more people nominate as candidates than there are positions vacant).

You might seriously consider:

- standing for election as a member of the school council
- suggesting to another person that they stand for election.

**What do you need to do to stand for election?**

The Principal arranges and conducts the elections. Ask at the school for help if you would like to stand for election and are not sure what to do.

All parents and staff will receive from the principal a notice of the election and a call for nominations in the second half of February or early in March. For parents, this notice will probably be given to your child, so you may need to check with them whether it has been sent.

If you decide to stand for election, you will need to arrange for someone to nominate and second you as a candidate in either the parent or DEECD employee category. Request a nomination form from the school and make sure that it is completed and returned to the principal within the time stated on the notice of election - seven days from the date it was sent.
If there are more nominations received than there are vacancies on council, a ballot will be conducted two weeks after the call for nominations has closed. Make sure that you cast a vote and encourage other parents to do the same.

Details of the election process are available from the school.

**Do you need special experience?**

No! What you need is an interest in your child's school and the skills to work co-operatively with others to help shape its future.

**SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT PROGRAM**

Dingley Primary School has been selected to be part of a team of Victorian schools who have been awarded funding and support from DEECD to implement School Wide Positive Behaviour Support (SWPBS). SWPBS is a framework for creating a positive school culture where all children can achieve academic and social success. It includes analysis of student behaviour data and the implementation of evidence based practices to ensure safe, purposeful and inclusive learning environments. Dingley Primary School aims to use this framework to strengthen our values based approach to student wellbeing. Our strong commitment to restorative practices will continue.

**SCHOOL CROSSING**

These are provided for the safety of the students and are supervised by Kingston City Council employees. Students who live on the north side of Centre Dandenong Road must cross at the manned crossing in Marcus Road and not at the traffic lights. Those who cross Centre Dandenong Road must do so at the supervised section of the lights at the corner of the school.

Parents should always set a good example and cross in the correct manner at the correct location.

**SCHOOL ENTRY IMMUNISATION CERTIFICATE**

It is a legal requirement that you present your child’s School Entry Immunisation Certificate when enrolling in a Victorian Government Primary School. These certificates can only be obtained from two sources:

1. The Australian Childhood Immunisation Register (ACIR).
2. Your local council immunization service.

**SCHOOL ORGANISATION**

Our school is organised via a multi-age system. Apart from Prep, their first year of school students work in two year level multi age classes. They are L1-Prep, L2-Yrs 1 & 2, L3-Yrs 3 & 4 and L4-Yrs 5 & 6.

The organisation of grades is determined by the Principal in consultation with the staff.

**SECURITY**

For security reasons, if your child arrives at school later than 9.05 a.m., you must report to the office and sign your child in.

Please also ensure that your child is picked up promptly after school. 3.30 is dismissal time. However two teachers are on duty until 3.45.

Before school two teachers are on duty in the grounds from 8.45am

As there is no teacher supervision of the grounds before this time, parents are asked to refrain from allowing children to attend school prior to 8.45am unless they are attending Before School Care.

**SPECIALIST PROGRAMS**

These are provided to all classes on a weekly basis. We have specialist programs in the following areas – Visual Arts, Performing Arts, Physical Education, Japanese and Reading Recovery.
SPORTS’ HOUSE SYSTEM

The school has a Sports’ House System. The Houses are:

FRASER – BLUE
BRADMAN – GREEN
MACKELLAR – RED
PATerson – YELLOW

SPORT/PHYSICAL EDUCATION

All students participate in regular sessions of physical education and sport. Physical Education is designed to accommodate a wide range of elements - dance, fundamental motor skills, ball handling skills, games, athletics and swimming.

Students in year 3-6 participate in winter and summer sports competitions as well as a yearly athletics & swimming carnival.

Grade 3 & 4 students participate in a weekly intra-school sport program.

Inter-school sport takes place at Grades 5 & 6.

All students from Prep to Grade 4 have the opportunity to take part in an intensive swimming program. The program incorporates safety in the water, an aspect that is also reinforced in classrooms. In 2015 lessons will be run in October at the Haileybury Pool in Keysborough.

STAR OF THE WEEK

Each week one student in each Level is nominated as the Level’s Star of the Week. Students can be selected because of their work ethic, progress, behaviour or use of school values. Students are highlighted in the newsletter each week.

STUDENT HEALTH

If students are unwell the best place for them is home. If you are unable to care for your child/ren due to work commitments, please make arrangements for a friend or relative to look after them. The school does not have the appropriate facilities to care for sick children.

We require accurate, up to date emergency contact phone numbers in the event of an accident or the sudden onset of an illness, when you will need to take your child home or to the doctor. If the phone numbers that you submit to the school at the start of each year change at any time, please ensure that the office is informed of the change, preferably in writing.

Some illnesses and medical conditions require that the child be excluded from school for a designated period of time, e.g. headlice, conjunctivitis, measles, chickenpox, impetigo (school sores), mumps, ringworm, rubella, etc. If in doubt, please contact the school office.

STUDENT LEADERSHIP PROGRAM

At the end of each year students in Years 4 & 5 are asked to submit an expression of interest for a variety of leadership roles. Interviews are conducted and positions finalised before the end of the school year. Staff are asked to assist with the leadership program and guide small groups of leaders.

Some areas of leadership are
• Transition Leaders
• Environment/Marine Ambassador Leaders
• Science/Mathematics Leaders
• Buddy Leaders
• Library Leaders
• Visual Arts Leaders
• Music Leaders
• ICT Leaders
• LOTE Leaders
Each Level 3 and 4 class has a representative on Junior School Council. The 2014 School Captains and Vice Captains are

School Captain: Joanna Angeletos  Jarryd Thomas  
Vice Captain: Beth Campbell  Kael D’Alterio

STUDENT MEDICATION PROTOCOL

As part of our Individual School Drug Education Strategy, a Student Medication Protocol has been developed detailing the administration procedures that must be followed when children require medication during school hours.

These procedures are in line with the Department of Education and Early Childhood Training directives and requirements. A copy is included at the back of this booklet.

SUNSMART

It is compulsory that students wear a 10cm broad brimmed hat during outdoor sessions at all times from September 1st to April 30th. They are strongly recommended to continue this practice during Terms 2 and 3.

Students are also encouraged to have a personal supply of 30+ or higher sunscreen at school. Students who do not have a hat to wear during recesses will be seated under a tree and supervised by the teaching staff. During P.E. and sport sessions they will be excluded from participating in activities. It is compulsory that hats be worn for all outdoor excursions between September 1st and April 30th.

TEACHING AND LEARNING PROGRAMS

The curriculum programs at Dingley Primary School are based on AusVELS. AusVELS is the Foundation (Prep) to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

These purposes are achieved through the three interrelated strands of:

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Discipline-based Learning</th>
<th>Interdisciplinary Learning</th>
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</thead>
<tbody>
<tr>
<td>• Civics and Citizenship</td>
<td>• The Arts</td>
<td>• Communication</td>
</tr>
<tr>
<td>• Health and Personal Education</td>
<td>• English</td>
<td>• Design, Creativity and Technology</td>
</tr>
<tr>
<td>• Interpersonal Development</td>
<td>• The Humanities</td>
<td>• Information and</td>
</tr>
<tr>
<td>• Personal Learning</td>
<td>• The Humanities –Economics</td>
<td>Communications Technology</td>
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<td></td>
<td>• The Humanities –Geography</td>
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<tr>
<td></td>
<td>• Languages</td>
<td>• Thinking Processes</td>
</tr>
<tr>
<td></td>
<td>• Mathematics</td>
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<tr>
<td></td>
<td>• Science</td>
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</tbody>
</table>

The Standards outline what is important for students to learn during their time at school. The Standards ensure that students continue learning traditional subjects such as English, Mathematics, Science, Humanities, Languages and the Arts. Within these subjects, students learn the physical, personal and social skills they need in life.

Standards for different years
Each Standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. Schools aim to give students the life skills to manage themselves as individuals and in relation to others, understand the world in which they live, and act effectively in it.

The Standards focus on the knowledge and skills of the student. Student behaviour is observed by teachers and included in student reports.

Standards are set at a challenging level, not minimum competence, to suit the age and developmental stages of students. This helps to ensure that students are stretched to learn, rather than doing work they find easy.

A common reporting scale

The school report card shows how far your child has progressed during the year, and compares their performance with the standards expected for students of their age.

The report card’s A to E rating will tell you how your child is progressing against the expected standard. For example, a ‘C’ rating means your child is at the expected standard and that his or her learning is on track. The reporting scale has the following consistent meanings across the state:

A - well above the expected standard at this time of year
B - above the standard expected at this time of year
C - at the standard expected at this time of year
D - below the standard expected at this time of year
E - well below the standard expected at this time of year.

<table>
<thead>
<tr>
<th>TERM DATES</th>
<th>2015</th>
</tr>
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<tbody>
<tr>
<td>Teachers Return</td>
<td>28th January</td>
</tr>
<tr>
<td>Students Return</td>
<td>30th January</td>
</tr>
<tr>
<td>Preps Begin Fulltime</td>
<td>3rd March</td>
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<tr>
<td>Term 1</td>
<td>30th January to 27 March</td>
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<tr>
<td>Term 2</td>
<td>13 April to 26 June</td>
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<tr>
<td>Term 3</td>
<td>13 July to 18 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>5 October to 18 Dec</td>
</tr>
</tbody>
</table>

Tiqbiz

Tiqbiz is a communication app that can be loaded on your smart or android phone or used on a personal computer. The app enables the school to communicate messages and reminders to you as well as provide you with an option to communicate with the school. Many parents use it to inform of absence. All you need to do is download the Tiqbiz app and

Log-in
Open tiqbiz and register/log-in.

Find
Inside the menu, click on ‘Find & Tick’. Type our name into the search bar. Select us from the results.

Tick
Click the grey tick on the boxes that apply to you. When the tick turns green, you’re connected.

Inbox
Click on the Inbox icon. This is where you will receive our instant messages, newsletters, notices and calendar events.
TOYS AND SKATEBOARDS

Many play items brought to school are best left at home. Unsuitable items include toy guns and the like, expensive games and toys, skateboards, baseball bats, golf clubs and so on. We ask for your assistance in carefully scrutinising items your children wish to bring to school. Exercising your judgement here, before it gets to school, can solve a lot of problems.

UNIFORM & UNIFORM SHOP

School uniform is compulsory at Dingley Primary School. In the event that a child is out of uniform, a written explanation should be sent to the school.

**Summer Uniform**
- **Girls**
  - Summer dress
  - Navy skort
  - School polo
  - Bomber jacket
  - School windcheater
  - Broad brimmed hat
- **Boys**
  - School polo
  - Navy shorts
  - Bomber jacket
  - School windcheater
  - Broad brimmed hat

Girls may wear short leggings that cannot be seen below their school dress.

Footwear: Black school shoes, closed toe sandals, black or predominately white sneakers. Recreational footwear is not allowed.

- Socks: white or navy
- Jewellery: stud or hoop earrings only. No visible necklaces. One wristband only
- Hair: hair below shoulder length must be tied up at all times for both girls and boys. Plain hairbands or clips to match uniform. (No flowers or sparkles)
- Clear nail polish only

**Winter Uniform**
- **Girls**
  - Plaid pinafore
  - School windcheater
  - Bomber jacket
  - Track pants
  - Long sleeve polo
- **Boys**
  - School windcheater
  - Bomber jacket
  - Track pants
  - Long sleeve polo

Uniforms can only be purchased from the PSW shop in Cheltenham or online.

Please ensure that all items of clothing are CLEARLY NAMED.

VACATION CARE

Kingston Council runs a Vacation Care program at Dingley Primary each school holiday period. If interested in using this program parents need to enrol their child through Kingston Council on 9581 4872.

VALUES

The five School Values are
- Respect
- Honesty
- Persistence
- Responsibility
- Empathy

These five values underpin all of the school’s student management programs.
**WATER BOTTLES**

Children are permitted to bring water bottles into class. These can present a leaking problem so please ensure the bottle is ‘safe’ and that the top works. This bottle contains only water and remains in the classroom all day. Your child may require a second bottle of water/juice for outside use.

**WEB SITE**

Dingley Primary School has an excellent website that was developed by one of our staff, Rosanne O’Neill and is upgraded regularly. The newsletter is posted weekly on the website as well as other valuable information. The website contains a number of school policies for parent access eg Raising Concerns, Safety etc. The website can be found at [http://www.dingleyps.vic.edu.au/](http://www.dingleyps.vic.edu.au/)

**WRITTEN REPORTS**

Written reports on the students’ progress are issued twice per year, in June and December.

**YARD SUPERVISION**

There is a teacher on duty between 8.45am to 9.00am, and 3.30pm to 3.45pm at Gate 1 and Gate 2. There are 3 teachers on duty at recess, 11.00 to 11.30am and lunch, 1.30pm to 2.30pm.

Students should arrive at 8:45am when teachers commence yard duty supervision. Students should not arrive at school prior to 8.30 am unless they are accompanied by an adult.

All grounds are available for students to play in as long as they are not out of bounds. Play equipment is designated to P-2, 3&4 and 5 & 6.
**Student Medication Protocol**

As part of our Individual School Drug Education Strategy, a Student Medication Protocol has been developed detailing the administration procedures that must be followed when students require medication during school hours. These procedures are in line with the Department of Education and Early Childhood Development requirements.

******Medication requiring the use of an injection cannot proceed without prior consultation with the principal.

**A) On-Going Medical Condition or Illness:**

It is required that every student, who has an ongoing medical condition or illness, must have an individual written management plan that is attached to the student’s records. Each management plan should be provided by the student’s parents and doctor and should contain details of:

- The usual medical treatment needed by the student at school or on school activities.
- The medical treatment and action needed if the student’s condition deteriorates.
- The name, address and telephone numbers of an emergency contact and the student’s doctor.

**Note:** Any changes to dosages and medication requirements, must be authorised by the student’s doctor and a new management plan must be provided by the parent / guardian.

It is the responsibility of the parent/guardian to bring their child’s medication to the school office prior to 9:00am, where it will be stored in a secured cabinet.

**B) Short Term Medical Condition or Illness:**

It is required that every student who has a short term medical condition or illness, requiring the administration of medication, must have a completed Medication Administration Form which is to be presented at the office. This form details the student’s illness, medication requirements and quantity of medication delivered to the office. It is required that the Administration of Medication Procedures is complied with at all times.

It is the responsibility of the parent/guardian to bring their child’s medication to the school office prior to 9:00am, where it will be stored in a secured cabinet.

**STUDENTS ARE NOT TO STORE MEDICATION IN THEIR BAGS OR IN THE CLASSROOM.**
ADMINISTRATION OF MEDICATION PROCEDURES

Parents/Guardians of children taking any medication during school hours MUST comply with the following procedures:

1. It is the responsibility of the parent/guardian to bring their child’s medication to school, where it will be stored in a secured cabinet.

2. Students ARE NOT to store medication in their bags or in the classroom.

3. A Medication Administration Form MUST is completed by the parent/guardian with details of dosage and time for administration, of all medications. The “On-going Management Plan” and “Short Term Medication” forms are available at the school office. Medication will not be administered without this form being completed.

4. All medication, prescription and non-prescription, should be supplied in a container that gives the name of the student, dosage and the time it is to be given. The name of the medication should be clearly marked on the bottle and should be delivered with a named measuring cup or spoon. If the medication is in tablet form, parents/guardians are to provide the required dosage in a clearly labelled dosette box.

5. All medications are to be handed in at the office prior to 9:00am. Medication is not to be stored in the classroom. It is requested that parents/guardians notify the class teacher of their child’s medication requirements after the delivery of medication and the Medication Administration Form to the school office.

6. All students are to be aware of their medication routine, accepting responsibility to attend the sick bay at the appropriate times.

7. Medication will be administered by the teacher on sick bay duty at the following times:

   11:00 – 11:25am  1:30 – 2:00pm

   The Sick Bay teacher will record the administration of medication on the student’s Short Term Medication form.

8. The replenishment or re-issue of additional medication will require parents/ guardians to complete a new Medication Administration Form, recording the amount of medication supplied.

Often if a child is receiving medication for a short term condition or illness, the best place for them to recover is at home.

WHILE EVERY EFFORT IS MADE TO LOOK AFTER CHILDREN, PARENTS ARE URGED NOT TO SEND SICK CHILDREN TO SCHOOL.