Parent Information

The Patch School
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2013

“From little things, big things grow.”
Respect, Responsibility, Integrity
| Contents |
|-----------------------------|---|
| History of Our School       | 2 |
| Welcome                     | 3 |
| School Purpose              | 4 |
| School Vision               | 4 |
| School Context              | 4 |
| Code of Practice            | 4 |
| Staff                       | 6 |
| School Council              | 7 |
| School Community            | 8 |
| Students                    | 9 |
| Code of Behaviour           | 10|
| Aboriginal & Torres Strait Islander Students | 10 |
| AusVELS                     | 11|
| Computers                   | 12|
| Emergency Management        | 12|
| Excursions                  | 13|
| Health & Attendance         | 13|
| School Exclusion Table      | 14|
| Lost Property               | 16|
| Personal Possessions        | 16|
| Orderly Environment         | 17|
| Out of School Hours Care Program | 17|
| Parent Assistance           | 18|
| Reporting & Parent/Teacher Interviews | 18|
| Play Lunch & Lunch Order Arrangements | 18|
| Parking & Collecting Students | 19|
| Personal Education Items Payment | 20|
| School Communication        | 20|
| School Requirements         | 20|
History of our School

The Patch School opened in 1982 following extensive planning involving the local community, Shire of Sherbrooke and the Education Department. The school, together with The Patch Early Learning Centre provides primary education, 3 and 4 year old pre-school, and playgroups for various ages all on the one site. The school was originally opened to cater for approximately 75 students however, due to the outstanding reputation the school has developed, this has stabilised at 280 in 2013.

We are very proud of our resources. The school has extensive playing fields, a basketball court, imaginative and creative play areas, a quiet area and a wide range of play equipment. An established wetlands, comprehensive garden project and purpose-built environmental centre have been developed over the years and the school now has a strong focus on environmental science. Overall the school covers an area of approximately six beautiful hectares dotted with both native and introduced species of mature trees.

The school buildings consist of an architecturally designed core unit, portable classrooms, an Art Studio, Music room, Environmental Centre and School Hall. The Commonwealth Government’s BER project saw portable classrooms removed from the school and new permanent classrooms currently used for Years 1 & 2 and Years 5 & 6 completed in 2012. Our recently extended Hall is used as a multi-purpose room as well as the venue for Out of School Hours Care.
Welcome

Dear Parents,

Welcome to The Patch Primary School. We are looking forward to our partnership with you as your child begins their first school experience. Our team of dedicated teachers, support staff and students will all endeavour to make your child feel welcome and eager to continue their growth as learners.

We encourage you to take as many opportunities as you are able, to involve yourself in our school community and your child’s school experiences. We recognise that building a relationship of trust and confidence with your family will benefit your child’s feeling of connection to our school and allow them to feel confident and happy.

Our aim is to ensure your child’s transition to our school is a very smooth one. This booklet is just one part of this process. We believe that it will provide answers to many questions you may have. At the same time however please feel free to contact the school if you have other questions, or concerns, in regard to any aspects of your child’s schooling. Right from the start open and positive communication plays an important role in ensuring your child’s success at school.

To be effective, and constantly improving, schools require the participation of parents. At The Patch School we pride ourselves on the extent of community involvement in the school. Numerous opportunities are provided for parents to assist in their own way through all areas of the curriculum as well as participating in such areas as the school fete, working bees or School Council. Opportunities to be involved in these and other ways will be presented throughout your child’s time at our school.

Whether this year’s Prep child is your first, second or third child at The Patch, we know that you are as excited as we are at this important step into school life. Please see your class teacher, Assistant Principal Lynne Pearce, or myself about any concerns that may affect your child or your family. We are always keen to deal with small problems before they develop into issues.

A pre-requisite to a smooth start to school is positive cooperation between the home and the school. We look forward to working with you and all members of our school community to ensure that we provide your child with the best possible education.

Welcome once again to The Patch School.

Regards,

[Signature]

Principal
SCHOOL PURPOSE

Work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognises diversity, develops compassion, respects the environment and gives all students an opportunity to fully participate in a sustainable global future.

“From little things big things grow”  “Respect, Responsibility, Integrity”

SCHOOL VISION

At The Patch Primary School our fundamental purpose is to work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognizes and accepts diversity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future.

We strongly believe that continual improvement and innovation are necessary to ensure that we are meeting the needs of all our students.

We look forward to continued progress as we define directions for improved student learning, extend teacher capacity and ensure that literacy and numeracy levels continue to rise and that the needs of all students are met. We hold the belief that as a community we are united by our common desire to provide a learning environment that meets the needs of all students. In recognizing this, all members of our school will respect and value the rights and views of others.

SCHOOL CONTEXT

To ensure that we meet our purpose, we are committed to continuous improvement and achieving excellence in teaching and learning at every level. We have a reputation for academic achievement in Numeracy and English and we also provide quality-learning programs in all other curriculum areas.

We believe that this commitment is strengthened through our diverse curriculum with its strong emphasis on art, environmental education, Japanese and music. To develop our students’ critical and creative thinking along with their ability to articulate this, we provide a philosophy program throughout the school. Our students learn science, humanities and physical education and we offer opportunities to take part in extension programs and activities relating to these areas. We have a very successful Out of School Hours program. The Patch Primary School offers its 275 students an attractive, safe and stimulating learning environment.

CODE OF PRACTICE

PRINCIPAL

The role of the Principal at The Patch Primary School is complex, challenging and central to the achievement of our school’s vision. The position requires an innovative leader who has vision, imagination, determination, dedication, management skills and the ability to interact effectively and sensitively with all members of the school community.
The Principal’s responsibilities to the school include:

School Community
- Foster unity of purpose in the school by highlighting partnerships and the shared achievements of the students, parents, staff and the local community.
- Provide enthusiastic leadership by articulating and developing the education vision for the school and involving the school community in achieving that vision.
- Provide organizational leadership that works through change processes, builds teams, empowers the community and boosts morale.

Students
- Be accessible to students and build a personal, empathetic relationship with them through regular contact with them in the classroom and playground.
- Treat all students fairly and without prejudice regardless of their abilities, disabilities, culture, gender or social background and implement policies to support this throughout the school community.
- Ensure that students have access to comprehensive, purposeful and structured teaching and learning strategies which encourage risk taking and problem solving, recognize and reward achievement and develop each student’s potential and confidence.

Parents
- Welcome parents to the school, seek their views on the school and its educational policies, build effective lines of communication, and acknowledge their contribution to the classroom and school activities.
- Encourage the relationship between home and school recognizing that this relationship is critical for students to achieve to the best of their ability. This involves encouraging parents to participate in their child’s education and ensuring that the school keeps parents informed of their child’s needs and successes.

Staff
- Promote staff welfare by building a cooperative team in a friendly, successful work environment and where effective lines of communication are established between all members of staff and the administration.
- Lead staff in the development of a sound knowledge of contemporary teaching and learning practices and provide regular feedback on performance and achievement.
- Provide clear and equitable job descriptions ensuring that the principles of merit, equity and an appreciation of diversity are applied and that workloads are allocated fairly.
- Consult with staff to implement a professional development plan that meets the needs of both staff members and the school.

School Council
- Provide vision, enthusiastic leadership and accurate advice to the School Council so that appropriate policies and programs are developed.
- Ensure that the decisions of School Council are implemented in an appropriate, efficient and timely manner.
- Lead and manage the implementation of the school charter and the evaluation of school performance.
Community

- Actively promote the school and its vision in the community and encourage and facilitate community involvement in all aspects of the school.
- Build and maintain networks of support between local schools, principals, communities, support services and agencies.
- Act in accordance with the relevant sections of the Education Act, DEECD policies and contractual agreements.

STAFF

The vision we have for our students relies on the professionalism and dedication of staff at our school.

All members of staff should strive to:-

- Treat all students fairly and without prejudice regardless of their abilities, disabilities, culture, gender or social background and not tolerate bullying or discrimination in the school.
- Work collaboratively with other staff including dealing with educational specialists, sharing resources and ideas, and supporting staff as part of our learning community.
- Take an active role in the life of the school community and local community.

Teachers

Teachers are in a unique position to assist parents in developing children’s ability to reason, analyse, create, experience and understand their world. It is a challenging and rewarding task that involves a passion for knowledge, a commitment to children and a desire to join with them in a community of learning.

We recognize that teaching is a complex task; teachers have a duty of care to all students whilst having immediate responsible for a group of students and individuals each with their own talents and needs.

As well as following the above practices that apply to all staff, teachers should also strive to:-

- Ensure that all students are made aware of their potential to learn, that their teaching makes learning accessible to each child, and that students are encouraged to take responsibility for their learning.
- Have a sound and up to date knowledge of how children learn and develop, and a commitment to professional development to improve their practice.
- Recognise that children have different learning styles and plan activities and assessment that reflect these. As well they should recognise in assessment that students do not always learn the same things, and do not always learn at the same pace.

- Build good relationships with parents based on a mutual desire for students to achieve to the best of their ability. This involves reporting to parents in a clear, meaningful and accurate manner, respecting parent’s views, encouraging their participation in their child’s education and ensuring that they are informed of their child’s needs and successes.
- Provide a friendly, secure, structured and purposeful environment encouraging respect for other members of the school community and good learning habits.
• Recognise that students’ motivation, identity, integrity and a sense of community are essential to intellectual growth and the development of responsible, determined and ethical people.

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

**SCHOOL COUNCIL**

School Council acknowledges that it operates within the Education Act, DEECD regulations and Government directives and will;

• Show commitment and loyalty to the students, staff, administration and the School Strategic Plan.
• Promote a positive image of the school.
• Ensure learning needs, personal safety and educational outcomes will be the primary consideration in decision-making.
• Establish policy which is consistent with the School Strategic goals and priorities
• Ensure regular evaluation of school policies.
• Support the Principal in the implementation of school policy and the School Strategic Plan.
• Monitor the achievement of the School Strategic Plan goals and priorities.
• Seek, canvas and consider school community views.
• Monitor the budget and financial plan.
• Promote community involvement in the school through regular reporting and dissemination of information.
• Ensure Sub-committees are formed on an annual basis to reflect the responsibilities of School Council.
• School Council will display loyalty to the school, its Charter, administration and staff.
• Develop and approve policy directions and recognise the Principal’s right to implement policy in the most appropriate way.
• Ensure public comment on School Council matters will be the responsibility of the School Council President and the Principal.
• Enable broader community input into School Council decision-making through the membership of sub-committees.
• Commit to the principles of merit and equity.
• Maintain confidentiality on issues affecting the school and members of its community.
• Adhere to the Privacy Law.
• Declare conflict of interest where necessary.
• Build an educational culture that recognises the achievements and contributions of school community members.
• Articulate a vision for our school that is both shared and translated into action.
With Our Families
Parents and families are the major influence on how academically and socially successful students are. Our vision of students who are developing into reflective, self-directed, ethical and responsible people will only be achieved when parents are also committed to these values.

While recognizing and celebrating the diversity of our school community, underlying the relationship between home and school there must be trust, honesty, respect and the understanding that we are all determined to achieve the best outcome for our children.

In dealing with our school, parents can expect that:
- You will be welcome at school and your contribution to classroom and school activities will be acknowledged and appreciated.
- You will be listened to with courtesy and an open mind.
- Your unique knowledge of your child will be valued.
- Your privacy will be respected.
- You will be informed of your child’s progress and the school’s activities and achievements.
- Your views on the running of the school and its educational policies will be sought and there will be opportunities to become part of the School Council and its committees.

In dealing with parents, the school can expect that:
- Staff will be treated with courtesy and an open mind.
- Our knowledge of your child at school will be valued.
- You will reinforce the values of the school and support class and school activities.
- You will encourage children’s school education by recognizing achievements, building on successes, sharing their learning and by ensuring that they are at school prepared and on time.

With Our Community
Our relationship with the local community is based on both the assistance that we receive for our programs and activities, and the responsibility we have to encourage students towards active and responsible citizenship. In our dealings with local residents, businesses, community groups and other schools we will:

- Acknowledge their support and encourage our school community to support their work.
- Foster good relationships through formal and informal networks.
- Keep them informed of our school and its achievements.
- Encourage community participation by our students.

Our Community Sub-Committee of School Council exists to celebrate, collaborate and communicate on aspects related to community engagement and promotion of The Patch School. This committee’s aim, in particular, is to build positive and strong links and effective communication between school and home and into the broader community, to create consistent, clear and common forms of communication between teachers and parents, to foster community partnerships and activities that encourage community building, and to strengthen connectedness across the school community.
The Patch Primary School aims to develop in each child a feeling of self-confidence, a sense of worth, respect and consideration of others. The School considers that a stable, secure and educationally sound environment with a warm and friendly atmosphere, where teachers can teach and children learn in an orderly manner is most important. The school believes that a positive approach to modifying children’s behaviour will lead to self-discipline, personal responsibility, mutual respect and pride in themselves and their school.

**School’s Responsibilities**
- To ensure students are fully informed of their rights and responsibilities in a way consistent with their level of understanding.
- To develop a Student Welfare policy and ensure its distribution to staff, students and parents.
- To involve staff, parents and children in the development and regular review of the Student Code of Conduct.
- To ensure that all staff, parents and children are aware of the consequences that follow breaches of the Code of Conduct.
- To contact parents regarding serious or repeated breaches of the Code of Conduct.

**Student’s Responsibilities**

Students at The Patch Primary School have the right:
- To be fully informed of their rights and responsibilities in a way consistent with their level of understanding.
- To work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and emotions.
- To be an individual at school and not to be treated unfairly because of appearance, gender, religion, academic or physical ability.
- To express themselves and to talk freely about their ideas and feelings when appropriate.
- To a school with safe classrooms, equipment and rules to maintain their safety.
- To tell their side of the story when accused of breaking a rule.
- To a safe, clean and attractive school environment.
- To have their private property respected.

Students need to be aware of their responsibility:
- To allow others to work and play without being interrupted and to make good use of their time.
- To observe all rules made for the safety, well-being and education of everyone.
- To complete classroom assignments and homework to the best of their ability and hand them in on time.
- To help make school a good place to be, by being thoughtful, compassionate, respectful and courteous to others.
- To care for school property and the property of others.
- To arrive at school and class on time unless there is an acceptable reason for not doing so.
- To behave appropriately when on visits outside the school.
A culture of positive reinforcement and encouragement permeates all facets of our school and underpins all our interactions with children wherever possible.

Despite there being few issues with behaviour we have a whole school approach to behaviour management— one that is consistent in all grades across the school. As a result, we are currently trialling a whole school approach to Behaviour Management called ‘Step Up For Success’.

**STEP UP FOR SUCCESS** is a 3 step approach that can be easily implemented at any level in the school. It is simple for students to understand and for teachers to implement.

**STEP UP FOR SUCCESS** is an approach that focuses on positive outcomes, is clear visually for students and teachers to track and allows individual teachers ownership in terms of using their own preferred reward system.

**STEP UP FOR SUCCESS** has another very important dimension in its application that many other approaches to behaviour management overlook. It can act as a catalyst for teachers to focus on those children who often just ‘fit in’ – but who can easily be overlooked due to others demanding or needing more attention. Because of the clear visual aspect of where children are placed on the Step Up For Success chart, teachers can be more pro-active with those who always do the right thing but sometimes go unnoticed.

School rules have also been established to maintain student rights and emphasize areas of responsibility. In consultation with the children, teachers will develop individual classroom rules and consequences for the proper behaviour of children in their care. The Patch Primary School believes that ‘no child has the right to disrupt the learning and play of others’.

Graded consequences include:

- Confining play to the asphalt.
- Withdrawal from the playground.
- Apologising to children who have been hurt.
- Children writing to parents.
- Repairing damage done to property or equipment.
- Withdrawal from the classroom.
- Discipline meetings with parents.
- Suspension from school within DEECD guidelines.
- Expulsion from school in the event of severe circumstances, within DEECD guidelines.

**Aboriginal and Torres Strait Islander Students**

Our school values our Indigenous heritage, therefore in addition to all services offered to all students, we have a liaison officer, Debra Herrmann, to ensure our Indigenous students and their families are aware of and offered any additional services and assistance available.
AusVELS is the Foundation 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 (F is the abbreviation for ‘Foundation’ which is now the common term agreed to by all States and Territories to refer to the first level of school (prep) for curriculum design purposes). AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands. The three strands are as follows:

| Physical, Personal and Social Learning | Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens. |
| Discipline-based Learning | Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages. |
| Interdisciplinary Learning | Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes. |

Domains are distinct bodies of knowledge, skills and behaviours within each strand. Each of the AusVELS domains is structured by eleven levels associated broadly with the levels of schooling, from Foundation (Prep) to Level 10. The levels represent typical progress of students at key points within the stages of learning. It is recognised that students progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical.

The eleven level structure reflects the use of eleven levels as a key feature of the design of the domains drawn from the F – 10 Australian Curriculum (English, Mathematics, Science and History). While this marks a change from the previous six-level structure of the VELS, this change should not be interpreted as a move back to a more fixed, less personalised set of teaching and learning principles.

In fact, the intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.
<table>
<thead>
<tr>
<th>Nominal school level</th>
<th>VELS Level</th>
<th>AusVELS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep/Foundation</td>
<td>1</td>
<td>Foundation</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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<tr>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

While the VELS encouraged flexibility across two levels, the AusVELS structure will encourage teachers to go further and use the curriculum to appropriately target the learning level of each individual student in a class.

This reflects the considerable body of research that shows that in any typical mixed ability class, students will demonstrate a range of abilities that spans approximately five school levels.

The design of the curriculum as an eleven-point continuum of learning is intended to encourage schools and teachers to use the full continuum to more effectively monitor and provide feedback to students on their learning.

**COMPUTERS**

At The Patch Primary School we make extensive use of current computer technology. All pupils have regular access to the latest in multi-media computers and software as well as the Internet. Computer literacy is seen as an important part of our curriculum. Our new building is equipped with a class set of 24 notebook computers which all students will have ongoing access to, as well as an Interactive Whiteboard in all classrooms.

**EMERGENCY MANAGEMENT**

The school Hall has been purpose-built as a safer place and will be used by the school and Early Learning Centre in the case of an emergency. The alternative relocation point is the oval adjacent to the school which may be used, depending on the nature of the emergency. School staff will supervise children at these locations. If the emergency extends beyond school hours, students will not be allowed to leave without being collected by a parent or guardian. Relocation drills are practiced on a regular basis and children are informed that the Hall is a safer refuge – particularly in the threat of bushfire - containing water for drinking and cooling as well as a limited food supply.
Through the school newsletter the community will be informed of our emergency arrangements during the fire season.
Full details can be found in the school’s Emergency Management Plan, located on our website.

**EXCURSIONS**

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs are kept to a minimum both in regard to each individual excursion and the number of excursions held each year. Detailed information will be provided for all excursions.

Please ensure that all details are completed before returning to the school with payment by the due date.
We try to utilise incursions to provide wonderful experiences at minimal cost to parents.

**HEALTH & ATTENDANCE**

**Absences/Illnesses**
It is unfair to your child, other children and teachers, to send to school a child who is obviously not well or not fully recovered from illness. Such children are not receptive to learning or school routine, and our facilities for caring for them are limited.

The best place for a sick child is home, under full time care. It is expected that if they are not sick they must be at school. If you are planning a family holiday please approach Deb as soon as possible for approval.

If your child is unable to attend school for a day or two, e.g. due to illness, it is preferable to notify the teacher in writing or by email on the day or when he/she returns. Alternatively, you may wish to speak to their teacher personally, but we ask you to please refrain from telephoning the school office with this information. For longer absences please notify the teacher as soon as possible via a note from a sibling or you may phone the school in this instance.

There are occasions when parents need teachers to give prescribed medicine to their children. The appropriate quote from the School Information Manual is:

“To assist teachers, parents should supply such tablets in a container which gives the name of the child, the dose, and the time the tablet is to be given. The name of the tablets should be clearly marked on the container, particularly when the tablets are kept at school.”

Please hand all such medication to the Office and fill out the medication book.

**School exclusion table**
Schedule 6: Minimum period of exclusion from schools and children’s services centres for infectious diseases cases and contacts.
The following table lists all the excludable conditions for cases and contacts, from schools and children’s services centres, under Regulation 13 and 14 of the *Health (Infectious Diseases) Regulations 2001*. 
<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis <em>(Entamoeba histolytica)</em></td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter Chickenpox</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td></td>
<td>Exclude until fully recovered or for at least 5 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 <em>(Acute infectious)</em></td>
<td>Exclude until discharge from eyes has ceased.</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 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by the Secretary.</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>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</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>Human immunodeficiency virus infection (HIV/AIDS)</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</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Duration</td>
<td>Exclusion Note</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>Measles</td>
<td>Exclude until at least 4 days after the onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well.</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>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 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>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
<td>Not excluded unless considered necessary by the Secretary.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 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>Illness</td>
<td>Exclusion Criteria</td>
<td>Exception</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------</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 (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>Verotoxin producing <em>Escherichia coli</em> (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
<td>Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

Exclusion of cases and contacts is **not** required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).

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**LOST PROPERTY**

Unfortunately children tend to misplace windcheaters, jumpers, coats and even socks. With the school uniform being compulsory at The Patch Primary School it is a difficult task to find owners for these items unless they are **clearly** named.

Names on the inside of shoes help greatly.
Any lost property that is collected is placed in the large tub in front of the sick bay.
Any wet or damp items found outside will be hung on the hooks in front of the toilets.

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**PERSONAL POSSESSIONS**

Please discourage your child from bringing valuable toys, games and other such personal possessions to school as there is always the possibility of accidental damage or loss.
**ORDERLY ENVIRONMENT**

**What is an orderly environment?**

A safe, organised and productive learning environment with well-developed classroom routines which *manage transitions using previously taught procedures*.  
- Gaining attention (hand claps, bell, visual cues)  
- Activity transitions (changing activities, moving around classroom)  
- Instruction-specific procedures (quiet reading, literacy activities, group work)  
- Mobility procedures (lining up, dismissal, moving around school, toilet and drinks)  
- Maintenance (monitors, clean-up)  
- Whole school procedures (assembly, drills, punctuality)

Education research shows that effective teachers set aside time at the beginning of the school year to specifically teach routines and procedures. Once such routines and procedures are firmly established teachers usually find that most students will incorporate classroom routines into their daily habits, freeing the teacher to teach, freeing the students from intrusive distraction and preventing much misbehaviour (Evertson, et al, 2009)

At The Patch Primary School we use a range of strategies to maintain order and organisation. These procedures and routines are underpinned by our shared vision, goals and high expectations.

**OUT OF SCHOOL HOURS CARE PROGRAM**

The school operates an Outside School Hours Care Program providing Before and After School Care. The program is designed to meet the needs of working parents as well as providing for emergencies and can be used on a permanent or casual basis. As this is a very popular program bookings are essential and may not always be available.

The program runs between 7.30am and 8.45am in the morning and 3.30pm and 6.00pm every school day. On Curriculum Days the program operates between 7.30am and 6.00pm.

All details on the programs can be obtained from the school. During the program operating times, OSHC can be contacted on 9752 0164 or 0419 515 494.

A Holiday Program for the care of children during the school holidays is held at our school. The company OSHCare4Kids lease our Hall for this purpose and the program is administered completely by them.
Parents are encouraged to assist the school in many ways. The following are just some of the ways you may help your child and their school:

**Excursion helpers**

**Involvement in the Garden Team**

**School Fete assistance**

**Reading/spelling**

**School Council membership**

**Working Bee involvement**

**Classroom assistance:**

A timetable will be posted with the times when your help would be appreciated. The timetable will be posted either on the classroom door or noticeboard. Please fill in a time when you are free and willing to help out.

**REPORTING & PARENT/TEACHER INTERVIEWS**

The Patch Primary School uses the Victorian schools reporting program. Parent/Teacher Interviews and information evenings will be held during the year where teachers and parents will have the opportunity to exchange and share information regarding your child’s progress.

**PLAY LUNCH & LUNCH ORDER ARRANGEMENTS**

The daily procedure is for all children to eat their lunches under teacher supervision. You will need to ensure that your child brings a prepared lunch to school daily, commencing on the first day.

**Play Lunch**

As the morning session of two hours is a long time for beginners, we have a fruit/vegetable snack at 10.00am and another snack, e.g. sultanas, cheese stick, or another piece of fruit just before recess at 11.00am. Make sure that your child knows the difference between the food for these snacks and their lunch, by wrapping them separately.

**Other Points to Remember about Lunch**

- Your child’s lunch should be in a clearly named lunch box.
- Drinks should be in a clearly named unbreakable container.
- Do not give your child too much lunch.
- We aim for a rubbish free [environmentally friendly] lunch as far as possible.
- Please note that if your child has a lunch order, he/she will also require a separate snack at morning recess.
- Children are expected to remain at school for lunch unless the teacher is otherwise notified.
- Children are encouraged to have water bottles in the classroom.
Lunch Orders
Lunch orders are available on Monday, Wednesday and Friday.

A lunch order price list will be provided to all families at the start of the school year. Lunch order money should be in an envelope which clearly lists the items ordered, the child’s name and grade and the amount enclosed. These are collected in the classroom early in the morning. Correct money for the order is always preferable.

Sushi Day
On Thursdays we offer sushi hand rolls for lunch provided by Mountain Fresh Sushi Express in Belgrave. The process is the same as for regular lunch orders. Place your child’s name, grade and order on the front of an envelope, seal the correct money inside and put the order in your child’s class lunch order basket.
Sushi lunch orders are also a fundraiser for our school with 10% of sales being donated to us.

PARKING / COLLECTING STUDENTS

As most children are collected by car at the end of the day, parking is at a premium. Please follow the system in place for collecting children. This involves dropping off and collecting children only in the designated area. This will ensure the safest and most efficient collection of children. Children are not permitted to place bags in car boots when being collected from the pick up as this poses an extremely high risk to personal safety. Please do not park in the drop off/pick up area.
During the day parking at the school is also tight. Please respect designated car-parking places. Parents and visitors to the school can parallel park on the exit side of the ring road or, if not leaving immediately, in the gravel car park behind the shelter shed. As the driveway access to this car park is narrow, please do not use this car park to drop your child off and leave immediately as there is likely to be damage to vehicles if cars are entering and exiting this

Children who walk home should be made aware of the need to go straight home after school unless other firm arrangements have been made. Children should also be discouraged from remaining and playing at the school after hours.

If parents are delayed and unable to collect their child/children at dismissal time, please remember that After School Care is available.
Parents need to be aware of the 40 KPH zone on Kallista-Emerald Rd at the start and end of the school day and the 10 KPH limit within the school grounds.
Parents are discouraged from collecting their children outside The Patch Store as this area is unsupervised.

School is an enormous and exhausting experience for young children. Try to assist your child to meet this situation by ensuring that regular and suitable sleeping hours are observed. A quiet time on return home from school is also beneficial.
PERSONAL EDUCATION ITEMS PAYMENT

Every student at The Patch Primary School is supplied with the materials they require to start off the school year. These items include exercise books, diaries, folders, pens, pencils etc. depending on the student’s year level, and replacements items are also supplied throughout the year. In addition to covering the costs of books, stationery and classroom resources ie dictionaries and atlases, we also need to ensure that the materials used by students in the library, music and art program are readily available and of a standard that we would expect.

In 2013 the payment for these necessities is $270.00 per student. This figure also covers all initial items. These items are often an additional charge in schools.

We also seek $50 Grounds Levy per family to cover the cost of lawn mowing and maintenance at the school and an ICT Levy of $30.00 to support our information technology program.

SCHOOL COMMUNICATION

Every second Friday the school produces our newsletter, Patchwork News. Parents can view the newsletter on our website at their convenience and can arrange to receive an email alert to advise them when the latest edition has been uploaded. Parents can register for this by clicking on the “Subscribe to Newsletter” link on our homepage. The newsletter highlights coming events, celebrates success at the school, displays students’ work and promotes fundraising activities. We offer you the option of receiving your newsletter in hardcopy if that is more suitable, so please advise the school office of your preference.

Please be sure to complete an orange SMS permission form requesting your mobile phone numbers. This system allows us to provide you with reminders of school activities, advise of important news and, more importantly, to keep you informed during an emergency.

SCHOOL REQUIREMENTS

There are three categories of educational items or services that School Councils can request payments from parents and guardians for students in Victorian government schools:

- **essential educational items** which parents and guardians are required to provide or pay the school to provide for their child (for example, stationery, text books and school uniforms where required)
- **optional educational items** which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (for example, for school magazines or extracurricular programs or activities), and
- **voluntary financial contributions** which parents and guardians may be invited to donate to the school.

School Councils are responsible for developing and approving a policy for their school. This school-level policy must reflect the Department’s policy and be made available to parents and guardians.

At The Patch School all books and stationery requirements for your child are purchased by the school and supplied to students at the start of the school year. Families will be asked for a payment for these personal educational items early in the year.
Your child will also need to supply the following articles on the first day:

- **Cloth bag** (approximately 40 cm x 40 cm) for library books.
- **School bag** - preferably a shoulder bag or back pack
- **Art smock** - full covering with sleeves with elastic cuffs or an unwanted shirt.
- A school “**communication folder**” (in navy blue with the school logo on it) to protect your child’s take home books and notes throughout their time at school.

Please note that each of these items except for the cloth library bag can be purchased from the school Uniform Shop.

**Uniform Policy**
The Patch School has a compulsory uniform as set out below.

**Guidelines**
The uniform should be comfortable, high quality and affordable.  The uniform must be suitable for the activities undertaken at school.  The uniform policy should not discriminate, either directly or indirectly against students on the basis of their gender, race, ethnic group religious beliefs or disability.  The school uniform policy will be provided to all new families and published in the school newsletter at the beginning of each term.  School Council will review the school uniform policy as the need arises.  Uniform items will be sold through the school uniform shop.

**Uniform Items**

**Dresses**
Summer dress (material code 8:38:8065)

**Polo Shirts**
Long or short sleeves
Light blue with a navy collar with light blue stripes.
Navy with a navy collar with light blue stripes.
All with navy or light blue school logo.

**Windcheater,**
Plain navy with light blue school logo

**Bomber Jacket**
Plain navy with light blue school logo

**Bottoms**
All plain navy (no denim)

**Hats**
All navy
Wide brimmed Slouch or bucket-style

**Shoes**
All shoes flat heeled with enclosed toe. Preferably water resistant.