Enjoyment, Learning, Friendship
Welcome to Mansfield Primary School

Dear Parents,

On behalf of the school community, parents, children and teachers, we warmly welcome you and your child to both Mansfield Primary School and the wider school community.

Primary Education is vitally important to your child. We believe close cooperation between you and the school will benefit your child greatly.

Please feel free to visit the school at any time to see programs in action, to assist the school or to discuss a matter of concern. Mansfield Primary School prides itself on the quality of its programs and facilities, the tone of the school and its professional staff. The school encourages teachers’ professional learning, and the Staff and School Council work to ensure the best opportunities for students are delivered.

Our comprehensive curriculum provides a positive and challenging learning environment where children are encouraged to enquire and problem solve. Matching children to this curriculum is a high priority. We acknowledge that children learn in different ways, prefer different learning styles and progress at different rates.

To help you settle into your new school this booklet has been prepared to answer some of the questions about routines and facts you need to know. Included in this booklet are our Teaching and Learning Policy and Student Engagement Policy. This information will give you some understanding about our school and help you and your child settle in to a smooth start, but please feel free to ask questions. Parent teacher interviews, formal and informal and parent information nights will further your understandings and forge the bonds and partnership between home and school.

Parent involvement is welcome at all levels through membership of the School Council and its sub-committees, parents and friends, working bees, odd jobs, classroom assistance, exposition of personal skills and talents, assisting with camping and excursion programs to name a few!

Welcome to “Team Mansfield”

Yours faithfully,

Paul Volkering
PRINCIPAL
SCHOOL CALENDAR

2016 TERM DATES:

TERM 1: Thursday 28th January to Thursday 24th March
TERM 2: Monday 11th April to Friday 24th June
TERM 3: Monday 11th July to Friday 16th September
TERM 4: Monday 3rd October to Tuesday 20th December

N.B. Prep children do not attend school on the following Wednesdays:
3rd February; 10th February; 17th February; 24th February

PUPIL FREE/REPORTING DAYS:

Wednesday 27th January
Friday 3rd June (to be confirmed)
TBA
Monday 1st November

PUBLIC HOLIDAYS

Labour Day: 14th March
Anzac day: 25th April
Queen’s Birthday: 13th June
Mansfield Cup Day 1st November

SCHOOL HOURS:

School Commences .......................... 9.00am - 11.00am
Recess ........................................... 11.00am - 11.30am
School ........................................... 11.30am - 1.30pm
Lunch ........................................... 1.30pm - 2.30pm
School ........................................... 2.30pm - 3.30pm

Bell rings at 8.55am for children to come inside and prepare for 9.00am class commencement.

GROUNDS SUPERVISION

There are two teachers on duty in the yard at recess time and during the lunch period. One staff member is on duty also before school from 8:45am and two teachers are on duty after-school until the school buses leave.

BEGINNING SCHOOL

Prep children will be admitted to their classes according to the times listed above.

Young children tire easily during their first month at school; it is a long day, especially when the weather is hot. If you feel your child is finding the full day too much, discuss this with the teacher. It is better to pick them up early rather than allowing them to become over tired and stressed. Don’t forget to provide play lunch, fruit snacks and lunch every day.

Feb: Starting school is an enormous, exhausting experience for a child, even if they have been to kindergarten. If, during the early weeks of school they sleep late, do not wake them to have them at school on time. We would rather have them happy and refreshed when they arrive.

March: By now children should have adjusted to school and should be here each day by 9:00am. This prevents disruption to classroom & specialist programs. The tone of the day is also established during this time.
NOTICES - COMPENDIUM

- ABSENCE
- ART ROOM
- ASSEMBLIES
- ATTENDANCE
- BANK DAY
- BICYCLES
- BOOK CLUB
- BUSES
- CAMPS
- CANTEEN
- CLOTHING
- COLLECTING CHILDREN DURING SCHOOL HOURS
- CONVEYANCE ALLOWANCE
- CURRICULUM
- DENTAL SERVICE
- EXCURSIONS
- FUND RAISING
- HEAD LICE
- HIGH COUNTRY SCHOOL CLUSTER
- ILLNESS
- INCLEMENT WEATHER PROGRAM
- INTERVIEWS
- LIBRARY
- LOST BOOKS
- LOST PROPERTY
- LUNCH
- MEDICAL SERVICE
- MONEY
- NAME TAGS
- NEWSLETTERS
- PARENT PARTICIPATION
- PHONE MESSAGES
- PUNCTUALTY
- ROAD SAFETY
- SAFETY AT SCHOOL
- SCHOOL CONTRIBUTIONS
- SCHOOL COUNCIL
- SOCIAL SERVICE
- SUNSMART
- SWIMMING
- TOYS/PRECIOUS ITEMS
- UNIFORMS
- WET DAYS

ATTACHMENTS

- Exclusion Table (ILLNESS)
- Teaching and Learning Policy
- Student Engagement Policy

*Nb: A copy of all school policies can be collected from the school office.*
ABSENCE:
If your child has been absent from school, you are required to give a reason for the absence. Please write a note detailing the reasons and give it to the class teacher or use the school app to lodge absence. We must have a written note on your child’s return but notification on the school app is sufficient. A phone call is necessary only if the absence is to be lengthy, or if the child has a notifiable disease such as measles.
**Please do not send your child to school if they are ill.**
It is very important that you provide the school with a number of emergency contacts in case the school cannot reach you if your child becomes ill or is injured.

ART ROOM:
The Art room functions as a classroom and resource centre. Children go to the Art room for regular art sessions and also go during ‘open’ periods to work on projects of their choice.

Children working in the Art room must wear a smock to protect their clothing from paint, clag etc.

ASSEMBLIES:
These are held fortnightly on a Friday at 3.00pm. Parents are encouraged to attend. Please check the school newsletter for the dates.

ATTENDANCE: “It’s Cool to be at School”
(please refer to attached Attendance Policy)
To achieve success in anything requires effort. A child whose attendance is irregular misses out on essential work and so falls behind. Work is set and planned on a progressive basis which requires day to day involvement. Please try to ensure that your child attends regularly and is absent only through illness.
However, a sick child cannot work well and may be a danger to others. HOME IS THE BEST PLACE FOR A SICK CHILD.

BANK DAY:
Tuesday is Bank Day. Money sent to school in their bank book is processed by a school volunteer.
Information on banking is distributed to Prep parents early in the year or is available year round at the school office.

BICYCLES:
The bike shed is at the south-east corner of the School near the Victoria Street entrance. Bikes should not be ridden through the school grounds at any time. Bike locks are recommended.

BICYCLE HELMETS MUST BE WORN
BOOK CLUB:
Scholastic Australia is an educational publisher who operate a nationwide book club, through schools. They supply good quality children’s books and computer software at a very reasonable price. The school receives points from sales and these points are redeemed to purchase school resources.

To order books, please enclose the order form and enclose the correct money in a sealed envelope with the child’s name and grade on the outside, and return to the school (orders can be placed in the lockers outside the library) on or before the due date.
All purchases earn points for the school by way of vouchers. These are used to supplement the schools literature resources.

Late Orders: CANNOT be accepted.

BUSES:
Children who live further than 4.8 km from a school and do not pass another school are eligible to travel on buses which are co-ordinated by the Mansfield Secondary College.

If your child has a regular night when they do not travel e.g. jazz ballet, etc. please send one note at the commencement of each term. Bus passes to travel on another bus will only be issued for emergencies e.g. illness in household. Please note that they will not be issued for social activities.

CAMPS (School to Summit):
The School 2 Summit (S2S) program commenced in 2013. S2S provides students with a cost effective outdoor learning program. The program will run from Prep to Grade 6, each year building on the experiences of the previous years.

The aims of the program are:

- To build community by connecting students across the school.
- To build resilience by providing a supportive environment in which to take risks and challenges.
- To provide students with an opportunity to explore, enjoy and build respect for the local environment.

Payment for camps, ski program and excursions need to be made to the school prior to the activity or a payment plan may be negotiated with the principal.

CANTEEN:
This service is currently being outsourced to the BP Roadhouse on Monday, Wednesday and Friday’s. Sushi Fields provides orders on Tuesday and Thursday’s. Please write orders on an envelope and enclose the correct money if possible. Orders for Sushi must be received by the Monday or Wednesday afternoons for delivery the following day.
CLOTHING:
The school has a uniform and the children are expected to wear the uniform everyday.
1. Please clearly mark every piece of clothing with your child’s name.
2. Dress them in clothes that are easy to manage. Remember you won’t be there to help them dress after they have been to the toilet, swimming etc.
3. Teach your child how to do up his/her shoelaces.
4. Send an old shirt or smock to protect clothing during art activities.
5. As our school is a “Sunsmart School” children will need to wear a broad brimmed hat or a “bucket” hat outside during summer (first and fourth terms).

COLLECTING CHILDREN DURING SCHOOL HOURS
To increase security of children, a dismissal procedure is in place for children being collected during school hours. If you need to collect your children from school between 9:00am and 3:15pm including lunch and recess breaks, you must come to the office, sign the release book and collect a leave pass. The pass is then taken to your child’s class teacher. This procedure is in place to protect your child, you and the school. Please note that unless a request is received in writing, children can only be released to a parent and/or guardian.

CONVEYANCE ALLOWANCE:
Families who travel in excess of 4.8 km from their front gate to a school bus stop are entitled to apply for a Conveyance Allowance. The payment is between $400 to $1000 per year per vehicle, depending on the distance travelled (subject to Government notification) and is paid in two instalments. If you believe you are entitled to this please ask for a form at the general office.

CURRICULUM:

Your Child’s Work
To help your child to develop an interest in learning and in school, you can talk to them about their school day; ask them to explain their paintings or other work which they bring home. Come and see them at work in school.

If a young child is to learn to read, they are helped if they know what reading is and you can help by reading stories to them and letting them see you reading books, magazines and newspapers.

Please ensure that the school’s take-home books are returned to the school so that they can be changed.

Remember, too, that on starting school the young child has significant social adjustments to make, so do not be too anxious for early evidence of formal learning.

During the year teachers will conduct interviews so that you have the opportunity to share information about your child.

Key Learning Areas
At Mansfield Primary School we provide a positive and supportive learning environment where children are involved in active learning, building on their knowledge and strengths. We achieve this through integrating the three core strands of the Victorian Essential Learning Standards (VELS).
Special Programs

School Instrumental Program – Two music tutors visit our school each week to provide piano and drum lessons to students. These lessons are offered during class time and are paid directly to the music tutors. Information can be provided at the school office.

Student Leadership - Junior School Council  
Arts/Theatre program  
Ski/Snowboarding program

Intervention programs  
Environmental Education programs  
(Land Care, Catchment Capers, Salinity project, Recycling program)

Challenge/extension programs  
Teaching farms project  
Active Citizenship Program

School Choir  
Swimming program  
School To Summit  
Circle Time  
Athletics/Cross Country  
Music Masters- School Band  
Life Education program  
Chaplaincy Program

DENTAL SERVICE:
The Dental Van Service is now operated by Seymour Health and has a permanent location within the Seymour District Hospital precinct. To make an appointment parents need to contact the School Dental Service on 5793 6126. Once a child has attended the School Dental Service they will receive a follow up appointment every 24 months to help maintain their dental health. Children covered by a Health Care Card or Pension Card are treated free of charge. Any emergency treatment is free of charge.
**EXCURSIONS:**
Excursions are part of your child’s education. They are extremely important and many class learning situations revolve around what has been seen or heard on an excursion. As parents, you are always welcome to come along help supervise the children. Because of this, pre-schoolers are not able to attend with parents.
Excursions are held throughout the year and costs are not included in the school contributions. Permission forms are sent home for each one and the legal situation is that a child who does not have a completed note cannot go on the excursion.

**FUNDRAISING:**
Both the Parent and Friends Committee and School Council organise fundraisers during the year. Your assistance is sought both to support and help with some of these activities. Suggestions for fundraising activities will also be gratefully received. Please contact the school office if you are interested in assisting with school fund raising events.

**HEAD LICE (PEDICULOSIS):**
Parents must check their child’s hair at least once a week for head lice. The Shire Council Environmental Health Office or the Principal can help you to identify the presence of head lice if you are not familiar with the signs of infestation. Usually it is the nits (eggs) which one sees.
If your child has head lice, you must notify the school so that other parents in the grade can be alerted. Re-infestation can occur from children who have not been treated. When the child’s hair has been treated they may return to school.

**HIGH COUNTRY SCHOOL CLUSTER:**
All state schools in the Shire of Mansfield belong to the High Country School Cluster (Merrijig, Mansfield and Jamieson Primary School and the Mansfield Secondary College).
The Cluster aims to:
- improve student outcomes in the middle years
- allow for the co-operative use of resources i.e. physical resources, professional development etc.
- act as a united school body when dealing with the Department of Education and Early Childhood Development (DEECD) and other authorities, bodies or individuals
- facilitate the implementation of education initiatives
- establish links with other agencies/community health networks
- promote the State Education system

**ILLNESS**
The school has a small room, commonly called the First Aid Room, which has a bed, basin and is stocked with some basic medical supplies. If your child has a minor accident, the duty teacher or class teacher will attend to him/her and you will be informed. If a child is ill enough to have to go home, every endeavour is made to contact parents.

Every care is taken with children, but if they are not well in the morning please keep them home. Instructions for the administration of medicine/tablets etc are to be put in writing by the parent and delivered to the classroom teacher by an adult. If your child suffers from asthma or anaphylaxis a Management Plan must be submitted to the school at the time of enrolment.
ILLNESS EXCLUSION TABLE: Please refer to attached Exclusion table on page 16.

INTERVIEWS:
Formal interviews are scheduled twice during the year however, parent or teacher initiated interviews can be held throughout the year as the need arises. Please contact the teacher to make a suitable appointment time.

INLEMENT WEATHER PROGRAM
On wet or extremely cold days, children may remain indoors under supervision at lunch and recess times.

LIBRARY:
The school Library operates as a classroom, a resource centre, and a lending library. Books may be borrowed by children of all grade levels for a period of 14 days. The library also welcomes parental help to assist with borrowing, book-covering and repair, stock-taking etc. You are asked to supply your child with a named library bag - cloth, drawstring bag approx 30 cm x 36 cm (12” x 14”) which provides protection for borrowed books.

LOST BOOKS:
If children lose or damage books belonging to the school, i.e. library books or readers etc, you will be asked to pay the replacement cost.

LOST PROPERTY:
Lost property is located in the hallway outside the school office door. Unnamed items are washed prior to being sent to a local opportunity shop. Please clearly name all articles of clothing and shoes so that they can be returned to your child.

LUNCH:
Children eat lunch in the classrooms. Children who go home for lunch must be signed out at the school office and signed in upon return. Children are not permitted to go down to the shops at lunch time.

MEDICAL SERVICE:
The Child and Family Health Program offer all Victorian children a health assessment in their first year at school. The program is delivered by school nurses. It gives parents/guardians, teachers and nurses an opportunity to work together for the well being and educational progress of children. School nurses are also available to see children from other grades whose health is causing concern to parents or teachers. For further information please speak to your child’s teacher.

MONEY:
Please send any money to school, in a well sealed named envelope. Only money for School purposes is to be brought to School. Cheques, including Book Club should be made payable to "Mansfield Primary School".
NAME TAGS:
PLEASE, PLEASE, PLEASE NAME YOUR CHILD’S CLOTHING.

NEWSLETTERS:
The school newsletter is distributed on a fortnightly basis to the eldest child in the family on a Thursday. Items include dates, reports, educational issues, children’s stories, etc. To keep printing to a minimum we ask for families to provide their email address so that we can forward it electronically.

PARENT PARTICIPATION:
At Mansfield Primary School we encourage parents to become involved in all aspects of the school and their child’s education. Parent involvement and participation can be through School Council, School Council Sub-committees (Fundraising, Finance, Policy, Promotions and Facilities), working bees, assisting in class activities (hearing children read, helping in maths activities), camps and excursions, sport, as guest speakers, demonstrating skills/hobbies, etc. Information Nights for parents are held regularly.

If you can suggest other ways you could assist in your child’s grade and the school, please let your child’s teacher know. Parents are also invited to attend Curriculum Days, special meetings and many other events that occur at the school.

PHONE MESSAGES:
On occasion, it might be necessary to ask for a message to be given to your child. Please make sure that we are only asked to do this in cases of emergency or urgency.

PUNCTUALITY:
Parents are asked to make every effort to have their children at school at least 5 minutes prior to 9:00am as it is felt that training in punctuality is important. Parents are reminded that children are not supervised in the playground before 8:45am. At the end of the school day children need to be collected as soon as possible. If you are running very late please contact the school so that we can let your child and teacher know.

ROAD SAFETY:
Parents are encouraged to discuss and demonstrate pedestrian safety with their child.
- Find a safe spot to cross the road.
- Use the stop, look listen and think procedure.
- It is recommended that parents walk their child’s route to school pointing out where roads should be crossed and identifying possible dangers. Remember the shortest route may not be the safest.
- If you travel by car, remind your child about using a seat belt, behaving in a manner that doesn’t annoy the driver, where to wait at the school, and to be careful on leaving the school and entering the car.
- If you collect your children from school please arrange a specific meeting place with them (under cover in wet weather). Parking regulations should be observed at all times.
N.B. The area outside the front gate is designated ‘No Standing at any Time’, as this area is used by buses for delivering and collecting children to and from school.

- We urge you to use Victoria Street facing east as a suitable area from which to collect your child.
- There are school crossings in Apollo Street, Chenery St & Highett Street. Please encourage your child to use these when walking to and from school.

SAFETY AT SCHOOL:
At the school we do our utmost to ensure your child receives quality care and attention. Most accidents and injuries which occur in the school ground are of a minor nature. It is school policy that two teachers are on duty during recess and during the lunchtime break. Despite supervision, accidents can occur and therefore it is important that the class teacher and the office have current emergency telephone numbers where parents can be contacted.

Please supply at least one other emergency contact person and telephone number in case you are not available. These numbers are also used in the case of illness.
1. Parents are asked to keep the school informed of any changes of address. For your child’s sake records should be kept up to date during his/her school life so that unnecessary delays can be avoided should we wish to contact you.

2. We also must have the name, address and phone number of a friend who is willing to pick up a child who is unwell.
3. Children are not permitted to leave the school ground during school time without written permission of parents. This includes children going home for lunch. (If they go home every day, one permission letter only is required.)
4. Children should use the most direct and safe way to and from school. Parents should know which route the child travels.
5. It is important children are aware of stranger danger.
6. It is important that your child has a thorough working knowledge of the rules of the road before being allowed to ride a bike to school. Bike racks are located to the south-east corner of the school off Victoria Street and bikes must not be ridden through the school grounds. **Helmets must be worn.**
7. When an accident occurs that may require medical attention we contact the parents. If the parents cannot be contacted, we act on behalf of the parent and take the appropriate action that a concerned parent would.
8. The school encourages all parents to be members of the Ambulance Service, as it is school and department policy, for teachers not to transport children in an emergency.

SCHOOL CONTRIBUTIONS:
To maintain quality education programs, the school needs your help through the payment of School Contributions which go towards covering the shortfall in Government funding. This figure is determined by your elected School Council. Teachers and Council confer on costs to run the education programs, take into account the money paid directly into the school and set both the School Contribution and a voluntary contribution each year. Currently the School Contribution is set at $290 per child. This covers the cost of student supplies, printing materials, the school swimming program and the Life Education Van.

Payment plans can be arranged with the school office.

SCHOOL COUNCIL:
The School Council is the official body recognised by the Department of Education and Early Childhood Development (DEECD) as representing parents of children at the school. The Council is responsible for the school’s budget, raising local funds, selection of the principal,
maintaining and developing the buildings and grounds, and establishing the school’s charter and policies within the Government’s guidelines.

The Council is made up as follows:

- **Principal**: 1
- **DE&T employed**: 4 members
- **Non DE&T employed**: 8 members
- **Co-opted**: 2 members

The Council meets at least eight times a year and parents are invited to discuss any school matter with Council Members or request them to bring an issue before Council. A list of the meeting dates is published in the Newsletter. Elections are held in February each year when half of the representatives retire. An annual Reporting Meeting coincides with the elections and all parents are invited to attend.

The Mansfield Primary School Council has a number of sub-committees to assist it in carrying out its work. These committees also allow for the participation of the wider community and interested parents are welcome to join.

**Schools Council meetings are open and all parents are welcome to attend.**

**SOCIAL SERVICE:**
The children are encouraged to participate in a variety of fundraising activities to support those less fortunate than themselves. Junior School Council organise fun activities to support a range of causes.

**SWIMMING:**
We conduct an intensive swimming program for all children in the school, as we believe that it is important for children to know how to survive in the water. The cost for this program is included in the School Contribution.

Our program is conducted along the lines of the Swim & Survive Water Safety program and is a compulsory part of the school syllabus.

School Council employs trained teachers to assist with the swimming program.

**SUNSMART:**
The school has a Sunsmart policy and parents are asked to provide hats, sunscreen and protective clothing during terms 1 and four when radiation is at significant levels. A “no hat, no play” procedure is used at the school. Unprotected children will be asked to play in the shade.

**TOYS/PRECIOUS ITEMS:**
Children often bring expensive or precious items to school. The school will not be responsible for items lost or damaged.

**UNIFORMS:**
Wearing of school uniform is expected, cloth badges are available from the office should you wish to make your child’s blue track suits etc. part of the school uniform. Some second-hand uniforms are available from the Uniform shop. New uniforms can be ordered any time, using the order form available from the office, the orders are then filled and sent home with your child each Tuesday.

**UNIFORM HATS:**
Hats are required to be worn during Term 1 and Term 4 and are available for purchase from the school office.

Approximate Prices: School Uniform Hat - $10.00

**PLEASE** - Name your child’s hat.

**PLEASE** - Check that name tags are still in place and/or that marker pen, if used, is still legible.
WET DAYS:
During wet days School hours are the same as for any other day (9.00am to 3.30pm) but the children remain indoors playing quietly, if it is too wet for them to go outside during lunch and recess breaks.

Queries
If you have any questions regarding school procedures etc, please feel free to contact the Principal and/or the teachers concerned.
Please remember, teachers have to plan lessons and activities and supervise children. They are not always immediately available for discussion in the classroom. However, staff are most willing to arrange a mutually acceptable time to talk with you.

Mansfield Primary School
Working Together  Learning Together
EXCLUSION TABLE (ILLNESS): OBLIGATION ON PARENTS OR GUARDIANS: THE PARENT OR GUARDIAN OF A CHILD ATTENDING A SCHOOL OR CHILDREN’S SERVICES CENTRE MUST INFORM THE PERSON IN CHARGE OF THE SCHOOL CENTRE AS SOON AS PRACTICABLE IF THE CHILD IS INFECTED WITH ANY OF THE INFECTIOUS DISEASES LISTED IN SCHEDULE 5 OR HAS BEEN IN CONTACT WITH A PERSON WHO IS INFECTED WITH, OR IS A CARRIER OF, ONE OF THESE DISEASES.

Obligation on Persons in charge of Schools or Children’s Services Centres

THESE PERSONS MUST NOT ALLOW A CHILD WHO IS INFECTED WITH A SCHEDULE FIVE DISEASE OR WHO HAS BEEN IN CONTACT WITH A PERSON WHO IS INFECTED WITH, OR IS A CARRIER OF, ONE OF THESE DISEASES, TO ATTEND A SCHOOL OR CHILDREN’S SERVICES CENTRE FOR A STIPULATED PERIOD OR IN STIPULATED CIRCUMSTANCES.

The periods and circumstances during which and in which infected children or their contacts are to be excluded from a school or children’s services centre are set out in Schedule 5.

Minimum Period of Exclusion From schools and Children’s Service Centres of Infectious Diseases Cases and Contacts

# In this Schedule “medical certificate” means a certificate of a legally qualified medical practitioner.

<table>
<thead>
<tr>
<th>1. Disease or Condition</th>
<th>2. Exclusion of cases</th>
<th>3. Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Until fully recovered or at least 1 week after the eruption first appears.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis (Acute Infectious)</td>
<td>Until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts excluded until investigated by the medical officer of health or a health officer of the Department and shown to be clear of infection.</td>
</tr>
<tr>
<td>Giardiasis (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis (infectious Hepatitis)</td>
<td>Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Until recovered from acute attack.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Until sores have fully healed.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td></td>
<td>The child may be allowed to return earlier provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands or legs are properly covered with occlusive dressings.</td>
<td></td>
</tr>
<tr>
<td>Leprosy</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection.</td>
<td>Non-immunised contacts must be excluded for 13 days from the first day of appearance of rash in the last case unless immunised within 72 hours of first contact.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts must be excluded until they have been receiving appropriate chemotherapy for at least 48 hours.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pediculosis (head lice)</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection.</td>
<td>Domiciliary contacts must be excluded from attending a children’s services centre for 21 days after the last exposure to infection if the contacts have not previously had whooping cough or immunisation against whooping cough.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rotavirus (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least 5 days after onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Shigella (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal infection (inc. scarlet fever)</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Until receipt of a medical certificate from a health officer of the Department of Human Services that the child is not infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Until receipt of a medical certificate from a health officer of the Department of Human Services that the child is not infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded unless a medical officer of health or a health officer of the Department of Human Services determines exclusion is necessary.</td>
</tr>
</tbody>
</table>
Mansfield Primary School
Teaching and Learning Policy

BASIC BELIEF

Mansfield Primary School community believe that teaching and learning practises should improve the learning outcomes of all students. Our vision is to develop caring, happy individuals who have the skills and positive attitudes to be lifelong learners in the community in the 21st century. The school recognises the dynamic nature of education and strives to improve its curriculum, facilities and resources to ensure the program offered provides students with essential skills and strategies to meet the challenges of our ever-changing society.

IMPLEMENTATION

1. The school will provide a range of teaching and learning experiences and strategies that will:
   - Encourage students to inquire, take risks, collaborate, solve problems and reflect on their own learning
   - Use inquiry processes, experimentation, problem solving techniques, co-operative learning, creative activities and open-ended tasks
   - Encourage students to become responsible, thinking, productive citizens
   - Develop self-esteem, confidence, motivation, creativity, individuality and independence which are central to student learning
   - Promote excellence in learning through targeted teaching and differentiation
   - Develop student potential using explicit targeted teaching to support and develop learning.

2. The school will offer a curriculum which:
   - Is authentic, meaningful, has purpose and articulates clear expectations
   - Reflects new initiatives and follows AUS VELS
   - Cater for the intellectual, physical, social and emotional needs of each child through a comprehensive and inclusive curriculum
   - Provide opportunities for students to negotiate, interact, make choices, and be engaged in open ended, hands-on tasks
   - Recognises that children learn at different rates, development levels and have different learning styles
   - Involve students in the planning, organisation and evaluation of their learning
   - Is well planned, evaluated and reviewed continuously
   - Builds upon previous learning and provides programs and activities that develop students’ skills and cater for individual needs.

3. The school will provide a learning environment that will:
   - Enable each student access to a range of learning experiences in a co-operative, mutually respectful, positive, flexible classroom where student ownership is valued
   - Foster a supportive, secure, purposeful, challenging classroom environment that promotes success for each individual
   - Be physically attractive and conducive to student learning in a colourful and stimulating manner
   - Develop routine and structure
   - Develop home/school and community links
   - Encourage regular feedback and the opportunity to reflect on the learning process and individual performance
   - Support the professional development of staff and parents
   - Be adequately resourced
   - Celebrate success and achievement
   - Establish shared classroom and school values.
4. The school will provide systems to support teaching and learning by:
   - Scheduling shared planning time for staff to work as a team, share ideas and to achieve common goals
   - Taking into account teacher health
   - Valuing and utilising the diversity of staff, parents and students
   - Keeping class sizes in line with, or better than, DEECD recommendations
   - Providing physical facilities to allow for teaching/classroom flexibility
   - Providing adequate program resources
   - Disseminating information effectively via staff bulletins, email, staffroom whiteboard and meetings attempting to keep interruptions to a minimum
   - Developing individual student files that will be passed on to the next class teacher at the end of year (early December)
   - Allocating staff roles in a fair and equitable manner
   - Creatively utilising resources to assist in the establishment and implementation of an assessment schedule
   - Developing whole school calendar of events
   - Developing and implementing a School Structure policy
   - Providing ongoing curriculum and policy evaluation via cyclic annual implementation plan, strategic planning and school charter reviews
   - Encouraging networks with other schools
   - Utilising staff expertise.

This policy was ratified by the Mansfield Primary School Council on 24/12/2013.

Review Date: 24/12/2016
BASIC BELIEF (School Profile statement)

Mansfield Primary School aims to develop caring, confident individuals who have the skills and positive attitudes to reach their personal potential, be lifelong learners and be valued members of the community. The core purpose of Team Mansfield is to provide a friendly, caring, challenging learning environment, in an atmosphere of mutual respect, tolerance and cooperation that enhances learning, personal growth and wellbeing for all students; creates a stimulating and supportive environment for all teachers; and assists, informs and involves parents and the wider school community.

Mansfield Primary School aims to create a positive and engaging school culture which promotes student engagement (behavioral engagement, emotional engagement and cognitive engagement).

At Mansfield Primary School we believe that:
- Students are better prepared for learning when they are healthy, safe and happy.
- Parents are integral in supporting the school in its efforts to maintain a productive teaching and learning environment.
- Our school has a consistent, fair and positive approach to learning and behaviour.
- Valuing diversity of the student population and school community promotes positive behaviors
- Student voice and opinions are important

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:
- Care and Compassion
- Integrity
- Doing Your Best
- Respect
- Fair Go
- Responsibility
- Freedom
- Understanding, Tolerance and Inclusion
- Honesty and Trustworthiness

IMPLEMENTATION (Whole school prevention statement)

2. 1 The school implements preventative and early intervention practices which promote positive outcomes. The School-wide Positive Behaviors System (SWPBS) and the whole school matrices provide the platform for these practices and encompass the core whole school strategies of YCDI, Games Factory and Restorative practices.

2.2 Rights and Responsibilities
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Therefore Mansfield Primary School endorses the following Acts:
- Charter of Human Rights and responsibilities Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act 2006
### 2.2 Rights and Responsibilities (not in priority order)

<table>
<thead>
<tr>
<th>Parents have the right:</th>
<th>Parents are responsible for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know their child is safe</td>
<td>Sending their child to school daily and on time.</td>
</tr>
<tr>
<td>To be kept informed of their child’s learning progress and behaviour at school</td>
<td>Providing a written explanation of absences and ensuring that their child is still up to date with learning</td>
</tr>
<tr>
<td>To know where their child is at all times</td>
<td>Making sure their child has enough sleep at night</td>
</tr>
<tr>
<td>To know the school is working to the best of its ability to ensure their child is getting a balanced education both socially and academically.</td>
<td>Promoting positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modeling positive behaviours.</td>
</tr>
<tr>
<td>To know their child is being encouraged to achieve their full potential.</td>
<td>Supporting their child with homework</td>
</tr>
<tr>
<td>To know their child is valued and cared for</td>
<td>Reinforcing the school’s values and Triple R rules</td>
</tr>
<tr>
<td></td>
<td>Giving their child a healthy lunch and snack everyday.</td>
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<tr>
<td></td>
<td>Engaging in regular and constructive communication with school staff regarding their child’s learning.</td>
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<tr>
<td></td>
<td>Supporting the school in maintaining a safe and respectful learning environment for all students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students have the right:</th>
<th>Students are responsible for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work in a secure environment without intimidation, bullying or harassment</td>
<td>Following Team Mansfield’s Triple R rules of Respect for self, others and environment</td>
</tr>
<tr>
<td>To feel safe in the classroom and playground</td>
<td>Playing within designated areas and remaining in school grounds during school hours</td>
</tr>
<tr>
<td>To ask questions and share ideas</td>
<td>Keeping our school clean by putting rubbish in classroom bins</td>
</tr>
<tr>
<td>To be acknowledged for hard work and effort</td>
<td>Participating fully in the school’s educational program and attending regularly.</td>
</tr>
<tr>
<td>To be respected by their teachers, peers and parents</td>
<td>Speaking kindly and behaving appropriately to all individuals at Team Mansfield</td>
</tr>
<tr>
<td>To participate fully in school activities</td>
<td>Completing work requirements, with appropriate support.</td>
</tr>
<tr>
<td>To know their belongings are safe</td>
<td>Wearing correct school uniform everyday</td>
</tr>
<tr>
<td>To fully develop their talents, interests and ambitions</td>
<td>Taking increasing control of their own learning by setting goals and managing resources to achieve these goals.</td>
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<tr>
<td></td>
<td>Learning to control and own their actions and making strong choices</td>
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<tr>
<td></td>
<td>Coming to school on time</td>
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<tr>
<td></td>
<td>Being active members of the whole school community by leading and participating</td>
</tr>
<tr>
<td>Teachers have the right:</td>
<td>Teachers are responsible for:</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>To be treated with respect by peers, students, parents and all other members of the school community</td>
<td>Treating students, parents and all members of the community with respect</td>
</tr>
<tr>
<td>To feel safe in the classroom and the playground</td>
<td>Attending and contributing to relevant meetings</td>
</tr>
<tr>
<td>To expect that they will be able to teach in an orderly and cooperative environment</td>
<td>Being in control of their actions</td>
</tr>
<tr>
<td>To access relevant professional development</td>
<td>Coming to school on time, and being in the classroom on time.</td>
</tr>
<tr>
<td>To be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</td>
<td>Making sure all students are safe by maintaining accurate attendance records and knowing the whereabouts of students in their care</td>
</tr>
<tr>
<td>To teach - plan, test, deliver and assess students learning in a calm and controlled environment</td>
<td>Fairly, reasonably and consistently, implementing the engagement policy</td>
</tr>
<tr>
<td>To work as an honest team member to enhance effective decision making</td>
<td>Knowing how students learn and how to teach them effectively</td>
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<tr>
<td></td>
<td>Knowing the content they teach</td>
</tr>
<tr>
<td></td>
<td>Knowing their students including background and needs</td>
</tr>
<tr>
<td></td>
<td>Planning and assessing for effective learning</td>
</tr>
<tr>
<td></td>
<td>Creating and maintaining safe and challenging learning environments</td>
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<td></td>
<td>Using a range of teaching strategies and resources to engage students in effective learning</td>
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<tr>
<td></td>
<td>Explicitly teaching and supporting the “Triple R’</td>
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<td></td>
<td>Being a positive role model by displaying and reinforcing positive behaviours</td>
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<tr>
<td></td>
<td>Developing, in conjunction with students, an annual class vision statement that includes expectations, rights and responsibilities.</td>
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<tr>
<td></td>
<td>Including parents in their child’s learning journey by keeping them informed, discussing issues with them when required and reporting on student progress accurately</td>
</tr>
</tbody>
</table>

### 2.3. Shared Expectations

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.
2.4 School actions and consequences

Team Mansfield promotes positive behaviors through a staged response (whole school, targeted and individual) which focuses on prevention and early intervention strategies including defining and teaching school wide classroom expectations and consequences; establishing school-wide and classroom processes for early identification of students who experience academic and/or behavioral difficulty (referral protocols); collecting and responding to data for decision-making; developing targeted, systematic interventions to build pro-social replacement behaviors and; developing partnerships with families including Student Support groups and linking community agencies. Prevention Strategies (programs that develop resilience, through enhanced life skills and protective factors) include:

- Establishing calm, consistent, predictable, fair and democratic classrooms and school environments by implementing positive, education behavior support (PBS) which explicitly teaches behavioral expectations and rewards students for following expectations (positive consequences for meeting positive expectations)
- Whole school rules (three R’s) and procedures (matrix);
- Triple R student brochure
- You Can Do It and Games Factory programs
- Chaplaincy Program
- Schools Attuned program, Student with Disabilities program and Pre-referral protocols
- Ensuring student participation in the development of classroom and whole school expectations, through Healthy Classroom procedures and goal setting.
- Providing personalized learning programs
- Consistently acknowledging all students through award programs e.g. Star student. Postcards etc
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making (leadership programs)
- Restorative practices (i.e. use of a common language/questioning resolving conflict, class circle time and community conferencing); peer tutoring (buddy program), and mentoring (e.g. community links program); lunchtime activities; breakfast club
- Applying fair and consistent discipline
- Promoting regular school attendance by implementing whole-school attendance protocols which include:
  - whole-school modeling of punctuality,
  - targeted interventions (Individual Student Learning Plans to include attendance goals),
  - immediate follow up of student absences and student absence notes for all absences (e.g. 3 consecutive unexplained absences are follow-up)
  - holding attendance -focused meetings with families
  - early identification of and supportive intervention for students at risk of non-attendance
  - implementing “It’s not okay to be away” program and
  - linking with local community agencies where necessary and regularly reviewing data.
- Allocating time to discuss welfare, discipline and safety issues at each staff meeting.
- Ensure a consistent approach and “common language” is used by staff when dealing with Welfare/discipline matters.
- Staff have a duty of care and a shared responsibility in implementing this policy. The Principal has the ultimate responsibility for school welfare and discipline, and the implementation of school rules.
2.5 Discipline procedures (please refer to flow chart below)

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program.

Broader support/intervention strategies which assess and manage individuals and groups identified as high risk will include:

- involving and supporting the parents/carers,
- involving the nominated person (Welfare Coordinator) or group who will shall be responsible for the coordination and implementation of this policy.
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, citizenship program
- involving community support agencies.

Discipline procedures – suspension and expulsion

Team Mansfield implements discipline procedures that are consistent and systematic. A student will only be excluded from school (suspension/expulsion) when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action. The school will follow Student discipline procedures (suspension and expulsion) in accordance with the DEECD guidelines (refer to “Effective Schools are student engagement policy guidelines 2009”).

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Convening of a support group
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class ie in-school suspension; red folder. Parents/carers will be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake school work after school, the time should not exceed forty-five minutes. Parents/carers will be informed at least the day before after-school detention.
<table>
<thead>
<tr>
<th>Policy Area</th>
<th>URL</th>
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</table>

This policy was ratified by the Mansfield Primary School Council on – 8/2/2010
Review Date: 2013