

ST JOHN'S LUTHERAN SCHOOL PARENT HANDBOOK



February 2019

WELCOME

This handbook provides you with relevant and important information in relation to our school. It is intended to support and underpin our partnership in the nurture and education of your children. Like any tool, it only works if you pick it up and use it.

We value your support and your choice to join us for the Christian education of your children.

We look forward to our years together as we strive to provide an excellent environment for students to learn and grow.

FROM THE PRINCIPAL

The school aims to provide an educational pathway for each student that empowers them to develop as successful learners and valuable members of the wider community. We ensure that students strive for excellence in all areas of life, by giving them a holistic programme of education, which provides a firm foundation in all areas; academic, creative, emotional, physical and spiritual.

I welcome you to St John's Lutheran School and look forward to our future journey and partnership.

Mrs Tara Pritchard,

Principal

ST JOHN'S LUTHERAN PRIMARY SCHOOL

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AUSTRALIA

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Table of Contents

WELCOME.....	2
FROM THE PRINCIPAL.....	2
St JOHNS LUTHERAN PRIMARY SCHOOL.....	4
INTRODUCTION TO SCHOOL.....	4
SCHOOL MAP 2019	7
OWNERSHIP, GOVERNANCE AND ADMINISTRATION.....	7
STAFF INFORMATION	9
ATTENDANCE AND DAILY ROUTINE.....	10
CLASSES	13
CURRICULUM	17
COMMUNICATION	18
FINANCE	21
HEALTH.....	23
OTHER ACTIVITIES AND SERVICES	26
SECURITY AND SAFETY.....	27
SUPPORT AND INVOLVEMENT	35
TRAVEL	36
UNIFORM REQUIREMENTS	37

INTRODUCTION TO SCHOOL

MISSION STATEMENT

St John's Lutheran Primary School is a Christ-centred community who, in partnership with the child's family, are committed to the development of each child's unique God-given abilities, nurturing their spiritual, intellectual, physical, social and emotional qualities. In preparation for the student's future, St. John's provides a high quality, well balanced curriculum in a caring, supportive environment.

The mission statement is a clear statement about what we believe is critical to the holistic development of the children in our care.

SCHOOL PHILOSOPHY

We are committed to provide a Christ centered quality education for young Australians where the gospel of Jesus Christ informs all learning, teaching and human relationships.

We are committed to growing a caring community of lifelong learners through an integrated framework of Christian attitudes and relationships, with each child knowing they are a special child of God.

We are committed to the protection of all children from all forms of child abuse and have zero tolerance for child abuse.

We are committed to offering our students the best education possible and allowing each student to realise their full potential.

We are committed to offering the best academic environment possible. To do this, we support each student's learning and ensure that each student can learn in an environment free from bullying, harassment, and undue distraction.

We are committed to caring for each student's emotional and pastoral needs. To do this, we have a pastoral care framework and provide support such as counselling services and education on resilience and mental health.

We are committed to allowing each student to achieve in areas of their own interest. To do this, we accommodate each student's interests, allowing them to balance curricular and extracurricular activities, and encourage them to pursue their interests.

We are committed to fostering leadership in all our students. To achieve this, we have programs and activities which encourage each student to lead among their peers.

We are committed to allowing each student to live a healthy and active lifestyle. To do this, we provide education on a healthy lifestyle, and encourage sporting and other recreational activities.

SCHOOL MOTTO

'In all that we do we aim to Praise, Love and Serve'

Praise: Our Identity

At St John's we want our school to be perceived as:

- A warm and welcoming learning community
- Fostering and promoting educational excellence
- An important and respected part of the Portland community
- Using Christ as the model.

Love: Our Community

At St John's we want our community to be:

- Inclusive
- Honest, open and transparent
- Working together in the best interests of our staff and students
- Developed on the teachings of Christ.

Serve: Learning the Focus

At St John's we value quality teaching and learning that occurs through:

- A stimulating, relevant and purposeful curriculum that meets individual needs
- Teaching methodologies that are based on current and best practice models
- Innovative teaching and learning experiences
- Classrooms that develop a community of learners
- Safe and nurturing learning environments
- The primary role that families play in the development and education of their children.

OUR VALUES

The school's Code of Conduct is underpinned by our overriding philosophy.

From this philosophy and the LEA Charter of lifelong qualities, our key values are:

- love
- justice
- compassion
- forgiveness
- service
- humility
- courage
- hope
- quality
- appreciation.

CODE OF CONDUCT

Responsibility in this context means that everyone takes responsibility for their actions. High ethical standards flow from the concept of us being “responsible” for our actions. Each individual who is a part of our school is expected to take responsibility for their own actions. This is a key part of our operational process.

There is no right way to do the wrong thing. Behaving in an ethical manner and in accordance with our key values is vital to St John's Lutheran Primary School's success. Applying this Code of Conduct ensures our school maintains a high ethical standard which reinforces one of our key assets, our reputation.

A CHRISTIAN COMMUNITY

We value family and community partnerships, and reach out to students and their families with the love of Christ. Therefore we recognize the mutual benefit that is developed through interaction between the school and the wider community. There are a number of ways relationships are fostered with families, organizations and communities connected with the school. We place a high priority on ensuring that our students are resilient and well-balanced, and through the Pastoral Care program we aim to develop confident learners with a passion for life-long learning, with an acceptance of who they are and where their strengths lie.

EXCELLENCE IN EDUCATION

We believe that the learning journey of every student can be exciting, challenging and rewarding all at once. Our school provides an environment which is safe and caring, a place where students can feel free to explore their God-given potential. We understand that at the heart of every learning journey is the relationship between a student and a teacher. Our staff are committed to planning and providing a broad curriculum and building strong working relationships with students.

FACILITIES AND RESOURCES

Our aim of achieving excellence extends to the facilities and resources that our school provides, within the means available, for the entire school. We are very blessed at our school to have inclusions such spacious classroom facilities and a large outdoor play area.



OWNERSHIP, GOVERNANCE AND ADMINISTRATION

BACKGROUND

Ownership

The Lutheran Church is the largest world-wide Protestant denomination, with a successful history of association with education and a co-operative approach to working with families. In Australia there are over 85 Lutheran schools, staffed by well qualified, caring teachers.

In the early 1950's Pastor Ben Schwarz, a relieving minister at the Portland Lutheran Church, spoke of the importance of 'Feeding God's lambs' through a Christian School. It was 20 years later when Pastor Schwarz again spoke of the idea of establishing a Lutheran School in Portland, this time the dream took hold.

The congregation appointed a committee and in late 1974, the congregation purchased land in Must Street.

In 1975 St John's Church established the 'Feed My Lambs Fund'. In 1977, Mr. Bert Porte passed away and donated a substantial contribution that enabled the congregation to proceed establishing a school debt-free.

In 1978, the land in Must Street was deemed unsuitable to develop a school. Through the generosity of Mr. Vic Mibus, the congregation was offered 10 acres of prime land in Trangmar Street. The Must Street block was sold as the reality of a school created excitement within the church.

In 1978, a selected congregational committee agreed that a Lutheran School would commence in 1980. This decision ignited a lot of activity and many hours were devoted to fundraising, clearing the land, drafting plans and preparing the site for the first demountable classroom.

Since that first day of operation in 1980, St John's has continued to be a small community-based school where the needs of each child drive the decisions made by the teachers and Principal.

The school places significant focus on developing the whole child - intellectually, spiritually, socially, physically, emotionally and creatively. This is supported by spacious classrooms, outdoor learning areas and specialist areas for Music, Japanese, Science, Physical Education, Art and Performing Arts.

The Pastoral Care of students continues to be supported by a Chaplain being funded by the National Schools Chaplaincy Programme.

All staff work extremely closely as a team to support the well-being of our students and their families. St John's staff pride themselves in building positive relationships with our school community and most importantly, developing confident, resilient and positive students in a caring, Christian environment.

In all that we do we aim to Praise, Love and Serve.

Governance

The school is governed and managed under the auspice of Lutheran Education Australia and the Constitution and By-Laws of St John's Lutheran Primary School. It is an agency of the Lutheran Church of Australia (LCA) and enjoys considerable support and guidance from the LCA through Lutheran Education Australia (LEA) and Lutheran Education Victoria NSW Tasmania (LEVNT).

Administration

The school is administrated on a day to day basis by the Principal who is answerable to the School Council for all actions. The Principal recruits and hires all staff according to policy, oversees their work and ensures that all operations are carried out appropriately and in good order.

The families who choose to send their children to St John's Lutheran Primary School are valued and respected. The Parents & Friends Committee is an auxiliary body to the school and operates to promote social interaction amongst families and assist with school fundraising.

Involvement

As a matter of raising philosophy and practice, the school administration and staff seek to work with and support parents in the raising and education of their children. Parents are welcome into the school, and we encourage them to find opportunities to be involved as volunteers in a variety of ways.

Raising concerns

Parents who have any concerns with decisions and actions of the school staff or administration are encouraged to follow the process outlined in the Bible, by first going to the teacher or individual and trying to resolve the issue. If that is not successful, then enlist the help of the Principal.

Issues that cannot be successfully resolved through that process can be addressed formally through a letter addressed to the School Council.

CURRENT SCHOOL COUNCIL MEMBERS

Mrs. Brigita Keiller – Chairperson

Mr. John Keller – Vice Chairperson

Mrs. Ann Dickinson – Secretary

Mrs. Robyn Huf - Member

Mrs. Hayley Bristow – Business Manager

Mrs. Tara Pritchard - Principal

Mr. Brendan Roll – Parish Chairman

STAFF INFORMATION

CURRENT STAFF	
Tara Pritchard	Principal
Hayley Bristow	Business Manager
Kylie Huf	Administration Officer
Pastor Stan Rudowski	School Pastor
Pastor Jurgen Wiesner	Chaplain
Trish Coverdale	Foundation
Melanie Ryan	Year 1/2
Ebony Stiles	Year 3/4
Kent Barker	Year 5/6
So Ota	Specialist Teacher - Japanese
Megan Alexander	Specialist Teacher - PE
Quentin Pritchard	Specialist Teacher - STEM
Rachael Mitchell, Simone Lane, Tamara McLeod, Mary-Ella (Meg) Webster	Integration Aides
Neil McDonald	Maintenance/Groundsman
Marygold Smith & Regien Logan	Cleaners

SCHOOL PASTOR

The Pastor of the Parish is involved in the life of the school. The role includes:

- Encourage and contribute to the worship and devotional life of the school
- Serve as a resource person for the theological development of staff
- Ensure that the School as an agency for Christian education is effectively linked to the life and work of the Parish
- Minister to the whole School community
- Serve as spiritual counsellor to the Principal, staff and families as required.

The school Pastor regularly helps lead the worship on Friday mornings at 9am in the Unity Centre.

USE OF TECHNOLOGY

Computer and other technology are now integrated in the work undertaken in every classroom. Every child has access to computers, iPads and other digital technologies.

ATTENDANCE AND DAILY ROUTINE

SCHOOL DAY

8.15am	Staff devotion
8.30am	Greeting of students and supervision commences
8.50am	Bell
9.00am Monday – Thursday Friday 9.00 - 9.30am	Roll marked and classes commence F-6 Chapel
9.00am to 11.00am Friday 9.30am – 11.00am	Work session one Work session one
11.00am – 11.15am	Recess (snack and free play)
11.15am – 1.15pm	Work session two
1.15pm – 1.30pm	Supervised eating
1.30pm – 2.15pm	Free play
2.15pm – 3.15pm Monday - Thursday Friday 3.00pm – 3.15pm	Work session three F-6 assembly in undercover area
3.15pm	Classes conclude for the day

FRUIT BREAK

Each day at school, students are able to have a 'fruit break' in their classrooms. This occurs at approximately 10am, with another break at approximately 12pm. Students bring fresh fruit or vegetables that are easily eaten as a 'brain food' top up.

ATTENDANCE

Attendance exceptions

All children are required to attend every day that school is open except for the following reasons:

- Ill health
- Planned absences to attend appointments etc.
- Removal for health reasons, e.g. gastro or chicken pox
- Extended absences that have been approved by the Principal (see below)

Daily Absence

When children are absent from school, parents need to advise the school office by 9:00am. All absences can be advised through the school by emailing admin@stjohnsportland.vic.edu.au ,telephoning 03 5523 3833.

When children are absent from school, a text message or phone call will be made around 10:00am to make sure parents are aware the child has not arrived at school. Upon your child's return to school following an absence, a written explanation must be presented to the school office if you have not previously contacted us. Please do not write absence explanations in student diaries.

Illness

Children are required by law to attend school when in session, unless they are ill. Some contagious diseases require **exclusion from school** (see section on health). Unimmunized children may be asked to stay at home if there is an outbreak of a vaccine preventable disease at school.

Planned absence

For planned absences, parents are to advise the school in advance. In the event of a planned absence when your child/ren will be absent from school for more than ten days, parents are required to speak with the Principal.

Holidays outside school holiday periods

Some parents have holiday periods which are not in tandem with school holidays. Parents are encouraged to include in their holiday plans activities that will broaden and enhance the learning of their children.

Early arrival or late departure

No child is to be at school before 8.30am unless travelling by bus or after 3:45pm.

Late arrival

The school day commences at 8:50am and we remind parents that students who arrive late to school need to sign in their child/ren at the front office.

Early departure

Children are not permitted to leave the school grounds while school is in session unless they are accompanied by a parent or guardian.

Students leaving the school grounds while school is in session (e.g. illness, medical appointment, early departure) must be met at the office by their parent/carer and **signed out and collected** then **signed in** if they are returning to school.

Custody and access orders

Where there is custody and access orders from the family court, parents or guardians must provide to the Principal copies of any orders.

Persistent school absences

Persistent school absences without explanation or approval are reportable.

STUDENT FREE DAYS AND TERM DATES

Student free days will be available to teachers for staff development activities. Please refer to our weekly school newsletter for these dates. Term dates are also published in the school newsletter.

SCHOOL WORSHIP AND ASSEMBLY.

Parents, siblings and other visitors are most welcome to attend assembly and worship services. Chapel is every Friday at 9:00am, and assembly is also on Friday from 3.00pm (unless otherwise informed).

TERM DATES

The Term dates for as follows:

St John's Lutheran School 2019 Term Dates	Victorian 2019 Term Dates
<u>Term 1:</u> Monday 4 February – Friday 5 April	<u>Term 1:</u> Tuesday 29 January – Friday 5 April
<u>Term 2:</u> Tuesday 23 April – Friday 28 June	<u>Term 2:</u> Monday 23 April – Friday 28 June
<u>Term 3:</u> Monday 15 July – Friday 20 September	<u>Term 3:</u> Monday 15 July – Friday 20 September
<u>Term 4:</u> Monday 7 October – Wednesday 11 December	<u>Term 4:</u> Monday 7 October – Friday 20 December

Other holidays throughout the year include:

- Labour Day – Monday 11 March 2019
- ANZAC Day – Thursday 25 April 2019
- Queen's Birthday – Monday 10 June 2019

FOUNDATION STUDENTS ATTENDANCE TERM 1

During Term 1, Foundation students are not required to attend school on Wednesdays until Week 7.

CLASSES

FORMATION OF CLASSES

Classes will be formed for the following year considering incoming numbers for Foundation, as well as considering the social, emotional and academic development of the students.

Parents of children with special needs or circumstances are invited to meet with the Principal to discuss the needs of their child.

LEARNING ENRICHMENT

Provision for children with special skills and talents is an integral part of the total school program. It is currently achieved through:

- Provision of a wide range of activities within the classroom context
- Teaching strategies and the setting of tasks which encourage higher level thinking skills (e.g. analysis and evaluation)
- Provision of specialist programs and performance opportunities in the areas of music, art, drama and sport.

Students with gifts and talents will be identified from information gained from class teachers, specialist teachers, parents, community specialists and other relevant sources. Teachers will continue to look at additional opportunities to challenge students.

COMPUTERS

Computers and iPads are an integral part of the curriculum in Foundation – Year 6. We use computers and iPads to enhance learning, enrich classroom programs and provide a valuable resource for both teachers and students in storing and accessing information. There is also an emphasis on students being responsible for their own learning.

LIBRARY

The library is a part of our Learning Resource Centre. The library provides a wide variety of materials for both educational and recreational purposes.

Foundation – Year 6 have access to the library for borrowing and research. Class teachers visit the library on a weekly basis to borrow and return books. They also use the resources to support learning in key learning areas.

SPORT

A weekly physical education (PE) lesson is taught by the Physical Education teacher.

Sportsmanship skills are an integral part of PE and it is embedded throughout all lessons. All year levels cover the basic fundamental motor skills. Foundation – Year 6 cover a range of sports. These sports develop their ability to communicate, make decisions, interact positively, move effectively and problem solve.

PMP

Students in Foundation participate in a Perceptual Motor Program (PMP). The Perceptual Motor is an integrated program designed to develop many areas simultaneously. Through the 8 major components, gross motor coordination, balance, visual motor control, auditory motor activities, fine motor control, laterality, body awareness and spatial awareness, it encourages children to function more successful in all areas.

HOME LEARNING

We recognize that children need time to engage in freely chosen activities, and assist with tasks around home, therefore set home learning is kept to a minimum.

Purpose

Home learning is set to:

- Provide a positive opportunity for children to share their learning with others at home (explanation of what is being done clarifies thoughts, reinforces learning, and highlights area of need).
- Enables the child to develop desirable thinking and study skills
- Provide opportunities for children to take responsibility for an increasing amount of their own learning.

Implementation

We understand that:

- Children and families have many commitments
- Activities set should be easily supervised by a parent/guardian
- Home learning should not involve excessive demands on families for facilities, reference material, time or expertise.
- Reading is a valued and integral part of home learning and commences in Foundation. English and Mathematics activities are also included in the weekly home learning agenda.

Teacher's Responsibility

The teacher has the responsibility to:

- assist students in selecting reading material to take home;
- provide work which will consolidate the learning program and assist the parents to be aware of the class program;
- check any home learning that they set and provide feedback to students;
- communicate with parents/guardians if issues arise over home learning activities.

Parent expectation

The school expects the parents to:

- Provide the opportunity and an appropriate environment for their child to complete home learning activities successfully, i.e. desk or table to work on and television off.
- To contact teachers if there is a particular problem experienced with home learning;
- To send a note of explanation if a child has been unable to complete home learning;
- To not allow the home life of a student to be stressed by excessive time spent on home learning;

Student's responsibility

The student has a responsibility to:

- Accurately record required home learning activities and have the necessary equipment to complete tasks, i.e. books, pens, coloured pencils etc.
- Ensure they understand the activities to be undertaken.
- Complete activities set in the time frame.
- Negotiate with family when they will do activities.
- Inform parent/guardian of task(s) to be undertaken.
- Take diary to parents for information and signing.

Recommendations per night (at teacher's discretion)

Year	Time	
	Min	Max
Foundation	10	15
Year 1	10	15
Year 2	15	20
Year 3	15	20
Year 4	20	25
Year 5	20	40
Year 6	40	60

PROGRESSION THROUGH SCHOOL

Since we believe that each person is uniquely created by God we recognize that each student in our school is different from every other student. Specifically we recognize that they may learn at different rates, and have different abilities to acquire skills. Since we believe it is the job of the school to differentiate learning experiences to meet student needs, there is usually no reason to consider having a child repeat a year level or be accelerated ahead of a year level.

All students will move through the school with their peer group, unless there are exceptional and compelling circumstances that warrant having a student repeat a year or accelerate a year.

The Principal shall determine any exception to the policy only if there is sufficient evidence to support a recommendation.

The decision must be fully supported by the student's family.

When a teacher or parents consider there exists exceptional or compelling circumstances, an approach shall be made to the Principal before the middle of the year to consider the case.

Evidence will include samples of the student's work and any assessment activities that demonstrate extreme departure from the normal development range for the cohort. Evidence may include any assessment reports from educational or developmental psychologists. The Principal and/or relevant staff will also observe the student in class, as well as interview the student, teacher and parents.

By the end of Term 3 the Principal will make a recommendation to the parents based on the evidence gathered. Parents will then determine if they want their child to repeat, be accelerated or remain with their peer group.

Whatever the decision, the school will then seek to provide to the best of its ability learning experiences that will optimize the student's education.

CURRICULUM

The school uses the comprehensive Victorian Curriculum which sets out what every student should learn during their years of schooling. The curriculum is the common set of knowledge and skills required for life-long learning, social development and active and informed citizenship. The Victorian Curriculum incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Key Learning Areas are;

- The Arts – Dance, Drama, Media Arts, Music and Visual Arts
- English
- Humanities – Civics and Citizenship, Economics and Business, Geography and History
- Languages – Japanese
- Health and Physical Education
- Mathematics
- STEM
- Science
- Technologies – Design and Technologies, Digital Technologies

Within each Key Learning Area there are also four key capabilities which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. These are: Critical and Creative Thinking, Intercultural, Ethical, Personal and Social.

Most instruction is given by the class teacher, although some team teaching, and specialist teaching may take place at various times according to staffing arrangements.

Christian Studies is a regular part of the Curriculum. Staff have implemented the Christian Studies Curriculum Framework (CSCF) in our school. The CSCF is based on the Christian Life Resources developed by the Lutheran Church of Australia. The Christian gospel is integrated into all aspects of classroom life.

As with all other Curriculum strands, all students are expected to participate in the Christian Education curriculum and associated worships.

Curriculum and resources are reviewed regularly to remain abreast of current educational trends and to formulate educational programmes that reflect the best practices in education.

STUDENT ASSESSMENT AND REPORTING

Teachers utilize a variety of assessment procedures on a frequent and regular basis in order to accurately monitor and support the progress of students.

Parent/Teacher Communication

Appointments may be arranged by either party throughout the year, at a mutually convenient time.

Written Reports

Reports are issued at the end of each Semester (end of Term 2 and 4). All student assessment is confidential between the staff and the family concerned, and parents are urged to appreciate the individual talents and learning styles of each child. Comparison of reports or children's progress is discouraged for sound reasons.

COMMUNICATION

METHODS OF COMMUNICATION

It is hoped that you will find these methods of communication a valuable means of remaining informed about school activities.

Handbook

The school Parent Handbook is updated regularly and provides an overview of the range of activities, routines and procedures that we have within this school community.

School website – UPGRADING – UNDER CONSTRUCTION

The school website address is www.stjohnsportland.vic.edu.au. This year the site will be updated.

Newsletter

The weekly school newsletter is published every Thursday. Every family receives a hard copy. Please contact the school office if you would like to access the newsletter electronically.

Parent Notes

Information and permission notes regarding school activities, excursions or incursions are sent home with your child.

Student Diaries

Student diaries are a vital means of communication between parents and class teachers and will be used regularly in all classrooms. Diaries need to be signed **daily** by parents. Class teachers will advise the routine for the individual classes.

School Yearbook

A school yearbook is produced each year. It provides an overview of activities and events for the school year. The yearbook is provided to students in the last two weeks of the school year.

CONTACTING THE SCHOOL

Who to Contact

Parent questions or worries can be best addressed by speaking to the right staff member. Generally, questions about your child's learning and general progress at school should be raised with their class teacher. The table below will give guidance to which staff member you can speak with about particular matters.

Enrolments, appointments with the Principal	School Office
General enquires, absentees, fee payment, uniform shop enquiries	School Office
School policy, procedures and developments, unresolved issues	Principal
Whole school routines, whole school events, behavior issues beyond your child's class	Principal
School Curriculum enquiries	Class Teacher/Principal
Homework, class matters, student concerns, student care and behavior management issues	Class Teachers
Social and emotional support for students and families	School Pastor, Chaplain
Sporting events	Sports Coordinator
Parents and Friends Association news and events	P&F President/School office

Communicating with teachers

Parents are asked to be thoughtful in this area. Teachers are not able to come to the phone during class time. Before and after school and during recess and/or lunch breaks they are often on yard duty. However, for urgent communication, the school office staff are able to pass on a message.

The school values the importance of communicating with teachers as the basis of a strong home and school partnership. To enable this to occur in the most effective manner for all concerned please use one of the following methods listed below:

1. For general information requiring only a brief response:
 - a. Write a diary note asking your question
 - b. Talk to teacher at beginning or end of the day if they don't have yard duty.
 - c. Phone school office and ask for the teacher to return a call to you.

2. For questions requiring a more detailed response:
 - a. Write a note in diary asking for an appointment time to talk uninterrupted with the teacher.
 - b. Phone the office asking to make an appointment with the teacher.

Parents are asked not to use email as a direct point of contact with teachers due to the large volume of emails they receive. Technical difficulties can also occur which may mean, your email could be missed. A personal approach is always preferred as it is the most effective method of communication.

From time to time, concerns regarding educational, behavior or school environment issues may arise. For this reason, St John's Lutheran Primary School has developed a set of procedures to work through the unresolved situations, or where an action or decision is unfair or inappropriate. Such issues as outlined above are most effectively dealt with if they are raised with the classroom teacher. If that is not successful or parents deem it inappropriate, a matter can be raised with the Principal in a confidential manner.

The following guidelines have been established to assist you if you have a concern.

1. Teaching staff will be the first point of contact for low level classroom based complaints. In these situations, meetings should be arranged with reasonable notice to classroom teachers.
2. Once it is established that the grievance cannot be resolved by a staff member, the Principal should closely manage the grievance process. This will involve ensuring all parent meetings are carefully organized and documented.
3. The Council Chair will only become actively involved in the grievance process, once the Principal advises the Chair they have been unable to resolve the issue. Once the Council Chair is advised they should contact the LEVNT Director to seek support in resolving the grievance. The first action in this process may involve a three-way meeting between the LEVNT Director, Principal and Chair to work out an action plan, which may also involve external consultancy.

It is important that these grievances are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is very important to do this wisely. When an issue is discussed in the student's hearing range, it is important that the student understands that you have confidence that the issue will be resolved confidentially at the school level.

Criticism of the School or teachers does not support the child's education as it undermines trust and confidence. The school can only deal with issues that are raised in the ways outlined above. If we do not receive information then we assume that all is well.

PARENT INVOLVEMENT

The education of your child is a partnership between home and school. Parents have the major role in the spiritual, emotional, social and physical development of their children.

How to get involved

- **Attend school activities** e.g. parent information evenings, sporting carnivals, games, chapel services, class events and special events held at school
- **Read** the school newsletter and regularly check SeeSaw app to view child/ren work
- **Join** Parents and Friends Association or volunteer to help out at events
- **Support class and school activities** by helping with class excursions, supporting the Reading Program, and helping with sports activities/carnivals.

FINANCE

TUITION FEES

St John's Lutheran Primary School strives to provide a quality Christian education at an affordable cost to our families. In setting the 2019 fee structure, the School Council has been very mindful of the impact any increase has on our families. The Council is also aware of the need to be good stewards, provide sufficient facilities and resources, and to deliver a balanced, effective and affordable education program for your child/ren.

Included in the Tuition Fee is:

- Tuition, Textbooks and Workbooks
- Student Diary
- School Magazine (1 per family)
- Annual Internet usage
- Annual Printing usage
- Stationery
- Excursions, Incursions

Voluntary Payments

St John's Lutheran Primary School has 2 voluntary payment options that go towards the facilities and resources used in the school.

The Building Fund provides for capital building repayments and maintenance cost of the building. The Library Fund goes towards books and costs associated with the library. Donations of any value are welcome. Parents and families can benefit from this system as both donations are a valuable tax deduction. Families are encouraged to donate to these funds, however they are not compulsory.

Fee Remissions

St John's Lutheran School offers a range of fee remissions each year to assist families in meeting their educational expenses. Criteria for selection are:

- ✓ Financial need
- ✓ The family's motivation for enrolling at St John's Lutheran Primary School

Items not covered by the Annual Tuition Fee:

The following items are not covered by the Annual Tuition Fee.

- ✓ **School Camps** (for Years 3-6)
- ✓ **School uniforms**
- ✓ **Annual School Photos**
- ✓ **Private Musical instrument hire and tutors**
- ✓ **Voluntary payments** (e.g. Scholastic Book Club, P&F Fundraising, Koorong Book Club are excluded and paid separately by choice)
- ✓ **Swimming Fees**

Stationery Resources

Please note that your child's stationery requirements are all included in the set fee schedule.

New Enrolments

All new enrolments will receive a \$100 Sports Uniform voucher.

TUITION FEE POLICY

Making Payments

Statements are issued before the start of each term and payment is due in full by the end of the 2nd week. Payment can be made at the front office via Credit Card or EFTPOS. Another alternative to this is paying via Direct Deposit, with your account number as the reference.

School fees may also be paid on a payment plan. For more information regarding payment plans please contact the Business Manager.

Discounts

A discount of 4% is available on the annual tuition fees for the current year if the tuition fees are paid in full by end of February.

Overdue Fees

At St John's Lutheran Primary School, we understand that difficult circumstances can arise, and we approach these matters with Christian love and understanding. We ask that families that are experiencing financial hardship or difficulties please contact the Business Manager as soon as possible to discuss an appropriate plan.

Notification required before leaving the school

St John's Lutheran Primary School requires a full term's notice to be given in writing advising that a student will be leaving the School or will not be returning for the following year. If such notice is not given one term's fees will be payable in lieu of notice.

HEALTH

FIRST AID POLICY

Rationale

All children and staff have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

The School has the responsibility for providing First Aid Training for Staff. This reflects the school's Duty of Care to provide immediate help for sick and injured people, and to organise further help or treatment for those requiring it.

Aims

- To administer first aid to children when in need in a competent and timely manner
- To communicate children's health problems to parents when considered necessary
- To provide supplies and facilities to cater for the administering of first aid
- To maintain a sufficient number of staff members trained with a Level 2 First Aid Certificate.

Implementation

- Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the staff member providing first aid.
- For more serious injuries/illnesses, *e.g. any injuries to the head, broken bones, cuts or gashes requiring stitches, or any injury requiring further medical treatment*, the relevant action will be taken according to medical file information, and parents will be notified immediately.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- Any injuries to a child's head, face, neck or back will be reported to parents/guardians.
- Parents who collect children from school for any reason (other than emergency) must sign the child out via the student kiosk in the front office.
- Parents of ill children will be contacted to take the children home.
- No medication will be provided to students without the permission of parents. When medication is sent to school with an accompanying note from parents, staff will supervise the treatment according to the instructions given.
- All school camps will have at least one Level 2 First Aid trained staff member at all times.

- A comprehensive first aid kit will accompany all camps and excursions, along with a mobile phone.
- All children attending camps or excursions will have issued a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms are to be taken on camps and excursions, as well as a copy kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- When alerted to situations where children are managing treatment, e.g. *inhalers*, staff will supervise that treatment.
- Each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid illness and medications throughout the year.
- It is recommended that all students have ambulance cover.

ANAPHYLAXIS

If your child is at risk of anaphylaxis please see school office staff and provide an **Action Plan for Anaphylaxis** completed by your doctor.

Anaphylaxis is a serious risk that exists in our community. To minimize the risk of an anaphylactic reaction to students and staff we have the following procedures in place:

- Parents of students at risk of an anaphylactic reaction provide the school with a management plan signed by their doctor and medication. Names of students and staff at risk are made known to all staff.
- Supervised eating occurs at the start of lunch and students are reminded **not to share food**.

As a society we have become far more aware of the need to care for and support people who are affected by anaphylaxis.

As a school community we are motivated to do all we can to minimize the risk of an anaphylactic reaction for people affected by allergies. Anaphylaxis is a severe, sudden and life threatening allergic reaction. It can occur when a susceptible person is exposed to allergen.

Common allergens that can trigger anaphylaxis are foods (e.g. peanuts and other nuts, shellfish and fish, milk and egg), insect stings (e.g. bee, wasp, jack jumper ants), medication (e.g. antibiotics, aspirin), latex (e.g. rubber gloves, balloons, swimming caps).

It is the responsibility of the parent to:

1. Provide the ASCIA Action plan;
2. Inform the school if their child's medical condition changes and if relevant provide an updated emergency procedures plan; and
3. Provide an up to date photo for the emergency procedures plan when that plan is provided to the school and when it is reviewed.
4. Provide the School with an Adrenaline Auto injector that is current.

ASTHMA

Please see school office staff and complete an **Asthma Management Plan** if your child suffers from asthma. First aid trained staff will administer medication where necessary.

If your child self-administers his/her puffer, please provide current Asthma Management Plan provided by your child's doctor and a spare asthma puffer with spacer which will be kept at the school sick bay in cases of emergency.

Please advise the school if your child is asthmatic and requires medication at school or if his/her Asthma Management Plan changes.

STUDENT MEDICATION

Purpose

To ensure medication is handled in a safe and responsible manner.

Implementation

1. Asthma Medication:

- Parents of any child who uses a prescribed medication for asthma are required to provide an Asthma Management Plan from their child's doctor and supply the school with spare, current, labelled inhaler and spacer to be kept for emergency use by that child, stating dosage and frequency. Please advise the office staff of changes to your child's Asthma Management Plan.

2. Other Medication:

- If a student has prescribed medication to be taken during the day, the school must be notified in writing by the parents. Please use the form 'Medication at School' which is available from the front office. The medication should be handed to the office staff, for safe storage in the First Aid Room with written instructions regarding dosage and frequency. A medication register is kept.
- Staff ensure that students take medication and are supervised at the time of taking medication.

3. Non-Prescription Medication:

- Unless provided by the parent the school will not administer non-prescription medication to students, i.e. Nurofen or Antihistamines etc.
- Non-prescription medication will not be administered to students unless permission is given by parents or guardians. Students must not self-administer any medication, except Asthma relievers. All medications must be sent to the school office with written permission and be administered by accredited first aid staff in the office.

4. Attendance in Sick Bay:

- Office staff who are first aid trained will monitor a student in the sick bay and/or contact parents to arrange for your child to be collected. A notice will be sent home with your child with details regarding the injury, how it

was treated, by whom and when. This excludes minor injuries such as a Band-Aid. The 'parent' copy will be sent home in the student's diary.

SICKNESS

If your child falls ill at school and needs to be collected, parents are contacted first. If a parent cannot be contacted the emergency contact will be called. When a child is collected from school he/she needs to be signed out at the front office.

Unwell children

The wellbeing of our children is our top priority. When children are unwell we want them to be in the best place to rest and get well. School is not the best place for children who are sick and we ask parents to be very thoughtful with children's illnesses. Please do not send your child/ren to school if they are sick. Parents will be contacted by office staff if a child is unwell at school so they can be taken home.

Some communicable diseases require exclusion from school. It should be noted that the periods of exclusion are minimum periods. The doctor who is treating the patient may increase them if convalescence is slow, but they should not be shortened.

If the school does not have on their records a current immunization certificate for your child, then your child may be excluded from school during an outbreak of illness.

OTHER ACTIVITIES AND SERVICES

CAMPS

Camps provide an opportunity for the social development of children and the building of interpersonal relationships between teachers and students. The camps may also have a cultural, social, environmental, or outdoor emphasis and are an important aspect of the school's learning program.

Excursions (excluding camps) are usually funded by the tuition fee and do not require an additional charge, however in some cases an extra cost is required.

SPORT

HOUSE TEAMS

Students are allocated to one of three House teams when they enrol in our school.

House Name	House Colour
Surrey	Red
Fitzroy	Yellow
Glenelg	Blue

When competing at school athletic carnivals students do so as part of their house team. A winning house is announced based on combined points from all house sports.

SWIMMING PROGRAM

Students in all grades are involved in the school's swimming program. In Term 4, students receive lessons from qualified AustSwim teachers. This involves the teaching of basic strokes, water confidence and water safety.

Concluding the swimming program, students are all involved in the Swimming Carnival. This gives students the opportunity to showcase their improvement and display their sportsmanship skills.

SPORTING SCHOOLS

Throughout the year students also participate in school athletics and cross country. Following our school events, based on results, students are selected to represent the school at the SSV events. This event is one of the first pathways on the way to participating at state level.

During the year students also get the opportunity to participate in other organized carnivals such as Interschool Sports.

SECURITY AND SAFETY

BEHAVIOUR LEARNING

Rationale

We believe that the gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing healthy relationships within our school community. As such God's love and forgiveness demonstrated in Jesus, is the cornerstone for any behaviour management principles. A Christ-centred community is by no means perfect. Individuals reflect this imperfection. We are committed to presenting the Christian lifestyle through example, instruction, and if necessary, correction. This is to be done in a loving and caring environment that promotes faith, hope, justice and reconciliation. Expectations of behaviour are to be clearly communicated to all members of the school community. Our aim is to motivate each member to accept responsibility for their own behaviour and make decisions based on consideration and respect for others. Effective management of student behaviour occurs in partnership between the school and the families of the students. Behaviour management within our school stems from our care and concern for each member's well being. Students are lead to recognise that choices regarding their behaviour can have either positive or negative consequences. Consequences for inappropriate behaviour are to be fairly administered and follow due process.

Policy

If a student behaves in a way that contradicts the Christian ethos of the school, the teacher who has observed the behaviour will deal with such behaviour and document it if warranted. If deemed necessary, the teacher will notify the Principal. The Principal will then follow up the behaviour / incident with the child and if required, a meeting may be held with the parents. Students are adequately

educated about the behavioural expectations of St John's Lutheran Primary School in both a classroom setting and the yard.

Students who continue to misbehave in a lesson after the initial redirection, and whose disruptive behaviour has become unmanageable during that teaching session, will be sent to the Principal if available or another class with sufficient work to complete until the next break (referred to as the "safety net").

Procedures

In the case of persisting or serious offences, the Three-Incident-System is used. This procedure is implemented by the Principal or teacher.

First Incident: -

Step 1: The System is introduced to the student in response to persistent, serious, unacceptable behaviour. The unacceptable behaviour is described.

Step 2: A clear warning is issued.

Step 3: Guidance for resolving conflict appropriately is provided.

Second Incident: - After a second incident steps 1,2 and 3 above are repeated.

Third Incident: - With a third incident, the student is withdrawn and spends "time-out" under the supervision of the Principal or teacher. Parents are requested to join the Principal for an interview.

In the event of a need to repeat the process, parents are contacted. At this stage, parents are informed that, if the behaviour continues, the student will be excluded from school for a period of time as designated by the Principal. In the event of continuing persistent, serious misconduct the above procedure is followed by a longer period of exclusion from school or expulsion.

Teachers are encouraged to maintain regular and positive communication with parents throughout the year. Parents may be contacted if teachers become concerned with a students' behaviour.

Parents will be formally contacted in the following circumstances:

- Serious or persisting breaches of the behaviour management guidelines.
- In the event that an injury to themselves or others has occurred as a result of their actions.

Rights and Responsibilities

We believe it is essential for a school's behavioral expectations to be clear and known by all so that they can serve as an effective guide. At St John's Lutheran Primary School rules are inspired by God's Word, with respect to everyone's uniqueness, worth and basic rights as well as our corresponding responsibilities.

Our rules define everybody's rights and responsibilities in the areas of, fair play, learning safely, property and communication

Rules	Rights <i>We have the right to:</i>	Responsibilities <i>We have the responsibility to:</i>	Unacceptable behaviours <i>These behaviours are unacceptable:</i>
<p>The Fair Play Rule</p> <p>At St John's Lutheran Primary School, we aim to play fairly with each other.</p>	<p>Be included;</p> <p>Use play equipment and play space;</p> <p>Learn about problem solving;</p> <p>Play in an environment where rules are enforced.</p>	<p>Include others;</p> <p>Use equipment correctly and return it properly;</p> <p>Attempt to solve problems peacefully;</p> <p>Choose fair rules and play by them;</p> <p>Share play equipment and play space.</p>	<p>Exclude others unfairly;</p> <p>Harassing;</p> <p>Ignoring the rules when playing games;</p> <p>Cheating;</p> <p>Refusing to share school property;</p> <p>Bullying;</p> <p>Disrespectful and rude language.</p>
<p>The Learning Rule</p> <p>At St John's Lutheran Primary School, we aim to do our best so that we can learn.</p>	<p>Discover more about the world and ourselves;</p> <p>Develop our skills;</p> <p>Express ourselves;</p> <p>Use our talents;</p> <p>Use helpful resources.</p>	<p>Give our best effort;</p> <p>Obey class rules;</p> <p>Be good listeners;</p> <p>Ask for help when we need it.</p>	<p>Disturbing others;</p> <p>Interrupting;</p> <p>Ignoring instructions;</p> <p>Not sharing resources.</p>
<p>The Safety Rule</p> <p>At St John's Lutheran Primary School, we aim to act safely by considering others and protecting ourselves.</p>	<p>Feel safe and secure;</p> <p>Learn about safety;</p> <p>Be protected from unsafe situations;</p> <p>Talk to someone we trust when in need.</p>	<p>Act in a safe way;</p> <p>Consider how our actions affect others;</p> <p>Use equipment correctly;</p> <p>Play in our designated areas.</p>	<p>Hurting others;</p> <p>Leaving the school yard without permission;</p> <p>Using equipment wrongly;</p> <p>Harassing;</p> <p>Running on concrete;</p> <p>Talking to strangers;</p> <p>Being in an area without teacher supervision;</p> <p>Running around corners;</p> <p>Rough play;</p> <p>Climbing other than on playground equipment.</p>
<p>The Property Rule</p> <p>At St John's Lutheran Primary School, we aim to care for the school and respect one another's property.</p>	<p>Have a clean and tidy environment;</p> <p>Use school property;</p> <p>Have our personal belongings protected.</p>	<p>Treat all school property with care and respect;</p> <p>Keep the yard free from litter and vandalism;</p> <p>Ask permission when borrowing each other's belongings.</p>	<p>Damaging school property;</p> <p>Misusing equipment;</p> <p>Wasting water and natural resources;</p> <p>Stealing;</p> <p>Borrowing without asking;</p> <p>Littering;</p> <p>Vandalism (including drawing on desks).</p>

<p>The Communication Rule</p> <p>At St John's Lutheran Primary School, we aim to communicate with love and respect for one another.</p>	<p>Be listened to; Be spoken to politely; Attempt to solve problems by talking; Be told the truth.</p>	<p>Listen to each other; Speak politely; Attempt to solve problems by talking; Tell the truth.</p>	<p>Put downs; Swearing; Name calling; Criticizing those who are absent.</p>
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When students make poor choices in behavior there will be consequences appropriate to the poor choices made. Forgiveness by God and other people does not remove us from having to deal with the consequences of our actions.

CHILD SAFE PROTECTION AND SAFETY

St John's Lutheran Primary School has developed a Child Protection and Safety Policy that provides key elements of our approach to protecting children from abuse.

Statement of Commitment to Child Safety

Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. St John's Lutheran Primary School is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a comprehensive Child Protection Program designed to keep children safe.

We have a zero tolerance for child abuse and are committed to acting in the children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Child Safe Principles

The School's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child and a child's privacy must be respected.
4. Clear expectations of appropriate behaviour with the children are established in our Child Safety Code of Conduct and Staff and Student Professional Boundaries Policy.
5. The safety of children is dependent upon the existence of a child safe culture.
6. Child safety awareness is promoted and openly discussed within our School community.
7. Procedures are in place to screen all staff, volunteers, third party contractors and external education providers, as all are involved in child-connected work.
8. Child safety and protection is everyone's responsibility.

9. Child protection training is mandatory for all School Council members, staff and volunteers.
10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the School community.
11. All children, especially those who are vulnerable for whatever reason, have a right to care and support.
12. Children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
13. Children who have any kind of disability have the right to special care and support.

Child Protection Program

St John's Lutheran Primary School is committed to the effective implementation of our Child Protection Program and ensuring that it is appropriately reviewed and updated. We adopt a risk management approach by identifying key risk indicators and assessing child safety risks based on a range of factors including the nature of our School's activities, physical and online environments and the characteristics of the student body.

Our Child Protection Program relates to all aspects of protecting children from abuse and establishes work systems, practices, policies and procedures to protect children from abuse.

As part of our School's induction process all Staff and Direct Contact Volunteers are required to complete a selection of training modules on the content of our Child Protection Program.

Reporting Concerns

Our Child Protection Program provides detailed guidance for members of the School Council, staff and volunteers as to how to identify key risk indicators of child abuse and how to report child abuse concerns to one of our School's nominated Child Protection Officers. It also contains detailed procedures with respect to the reporting of child abuse incidents to relevant authorities.

Third party contractors, external education providers, students, parents/carers or other community members who have concerns that a child may be subject to abuse are asked to contact one of the School's Child Protection Officers.

Our Child Protection Officers are Mrs. Trish Coverdale and Mr. Kent Barker.

Communications will be treated confidentially on a 'need to know basis'.

Whenever there are concerns that a child is in immediate danger the Police should be called on 000.

STUDENT ANTI-BULLYING AND HARASSMENT POLICY

St John's Lutheran Primary School has a Christian Ethos where Christ's teaching of love, respect, tolerance for each other and the forgiveness of sins are evident in the school environment. In Romans 15 verse 7 Paul tells us to "Accept one another, then, just as Christ has accepted you, in order to bring praise to God." We believe that God loves and cares for all people equally and that all individual differences are acknowledged and accepted.

St John's Lutheran Primary School believes that all school community members, visitors, volunteers or contractors have a right to be in an environment that is safe and free from harassment and bullying. We promote an environment where people:

- Respect each other's rights and property;
- Treat each other with kindness and courtesy;
- Support and encourage each other in their actions;
- Accept each other's differences;
- Show tolerance, forgiveness and understanding to each other.

In such an environment, people can develop positive relationships with each other, grow and learn in a healthy atmosphere and develop in self-esteem and confidence.

We recognise that our humanity means that we can hurt others physically, verbally or emotionally. We promote repentance, forgiveness and supporting changes in behaviour for all concerned.

DEFINITIONS:

Harassment:

Harassment can take many forms. We define harassment as **behaviour that unduly embarrasses, hurts or upsets another person.**

It can be:

Physical: Striking, kicking, damaging or taking belongings.

Verbal: name calling, teasing, insulting, and racist remarks.

Emotional/psychological: spreading rumours, exclusion from social groups, persistent mockery, manipulation of friendship groups, extortion and threats.

Racial: Any deliberate comment, gesture or conduct, which hurts someone because of their nationality, ancestry, skin colour or beliefs.

Sexual: Behaviour that enforces gender stereotypes; behaviour which is seen by the victim as embarrassing, offensive, belittling or compromising and behaviour such as crude or suggestive talk, offensive gestures or jokes; unwelcome physical contact or a display of offensive photographic material.

Bullying:

We define bullying as **repeated, unprovoked aggressive behaviour or harassment, deliberately inflicted by someone of greater power on someone of lesser power.**

Students:

Students need to develop an attitude that when they feel bullied or harassed or see someone being bullied, "it's OK to tell". Students need to have confidence in the adults they tell. The peer group culture will value tolerance and cooperation and reject aggressive and unacceptable behaviour.

It is the responsibility of each student to:

- Report to a staff member any bullying or harassment incident, whether to self or others, as soon as it occurs.
- If safe to do so, support a victim of bullying or harassment in the manner taught by teachers.
- Be aware of what bullying / harassment are and how such behaviours can affect others.
- Accept the consequences of bullying and harassment behaviours.
- Use appropriate conflict resolution techniques.
- Through the Buddy system, Students in the senior classes are to act as role models of caring and tolerant behaviour.

Parents:

Parents need to inform a staff member as soon as they become aware that their child or another person is being bullied or harassed or is bullying. In the list of people that students might tell, teachers may not be the first on the list. Staff, parents and older students need to work together and support each other with bullying and harassment issues. Parents need to have confidence that the process for dealing with these issues works.

It is the responsibility of parents to:

- Report any bullying or harassment incident to a staff member in a calm and civil manner, whether related to self or others, as soon as it occurs.
- Be aware of what bullying and harassment are and the differences to plain conflict.
- Be familiar with the process for dealing with harassment and bullying reports.
- Be familiar with the consequences.
- Support School actions to enforce these policies and consequences in regard to harassment and bullying behaviour.
- Support a School culture of tolerance and understanding by supporting anti-bullying programs as provided by the School from time to time.
- Consult and collaborate with the classroom teacher in the behaviour management and change of student actions where the student is a perpetrator of bullying or displaying victim-like behaviours.

SCHOOL SECURITY

All visitors to the school between 8:30am and 3.30pm are required to attend the school office to sign a register and collect a visitor's pass. When leaving the school visitors are required to sign out and return the pass.

Signing in and out

We realise that because of the layout and events that occur at the school, it may seem inconvenient for parents or caregivers to sign in at the office especially if you're attending an event in the Unity Centre. However, for the safety of your children we ask that you sign in and get a visitor's pass. We need to be aware at all times of who is moving about our school grounds. It also provides you with the emergency procedures information. All students collected during the day must be met at the office by their parent/guardian.

VISITORS AND VOLUNTEERS

As a staff we are very grateful for the tremendous support we receive from many volunteers and helpers who give their time in our school. To assist in supporting our programs volunteers in our school are required to have a Working with Children Check and must also complete a short online induction course. The certificate must then be presented to the front office, as well as your WWCC.

All visitors and volunteers must sign in at the school front office when they arrive and out again when they leave the school grounds.

SUN SAFETY AND SCHOOL HATS

As a sun safe school, we have the policy that all students and staff must wear hats when in the sun. Hats are compulsory when the UV rating is above 3 (usually Term 1 & 4) and students must have their hat with them every day at school. The hats must be worn when playing outside.

Hats are a compulsory part of the school uniform and are available for purchase from the front office. When the UV rating is below three, children have the option of not wearing their hat.

We also provide a sun smart school uniform which includes cool loose fitting clothing, longer dresses and shirts with collars and sleeves. At school we also provide students with sunscreen to wear.

RIDING A BIKE TO SCHOOL SAFELY

We care about the safety of our bike riding and pedestrian students as they come to and from school. Students must push their bikes while in the school grounds and along the footpaths of the school. This ensures students are safe from all traffic around this congested area.

SUPPORT AND INVOLVEMENT

PARENTS & FRIENDS ASSOCIATION (P&F)

St John's Lutheran Primary School sees the P&F as an important avenue of Parent/School co-operation and communication. The P&F aims to support the school by increasing parent understanding of school programmes and promoting social interaction amongst parents, as well as assisting with school fundraising. Membership is open to all parents, members of the Parish, and the wider school community.

This group normally meets at least once per term, and all parents and friends of the school are encouraged to support and participate in this auxiliary body.

In keeping with the Christ-centered nature of the school, the Parents and Friends will attempt to:

- Provide opportunities for fellowship and social activities for the school community.
- Co-operate with the School Council and the Staff in pursuing aims of the school.
- Engage in limited fund raising activities on behalf of the School under the auspices of the School Council.

Meeting dates and minutes of meeting are available from the school.

PEER SUPPORT AND BUDDY SYSTEM

To assist in the fostering of positive relationships and care in the school we involve students and families in a Peer Support and Buddy Program.

Buddies

Year 6 – Foundation Students

The Buddy System:

- Develops relationships between younger and older students
- Provides support for young children
- Encourages students to develop leadership and provides opportunities for service
- Undertakes activities that should be well planned and relate to classroom activities. This provides an ideal opportunity for older students to assist younger students with skill development.

Family Support

Beginning this year, each new family will be assigned a buddy family. The partnerships allow new families to feel a sense of belonging to the school community. Families act a guide and can also assist new families with any basic questions they may have.

STUDENT REPRESENTATIVE COUNCIL (SRC)

Introduction

Students at all levels of schooling can be involved in contributing to decisions and ideas about their own learning and school environment. To participate effectively in any decision making process, students need to have the opportunities to develop appropriate skills and knowledge.

Implementation

- Members of the Student Council will be elected at the beginning of each year by each class from Foundation – Year 6.
- Two students will be elected to represent each class.
- Meetings will be held regularly under staff supervision.
- Class representatives will have the opportunity to bring their ideas and concerns to the meeting to be discussed and recommendations made.
- Class representatives will report back to their respective classes.
- All decisions made during the SRC meetings will then be put forward to the Principal who will make the final decision.

TRAVEL

Parents are asked to use caution and consider the safety of children when in the carpark.

BUS TRAVELLERS

If your child is going to be using the bus on a regular basis every day or on certain days you must fill out an 'Application for Public Transport' form. These are available from the front office. Please note that we do not deal with this process, and forms are handed to the Portland Secondary College for processing. Any questions regarding the forms or details should be directed to the Bus Coordinator at the College.

BUS TRAVELLERS NOT ON BUS AS USUAL

If your child/ren are normally a bus traveller, but for some reason aren't going on the bus after school as normal, the school must be notified before 3pm. The word of mouth from the student will not be taken and a written note must be sent via email, the diary or we must be contacted via telephone. If we do not hear from a parent/guardian, we will place the student on the bus as usual. Students are expected to behave appropriately on the bus, to stay seated in their seats and be considerate to the bus driver and others around them.

STUDENTS ON SITE BEFORE AND AFTER SCHOOL

To assist us in supervising students and making sure they arrive and leave safely in the right ways we ask families to remember the following:

- Any students arriving prior to 8.30am are asked to wait in the undercover area and should remain supervised by the parent. Students are not to use the playground, asphalt, or school oval until a staff member is present to supervise.
- At the end of the day, students should wait for parents in the undercover area.
- Parents are asked not to wait outside classrooms.
- Students waiting to be collected are also reminded not to use sports equipment.

SCHOOL PARKING - DROP OFF AND PICK UP

Student drop off arrangements

The main driveway can be used as a drop off zone before school. From 8.30am, a staff member will greet students to school near the undercover area. Students can be dropped off along the kerb and enter the school along the verandah. Visitors and parents may enter via the front or side door. The side door will be locked between 9.00am and 3.00pm for safety reasons so please enter the school via the front office. Please observe the 'no parking' bus parking sign as you enter the driveway. These must be left clear between 8.30-9.00am and 3.00-3.30pm to allow easy access of the bus.

Student pick up arrangements

The main driveway is the quick pick up zone after school. Students will be directed to the bus line or sit in the undercover area to wait to be collected by their parent/s or carer.

- ✓ Staff will escort students to parents waiting in the driveway.
- ✓ Students will not be allowed to cross over to the carpark without a parent/s or carer.

UNIFORM REQUIREMENTS

SCHOOL UNIFORM

- All students are expected to wear the school uniform not only at school, but also when travelling to and from school (except for when students need to change for after school activities). When appearing in public, it is expected that children wear their uniform, including footwear, correctly and with pride.
- School Sports Uniform is worn in place of the School Uniform on days specified by the class teacher.
- Items of uniform that are damaged or worn are to be repaired or replaced.

- Please clearly name all uniform items.
- Students unable to wear correct uniform must have note, outlining the reason, from their parent or guardian.

School Hat

All students are required to wear a **school hat**. Caps are not to be worn instead of the school hat. Our school has a 'no hat-no play' rule.

Changing from Summer to Winter uniform (and vice versa)

As the temperatures begin to change we do allow flexibility either side of the term break due to the variable weather conditions that we experience. Generally, the Summer uniform is worn in Term 1 & 4 and the Winter uniform in Term 2 & 3.

Uniform exemptions

If a student requires special uniform consideration due to a medical condition (e.g. allergies to stockings, orthotics in shoes), we ask that a written note is supported with appropriate documentation.

Combining Sports Uniform and School Uniform

Please note that a combination of sports uniform and school uniform is not permitted.

PERSONAL GROOMING

Hair

Students are required to wear hair tied back if it is longer than shoulder length or it is long enough to fall forward and hinder vision during classroom activities or sports.

Hair accessories including ribbons, hair bands and hair clips are to be consistent with our school uniform colours.

Jewellery

Students may only wear a plain wrist watch, a small silver or gold cross and matching fine chain and a Medic Alert bracelet if required.

Students with pierced ears may wear small plain silver or gold studs (not hoops). If there is a significant reason for your child/ren to wear any other item of jewellery approval needs to be sought from the Principal.

Make Up

Make up and nail polish are not permitted.

SCHOOL UNIFORM STOCKISTS

Our Formal School Uniform can be purchased from Squidlydids for Kids in Percy Street. Our Sports Uniform is available on an order basis and takes approximately 4-6 weeks to arrive. There are uniforms available to try on to determine your child's size. Please see the front office to arrange this.

Girls Summer Uniform:



- ❖ **Jumper:** Navy with school logo (available from Squidlydids for Kids)
- ❖ **Summer Dress:** Blue and White checked dress (available from Squidlydids for Kids)
- ❖ **Socks:** plain white ankle; above ankle only, no low cut or below ankle
- ❖ **Shoes:** Black polishable school shoe, lace up or T Bar. No sneakers or boots
- ❖ **Hats:** Navy with school monogram (available from Front Office)
- ❖ **Ribbons, Headbands, Clips:** Navy or White
- ❖ **Jewellery:** watch, earrings (plain sleeper or stud one in each ear)

Boys Summer Uniform:



- ❖ **Jumper:** Navy with school logo (available from Squidlydids for Kids)
- ❖ **Shirt:** short sleeved sky blue (available from Squidlydids for Kids)
- ❖ **Socks:** grey
- ❖ **Shoes:** black, polish able, lace up shoes
- ❖ **Hats:** Navy with school monogram (available from Front Office)
- ❖ **Jewellery:** watch, earrings (plain sleeper or stud in one ear)

Girls Winter Uniform:



- ❖ **Jumper:** Navy with school logo (available from Squidlydids for Kids)
- ❖ **Shirt:** White (available from Squidlydids for Kids)
- ❖ **Kilt or Skirt:** Navy tartan design. Girls can also wear grey pants. (available from Squidlydids for Kids)
- ❖ **Tights/Socks:** Navy (Grey socks if wearing grey pants)
- ❖ **Scarves:** Navy or White
- ❖ **Ribbons, Headbands, Clips:** Navy or White
- ❖ **Jewellery:** watch, earrings (plain sleeper or stud one in each ear)

Boys Winter Uniform



- ❖ **Jumper:** Navy with school logo (available from Squidlydids for Kids)
- ❖ **Shirt:** Sky blue, short sleeve (available from Squidlydids for Kids)
- ❖ **Pants:** grey (available from Squidlydids for Kids)
- ❖ **Socks:** grey
- ❖ **Shoes:** black, polish able, lace up shoes
- ❖ **Accessories:** watch, earrings (plain sleeper or stud in one ear)

Unisex Summer Sports Uniform



- ❖ **Jumper:** Navy with Sky blue panel and Yellow piping, school emblem embroidered
- ❖ **Shorts:** Navy shorts with school emblem embroidered
- ❖ **Shirt:** Navy with Sky blue panel and Yellow piping, school emblem embroidered
- ❖ **Socks:** Plain white sports sock
- ❖ **Shoes:** Sneakers
- ❖ **Hats:** Navy with school monogram
- ❖ **Accessories:** As per formal uniform

Unisex Winter Sports Uniform



- ❖ **Jumper:** Navy with Sky blue panel and Yellow piping, school emblem embroidered
- ❖ **Trackpants:** Navy with double knee, school emblem embroidered
- ❖ **Shirt:** Navy with Sky blue panel and Yellow piping, school emblem embroidered
- ❖ **Socks:** Plain white sports sock
- ❖ **Shoes:** Sneakers
- ❖ **Accessories:** As per formal uniform