

GLENDAL PRIMARY SCHOOL BUDDIES POLICY

Rationale

The Buddies program aims to provide the Prep children with a sense of belonging and security within the school environment. It also aims to develop caring and responsible attitudes in the older children. Both participating groups can achieve greater independence within the school environment.

Guidelines

This policy should be read in conjunction with the Student Wellbeing Policy.

Implementation

- The Prep and Grade Six teachers will allocate Grade Six children with Prep Buddies, taking into account individual children's needs, at the commencement of the Buddies program.
- Supervising teachers will meet early in each term to plan Buddies program content.
- Supervising teachers will ensure that activities planned for each term are part of the VICTORIAN CURRICULUM Areas and that a variety of activities are planned.
- The Grade Six teachers will discuss the responsibility of the Grade Six children in Buddies sessions and the consequential relationship that develops with their Prep buddies in other school situations.
- The supervising teachers will evaluate the program. Grade Six children's opinions will also be considered.

Evaluation

This policy will be reviewed as part of the school's review cycle

GLENDAL PRIMARY SCHOOL CULTURAL DIVERSITY POLICY

Rationale

Glendal Primary School reflects the rich culturally diverse community in which it is located. In order for our school to truly cater for the needs and aspirations of our students and their families, we need to ensure that their cultural backgrounds are recognised, catered for, celebrated and valued.

Guidelines

- The school ethos reflects, responds to and values cultural diversity.
- Where appropriate, the school will acknowledge and respect/celebrate culturally significant events, and where possible, use them as teaching/learning opportunities.

Implementation

- Our school curriculum, leadership and management practices will promote and affirm principles of cultural diversity.
- The school will ensure that learning experiences recognise, value and build on students' backgrounds and experiences.
- Our School Code of Conduct and our strategic plan will both acknowledge and cater for our cultural diversity.
- Staff will be afforded the opportunity to participate in Professional Development relating to cultural diversity and discrimination.
- Staff will model culturally inclusive behaviour, and manage any behaviour that appears racist, discriminatory, prejudiced or culturally biased.
- Multiculturalism will be celebrated in our school community, in a variety of ways including artists from a various cultural and linguistic backgrounds, holding special days, and incorporation within the curriculum.
- Where required, students from non-English speaking backgrounds will have access to support in the classroom and/or the school's E.S.L. program.
- The school will develop and implement strategies for communicating with and involving parents, to take account of their cultural and linguistic backgrounds.

Evaluation

This policy will be reviewed as part of the School Council's policy review cycle.

GLENDAL PRIMARY SCHOOL FORMATION OF CLASSES POLICY

Rationale

The school will:

- form effective class groups, creating positive social and educational environments for all students
- maximise the use of staff and their teaching skills in satisfying identified curriculum needs.

Guidelines

- The Principal in consultation with staff will be responsible for the class structure adopted within the school.
- Multi-age classes will be considered if and where appropriate.
- The class placement of each student is the responsibility of the Principal in consultation with staff.
- Educational and social information provided by parents will be considered in the placement of their children.
- The Principal will inform the parents of the following year's class structure and placement of children before the last week of the current year wherever possible.

Implementation

- The Principal, in consultation with staff, will decide the class formation for the following year taking into account;
 - o numbers of children at particular grade level
 - o Victorian Curriculum
 - o staff allocation
 - o numbers of classrooms
 - o individual teacher's abilities, talents and interests
 - o programs requiring specialist teaching
 - o current DET and Union agreement regarding class sizes.
- The Principal, in consultation with staff, will decide upon the placement of children, using the following procedures;
 - o Teachers at each grade level will consult in the formation of class lists, for the following year, seeking to create a positive social and educational environment for each class.
 - o The special needs of children will be considered in the placement process.
 - o Parents will be invited to submit in writing, any relevant educational and social information with regard to placement of their children.
 - o Any necessary changes at the beginning of the new school year will be the responsibility of the Principal in consultation with staff.

Evaluation

- This policy will be reviewed as part of the school's review cycle

GLENDAL PRIMARY SCHOOL STUDENT REPRESENTATIVE COUNCIL POLICY

Rationale

Children have a positive contribution to make within the decision-making processes of the school. When children are actively involved in these processes, they have an enhanced sense of commitment to the school and its programs.

- The Student Representative Council aims to provide children with a sense of pride and involvement.
- It further aims to develop caring and responsible attitudes within the children.

Guidelines

- All children in Grades Prep to Six are represented on the Student Representative Council.
- The Student Representative Council shall meet regularly.
- Student Representatives shall be responsible for discussing issues at Student Representative Council meetings and reporting back to their grades.
- Student Representative Council representatives will make recommendations on aspects of school life.
- The representatives will be aware of their responsibilities.
- A teacher will be nominated to supervise the Student Representative Council.

Implementation

- Each grade from Years Prep to Six shall select two representatives and two emergency representatives to participate in Student Representative Council meetings.
- The Student Representative Council will meet at the supervising teacher's discretion.
- Class teachers shall provide opportunities for children to discuss issues raised at Student Representative Council.
- Student Representative Council recommendations shall require the approval of the Principal, Staff and, where appropriate, the School Council.
- The supervising and class teachers will discuss the responsibilities of the Student Representative Council representatives with the children involved.
- The supervising teacher will evaluate the program, taking into consideration student, parent and staff opinions.

Evaluation

Evaluation will be carried out through the observation of Student Representative Council meetings and related behaviour. Informal feedback from other staff, parents and participating children shall be invited.

GLENDAL PRIMARY SCHOOL SOCIAL SERVICES POLICY

Rationale

An important part of being a responsible and caring member of the community involves recognising the role each individual plays in supporting others within the local community to a broader global perspective.

Guidelines

- Social Services will provide opportunities for students to develop an awareness and appreciation of the problems facing other people, especially children, and a desire to help people in need.
- Students will have opportunities to support those who are less fortunate by providing services or contributing to fund raising activities arranged within the school community or by outside agencies.
- Participation will be voluntary.

Implementation

- Student Representative Council, known as the S.R.C. will select up to two Social Service fundraising projects per year.
- The school's World Vision sponsorship will be supported on an annual basis.
- In addition, fundraising events for ANZAC Day and Remembrance Day may be included in the school's annual program.
- Where appropriate, community service projects such as the annual Waverley Christmas Concert and Glencare Concert will be conducted.
- Each S.R.C. project will be overseen by a designated teacher-in-charge.
- S.R.C. members will be encouraged to consider alternative means of support rather than simply providing financial assistance on each occasion.
- S.R.C. will be encouraged to support a variety of local, national and international causes.
- Social Service activities, including funds raised and letters of appreciation, will be published in the school newsletter and broader media where appropriate.
- The S.R.C. Coordinators will lead the review of the program on an annual basis.

Evaluation

This policy will be reviewed by the Curriculum Committee as part of the school's three-year review cycle.

GLENDAL PRIMARY SCHOOL SCHOOL DRESS CODE POLICY

Rationale

All School Councils are encouraged to develop a dress code policy and have the authority to create and implement a dress code for their students. This authority arises from a ministerial Order under the Education and Training Reform Act 2006.

Legislative requirements, DET advice and individual School Council dress code policies are used by such bodies as the Ombudsman in resolving disputes referred to them by aggrieved parties.

The school will:

- promote a strong sense of identity and pride in the school through students wearing an approved school uniform
- assist in individual student safety and group security at school and when travelling to and from school and on school excursions
- promote active and safe participation in school life
- reduce the potential for students to feel peer pressure to wear fashion items at school.

Guidelines

- The dress code for Glendal Primary School states the expectations the School Council holds with regard to student appearance. The code will apply during school hours, while travelling to and from school and when students are representing the school out of school hours. The dress code takes precedence over student's individual preference in matters of dress.
- The wearing of appropriate broad brimmed hats as protection against harmful exposure to the sun is compulsory during Terms One and Four (see Sunsmart Policy).
- Students and parents/guardians are notified of the approved school uniform and dress code requirements prior to enrolment at the school.
- The Uniform Committee will be responsible for making recommendations to School Council regarding the range and components of the school uniform and sports attire, and will be delegated the responsibility for the purchasing, organisation, pricing and selling of the school uniform.
- Submissions for changes to the existing approved school uniform should be directed to the Uniform Committee, who then have the responsibility of making recommendations to School Council.
- Any significant changes to the existing approved uniform should be subject to extensive consultation with parents, teachers and, where relevant, students, prior to consideration for acceptance by School Council.
- Careful consideration should be given to the safety, acceptability, practicability, durability and cost of school uniform items.
- School Council should ensure that financial considerations do not preclude any student from obtaining the school uniform. The Principal will determine eligibility and arrange for assistance as necessary.
- In order to comply with Equal Opportunity requirements, uniform items should enable all students to participate actively and safely in school life.
- With regard to this dress code, the School Council and Principal cannot discriminate, either directly or indirectly, against students on the basis of their sex, race, ethnic group, nationality, religious beliefs, marital status, colour or disability.

Exemptions from the Dress Code

When considering whether an exemption on the grounds of economic hardship should be made, the principal will need to decide whether or not to grant financial or other assistance to the parents(s) / guardian(s) to enable the student to comply with the dress code without stigma or undue embarrassment. This may be appropriate if the school council wishes to maintain a sense of identity rather than grant an exemption. A written record of the decision on the applications and the reasons for the decision should be kept in case the decision is questioned subsequently.

- grounds for seeking an exemption;
 - o An aspect of the code offends a religious belief held by the student and/or parents.
 - o An aspect of the code prevents the student from complying with a requirement of his/her ethnic or cultural background.
 - o An aspect of the code prevents students with disabilities from being able to attend school or participate in school activities on the same terms as other students.
 - o A student has a particular health condition that requires an aspect of the code being departed from.
 - o The student or parents can demonstrate particular economic hardship that prevents them from complying with the code.

- procedures for seeking an exemption;
 - o Requests for exemption are to be made to the Principal in writing. Strict confidentiality will be observed with regard to the reasons given by parents to substantiate their request for exemption.

- procedures for granting an exemption;
 - o The Principal will determine whether an exemption can be granted by referring to the grounds for exemption as outlined above.
 - o The Principal will provide a general summary report of applications for exemption at the following School Council meeting without divulging personal details of requests.
 - o The Principal will ensure documentation of exemption applications.

- enforcement of the dress code;
 - o The school will work in partnership with parents to enforce the dress code.
 - o Continued infringement will be dealt with as part of the Community Code of Practice and the Student Code of Conduct.

Evaluation

- This policy will be reviewed as part of the School Council's review cycle.

Resources / information

Community and Stakeholder Relations Branch: Ph 9637 2442

S.P.A.G. 4.8 forms the basis of this policy.

http://www.eduweb.vic.gov.au/referenceguide/enviro/4_8.htm

GLENDAL PRIMARY SCHOOL SCHOOL DRESS CODE: SCHOOL UNIFORM

To be read in conjunction with the Student Dress Code

SCHOOL UNIFORM

All uniform items are available from the uniform shop through an ordering system or direct purchase weekly.

Girls

Summer dress, tunic, tartan culottes, short sleeve polo, long sleeve polo, track pants, drill pants, shorts, bomber jacket, rugby top, scarf, beanie, and Year Six rugby top.

Boys

Short sleeve polo, long sleeve polo, track pants, drill pants, shorts, bomber jacket, rugby top, scarf, beanie, and Year Six rugby top.

Hats

Sun hats are compulsory during Terms One and Four. Children who have no hat or an inappropriate hat will remain undercover at recess and lunch times. Students are required to wear either of the official school issue hat – the navy blue legionnaire style or wide brim to cover face and neck. These hats are available through the Uniform Shop.

DRESS CODE REQUIREMENTS

General

- Children must wear safe appropriate footwear, (preferably black).
- Hair must be neat and tidy and off the face for health and safety reasons.
- If additional items of clothing are worn for extra warmth underneath the uniform, e.g. Skivvies, tee shirt, every effort should be made to wear school colours (navy, opal, royal blue, white).

Sporting Activities

- For sporting events, the wearing of sports uniform during school hours should be at the discretion of the class teacher and sports coaches.
- Appropriate footwear and clothing must be worn for all Physical Education and sports activities.

Excursions

- Unless otherwise stated, school uniform will be worn.
- If a child is not in school uniform clothes of a similar colour should be worn or second-hand items may be borrowed from the First Aid room.
- Children who are inappropriately dressed may not be permitted to participate.

Evaluation

- This policy will be reviewed as part of the School Council's review cycle.

GLENDAL PRIMARY SCHOOL TRANSITION POLICY: PRE-SCHOOL TO PREP

Rationale

Transition education involves the move by children from pre-school settings and home to school. Parents need to be informed and children need to be prepared, through a well-planned program, for the important step of starting school.

The aims of the program are:

- to establish, develop and maintain close liaison with pre-school settings and parents so that all relevant information is available to them
- to provide a comprehensive familiarisation program to pre-school children entering Glendal Primary School the following year.

Guidelines

- There will be a regular communication program between school, pre-school personnel and parents.
- Children starting school will have access to a carefully planned, comprehensive transition program.

Implementation

- A Prep Transition Coordinator responsible for overseeing the year's program will be appointed.
- There will be formal and informal liaison between Coordinator and pre-school personnel throughout the year.
- There will be visits and distribution of information to pre-school settings by the School's Transition Coordinator and Assistant Principal
- There will be observation visits by Assistant Principal, Coordinator and Prep teachers to pre-school settings.
- There will be formal and informal sessions to familiarise parents and children with the school's programs, buildings and facilities.
- A Term Four program enabling children to visit the school regularly will be offered.
- The Coordinator will be responsible for the distribution of relevant transition correspondence.
- The Coordinator will assess the program annually.
- Feedback from parents, pre-school directors, Prep teachers and Transition Coordinator should be sought.

Evaluation

This policy will be reviewed as part of the School Council's review cycle.

GLENDAL PRIMARY SCHOOL TRANSITION POLICY: YEARS SIX TO SEVEN

Rationale

To adequately prepare senior students for secondary school, they need meaningful and ongoing experiences with post-primary education. This will facilitate a smoother transition and a strengthening of student, staff and parent ties between participating schools. The aims of a successful and effective transition policy are that:

- Children will gain confidence, familiarity and positive attitudes towards their prospective learning environments.
- Pupils and families will receive information and support throughout the total process.

Guidelines

The school will:

- develop avenues for the improved transfer of information from Year Six to secondary schools
- initiate and develop procedures, conjointly with secondary colleges, to ensure that students and their guardians are given guidance and support in selecting the post-primary setting most appropriate to their needs and emerging interests.

Implementation

- A Senior Transition Coordinator will be appointed to oversee the program.
- Close liaison will be maintained between Transition Coordinators at primary and secondary Victorian Curriculum.
- Completion of relevant transition forms. Student profiles will be prepared by class teachers as required.
- Participation in joint curriculum and organisational discussions will take place.
- Staff and students from local secondary colleges will be invited to address the students.
- Formal and informal visits will be arranged for children and their guardians.
- Formal ongoing programs will be arranged for students in Years Four to Six.
- The Transition Coordinator will assess the program annually.

Evaluation

This policy will be reviewed as part of the School Council's review cycle.

GLENDAL PRIMARY SCHOOL CHILD SAFETY CODE OF CONDUCT

Rationale

Glendal Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

Guidelines

The Principal and school leaders of Glendal Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Implementation

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of all students including Aboriginal and Torres Strait Islander students, students with culturally and/or linguistically diverse backgrounds and students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
- ensuring as quickly as possible that the student(s) are safe and protected from harm if child abuse is suspected.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- consume alcohol contrary to school policy or take illicit drugs under any circumstances in the school environment or at other school events where students are present.

Evaluation

This policy will be evaluated in line with the schools cyclic policy evaluation process