

Taroona Primary School

Parent Handbook 2017



Creative thinkers - Connected learners - Inspired leaders



Taroona Primary School

Website <http://education.tas.edu.au/taroonaprimary>

Facebook: <https://www.facebook.com/TaroonaPS>

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W E L C O M E

Welcome to Tarooma Primary School. We are a school of approximately 390 children located in a natural bushland setting overlooking the Derwent River estuary. Our school and its beautiful surrounds provides a unique environment for children to grow and to realise their individual potential. Catering for children from Kindergarten to Grade 6, in both single year and composite classes, children are taught using a variety of teaching approaches ranging from large group activities to specialist programs. We also run a weekly Launching into Learning Early Years Program for children from birth to 4 years and their parents / carers.

Tarooma Primary School aims to be a centre of educational excellence, working in partnership with our community to ensure learning is valued, innovation is celebrated and leadership thrives. We encourage and support our children to develop knowledge, skills and understandings across all curriculum areas so that each child reaches their full potential.

Our school's vision is to develop creative thinkers, connected learners and inspired leaders. In achieving our vision we will encourage, model and explore the following five values which have been identified by our school community:

- **Respect** – valuing the rights and opinions of others and taking care of our surroundings
- **Collaboration** – connecting effectively with others to support and lead learning
- **Resilience** – developing the skills and strengths required to confront and solve challenges
- **Creativity** - perceiving the world in new ways, finding hidden patterns, making connections and generating solutions to authentic problems
- **Excellence** - striving for the highest personal achievement, setting and achieving goals and celebrating success

Tarooma Primary is well known for its friendly and welcoming atmosphere, where all members of our school community are respected, supported and valued. The school has a reputation for a high level of involvement from both the community and professional staff. Together their contributions have enabled students to achieve excellent academic and high social standards. The closely linked community holds the school in high regard and strongly supports its activities.

An integral part of the management of the school is the very active School Association which assists in overseeing school operations and plays a pivotal role in supporting the school and its programs. All parents with children at Tarooma Primary School automatically become members of the School Association. Meetings are held on the first Monday of every month from 7pm in the staffroom and are open to all interested parents or guardians and staff.

We warmly welcome your family to Tarooma Primary School and trust that your association with the school will be a happy and rewarding one.

Danielle Bresnehan
Principal

SCHOOL HISTORY

During 1996, as part of a Health Promoting Schools/SOSE Project, students, staff and community members combined forces to produce a comprehensive book on the history of our school.

The earliest reference to a school in Taroom is in 1839 where, for 35 guineas annual fee, students could undertake lessons with Mrs Bird at a location referred to as "The Retreat", formerly a tea garden. Music, dancing and drawing were extra curriculum offerings. This early school did not, however, flourish.

In the early years of the twentieth century, teachers in the Taroom district - in common with colleagues elsewhere - often filled more than one role. Two of the early junior school teachers at Taroom were also post-mistresses.

By 1915 the Education Department had agreed to subsidise a school in the old Public Hall. In 1919 the school discarded its subsidised status and was completely funded by the Department. By the late twenties declining enrolments and poor physical conditions threatened the viability of the school. In 1926 the school closed and was not re-opened until 1929.

Numbers rose again, and in 1936 a school was built on the corner of Coolamon Road and the Channel Highway. The end of World War II saw the compulsory school age extended to 16 and a growth in the Taroom population. By 1952 the original single-room school had been extended by one room, with another addition in 1956. With the burning of the Coolamon Road buildings in September 1974, this early phase of Taroom's schooling came to an end.

The present Taroom Primary School was officially opened on 18 June 1960 on a site occupying 4 of the 22 acres set aside for the High School.

Mr Keith George was the original Principal of this school and stayed in the position until he retired in 1971. After the fire in the Coolamon Road buildings in 1974, the separate kindergarten and preparatory classes were relocated to the Taroom Primary site and the school had once again become a kindergarten through to grade 6.

In 2000, student enrolments were around 220. Since then enrolments have been consistently increasing and we expect to start 2016 with approximately 390 students.

PREVIOUS PRINCIPALS

1960 - 1971	Mr Keith George	1972 - 1975	Mr Peter Tillema
1976 - 1982	Mr Tony Watts	1983 - 1985	Mrs Beverley McGregor
1986 - 1989	Mr Jim Bryan	1990 - 1999	Mr Brian Bennett
1999 - 2014	Mr Grant Robinson	2015 -	Ms Danielle Bresnehan

SCHOOL INFORMATION

TERM DATES FOR 2017

Term 1 Wednesday 8 February to Thursday 13 April (Easter break: Friday 14 – 18 April)

Term 2 Monday 1 May to Friday 7 July

Term 3 Monday 24 July to Friday 29 September

Term 4 Monday 16 October to Thursday 21 December

PROFESSIONAL LEARNING DAYS 2017

Professional Learning Days are reserved by the State Government for teachers to conduct moderation and undertake professional development. **Students do not attend school on:**

Thursday 13th April

Monday 24th July

Friday 20st October

SCHOOL HOURS

- Teaching staff are on site from 8.25am to 3.25pm.
- Students should arrive at school between 8.30am and 8.50am (there is **no supervision** for students before 8.30am).
- Lessons commence at 8.55am.
- Lunch Break is from 11.20am to 12.00pm (11.10am – 11.20am for eating)
- Recess Break is from 1.20pm to 1.40pm
- Classes conclude at 2.55pm.

OFFICE HOURS

Normal office hours are from 8.30am – 3.30pm. The office is closed during Term school holidays. In 2017 the office will be open from Wednesday 25th January.

SUPERVISION

Supervision is provided by school staff as follows:

Playground 8.30am to 8.55am, 11.20am to 12.00pm, 1.20pm to 1.40pm.

Carpark & Bus area 2.50pm to 3.05pm

Students are **not to arrive before 8.30am**. This is for the students' protection and safety as there are no teachers on duty prior to 8.30am. No student will leave the school grounds during the day unless the student is signed out by their parent/carer at the school office.

Students are encouraged to go home promptly at 2.55pm. Students are not detained or kept in afterhours so you should know the time your child would normally be expected to reach home. **Punctuality** is required as students arriving late in the morning miss their daily fitness program as well as the important introduction for their daily work program.

USE OF SCHOOL GROUNDS

Parents are responsible if their children use the school grounds at weekends and after school. Parents are requested to work with staff in encouraging respect for the school property and the environment.

ABSENCES

Students who arrive after 8.55am must be signed in at the school office. Students leaving school during the school day must be signed out by their parent/carer at the office.

We require notification of any student absence from school. A phone call or message in advance, is preferable. While this is a courtesy which we appreciate, it is more as a safety precaution to ensure that your child has arrived at school for the day.

Student absences please phone the school office after 8.30am on 6227 8325 or email taroonaprimary@education.tas.gov.au before 9.30am.

SIGNING IN / OUT BOOK FOR STUDENTS

For safety reasons, when students leave school for any reason during the school day, we require a parent/guardian to sign students out/in at the school office. This procedure also applies for students arriving after 8.55am at school or leaving earlier than the 2.55pm finish. No students should be leaving early to catch a bus unless they have special permission from a parent/guardian.

MEDICAL / EMERGENCY CONTACT DETAILS

A student information validation form will be distributed for completion for each child at the beginning of Term 1 each year. These forms become the basis of an emergency contact file for use in the case of accident, illness or emergency at school. **It is most important that this form is filled out and returned to school promptly as students will only be able to attend excursions if consent has been ticked on the validation form.** Parents are asked to advise the school of any disability, medical health or allergy problem affecting their child and any accompanying medical action plans.

ILLNESS OR ACCIDENT

On occasions when a student is ill or has been in an accident at school, parents will be contacted by telephone and suitable arrangements organised. The school has trained First Aid Officers who deal with minor incidents. Students who are unwell should not come to school.

MEDICATION

If children require medication to be administered at school, an Administration of Prescribed Medication Authorisation Form needs to be signed by the child's medical practitioner. Members of school staff are not permitted to administer non prescribed oral medication such as analgesics or other over the counter medication without the appropriate authorisation form signed by the child's medical practitioner. Please refer to the Administration of Medication Policy in the School Policies section below for further information.

INFECTIOUS DISEASES

Parents are asked to inform the school in cases where children contract infectious diseases - Swine Flu, Chicken Pox, Conjunctivitis, Diphtheria, Hepatitis A, German Measles, Hand/Foot & Mouth, Leprosy, Measles, Mumps, Slapped Cheek, Whooping Cough, Head Lice and School Sores. For further information go to: www.education.tas.gov.au

BUSES

Taroon Primary School does not have a dedicated school specific bus service, but there are normal Metro bus services that go south and north along Channel Highway. The buses leave around 3.00-3.15pm, and connect with other bus routes at Kingston and in the City.

With special permission from a parent / guardian, students can also leave class early to catch buses to various suburbs that leave from Tarooma High between 2.50pm and 3.00pm. Please notify the school throughout the year if bus arrangements change.

LEVIES AND STUDENT ASSISTANCE

The levy for 2017 is an all-inclusive rate of \$325.00 per student Kindergarten-Grade 6. This levy includes all activities, materials, excursions, swimming, “Growing Up” Programs, a personal student iPad and Online Programs.

The levy also covers the cost of all stationery, textbooks, materials, special learning aids, library expenditures, additional classroom supplies and classroom support, ICT programs and individualised learning programs.

The school office is open between 8.30am and 3.30pm from Wednesday 25th January 2017. Levy payments will be accepted from this time on. **Payment can be made by cash, cheque or EFTPOS.** It would be appreciated if payment in full could be made within the first four weeks of Term I.

Any parent who believes that payment of the levy in one lump sum poses a difficulty is invited to make contact with the Principal or School Business Manager to discuss the matter. Our school budgets for the collection of all levies and unless contact is made in reasonable time, unpaid levy debts will be placed in the hands of Independent Account Managers.

Please note that if you intend seeking assistance for your child/children by way of the Government's **Student Assistance Scheme (STAS)**, application forms are available at the school office; this should be completed and returned as soon as possible. The **Student Assistance Scheme** now covers **ALL** student levy costs.

Those students who received STAS in 2016 do not need to re-apply in 2017. The Department will contact you by letter.

SCHOOL BANKING

Parent volunteers coordinate our school banking every Thursday morning. The money is banked with the Commonwealth Bank. All children are welcome to use this service and our school benefits as a payment is made to the school for each deposit – irrespective of amount deposited.

NEWSLETTER

The school newsletter is the main form of communication with our school community. It contains information about current school events and activities which may interest parents. Our newsletter is published online via our school website each Friday <http://www.taroonaprimary.tas.edu.au/>. Alternatively, a copy can be collected from the school office as needed.

If you have items for inclusion in the Newsletter, please ensure that they are related to school or students and left at the school office by Monday afternoon. If you would like to email an item for the newsletter please send it to tarooma.primary@education.tas.gov.au, and mark it “newsletter item”. We cannot guarantee it will be in the newsletter unless it is received by Thursday pm.

ASSEMBLIES

Whole school assemblies are held regularly throughout the term on a Friday afternoon from 2pm. Assembly dates are published in the school newsletter. Our assemblies are a great opportunity for our school community to share in the learning experiences of our students.

LIBRARY

Our library collections are available to classes all week, accompanied by their Teacher. On Thursday and Fridays our Library Technician is on site. Students are asked to protect their library books by using a library bag, available from the uniform shop.

UNIFORM

The School Association supports staff at the school and believes that the school uniform is desirable. It has a unifying effect, diminishes unproductive competitiveness between students and is cost effective. It also advertises our school in the wider community.

The uniform shop will open for the sale of new and second hand items on the following dates commencing 2017:

Thursday 2nd February – 9:30am – 12:00pm

Thursday 2nd February – 4:30pm – 6:00pm

Friday 3rd February – 9am – 11am

Tuesday 7th February – 2:30pm – 3:30pm

The uniform shop will then open every TUESDAY afternoon between 2.45pm and 3.15pm.

Credit card facilities are available (a fee may apply to some cards) at the uniform shop. Payments can also be made by cash or cheque.

Please clearly name all clothes from uniform shop as soon as you take them home.

Parents please check “Lost Property Basket” in the medical room if your child has lost clothes.

Second Hand Uniforms

The Uniform Shop welcomes the donation of good quality clean uniforms.

Boys & girls:

Trousers - 2 styles track pants (either nylon/cotton or Microfibre)

Navy shorts - 2 styles, rugby knit or cargo style

Light blue polo top (short sleeved or long sleeved)

Sports Top (for PE & other sporting events)

Rugby Top, windcheater or a Polar Fleece Jacket

Royal Blue Legionnaire hat or 'slouch' hat

Appropriate footwear: Black runners or black leather shoes are preferable

Girls (optional):

Summer dress (checked blue, white and maroon)

Winter tartan skirt (with bib in sizes 4-8, skirt only in size 10-14)

TAROONA PRIMARY SCHOOL UNIFORM SHOP PRICE LIST 2017

 <p>Short sleeved polo Sizes 4-14 : \$26 Sizes XS+* : \$29</p>	 <p>Long sleeved polo Sizes 4-14 : \$29 Sizes XS+* : \$32</p>	 <p>Sports top \$37 Sizes: 6-14, XS*</p>	 <p>ugby Knit Shorts \$22 Sizes: 4-16</p>	 <p>Cotton Cargo Shorts \$10 (discontinued) Sizes: 4-16</p>
 <p>ugby Top from \$60 Sizes: 4:\$60, 6:\$62, 8:\$64, 10:\$67, 12:\$71, 14+:\$75</p>	 <p>Windcheater Sizes: 4-8: \$28 Sizes 10-14:\$30 (with old white logo: \$25)</p>	 <p>Polar Fleece Sizes: 4-14: \$45 Sizes XS+*: \$50</p>	 <p>ck pants Sizes 4-8: \$38 Sizes 10-14: \$40 Sizes XS+*: \$44</p>	 <p>ofibre track pants Sizes: 4-14: \$44 Sizes XS+*: \$46</p>
 <p>Winter Skirt \$60 Sizes: 4-8 with bib 10-14 skirt only</p>	 <p>Summer Dress \$ Sizes: 4-8: \$62 Sizes 10-16: \$69</p>	 <p>Legionnaires Hat \$12 One size fits all</p>	 <p>Slouch Hat \$16 Sizes: S,M,L (Extra hat cords \$1.50)</p>	 <p>Beanie \$15 One size fits all</p>
 <p>School Bag \$45</p>	 <p>Library Bag \$7</p>	 <p>Hair ties \$2 each</p>		

UNIFORM SHOP OPENING HOURS: Tuesdays 2:45pm – 3:15pm

Payment by EFTPOS, Cash or Cheque

Prices correct as at 26/10/2016, please note some uniform items may be subject to variation, availability and change in price.

Note that if you can't make the usual opening times, orders may be placed at the office.

* We usually keep XS (adult) sizes in stock for our popular items. Sizes can go up to 2XL, but need to be ordered. Please enquire.

FACEBOOK PAGE

The school has an active Facebook page: <https://www.facebook.com/TaroonasPS>. The focus of the page is to promote events and celebrate the educational achievements of Taroonas Primary School students, staff and school community. Please note that posts will be removed if they are offensive, in bad taste or use inappropriate language for a general audience.

We recommend that your posts and comments should:

1. Keep your personal information private.
2. Protect you against unwanted contact.
3. Build positive digital reputations.
4. Model respectful communication and online etiquette.

SCHOOL RULES

Sometimes people forget about other people's rights and the responsibilities that go with protecting and caring for each other. In a school setting, we refer students to common-sense rules which are aimed at preventing unfair, unreasonable, unproductive and unacceptable behaviour. Whilst subject to change, this overview of school rules can be a handy reference point:

- a) Children are to stay within the school boundaries during school hours.
- b) When moving around the school, do so safely and without disturbing others.
- c) When near doorways, give way to people already coming through or close to the doorway.
- d) Children should enter and leave school buildings by the exit nearest to their classroom. The school front entrance and staff car park are not access ways for children unless accompanied by an adult.
- e) Unless accompanied by an adult, students are not to be in the school grounds after 3.00pm.
- f) If students are in a class on a dry day at break times it is only with a teacher's permission and only if the students name is on the whiteboard (max number is 5).
- g) If students are inside on a wet day, they should stay in their own classroom.
- h) Students should not interfere with the work and games of others.
- i) Students should not enter staff areas until they have knocked and been invited in.
- j) If a student has a problem in the playground and they need a teacher, first seek out a Duty Teacher. (Each class has a copy of the weekly duty roster).
- k) Use equipment carefully and report any damage or loss to your class teacher.
- l) Use caution when moving through busy areas of the school, e.g. by toilets, the car park, by exit doors. Do not play around these areas.
- m) No cricket balls or other hard balls are to be brought and used at school.
- n) If students are playing games where rules apply, they should stick to the rules i.e. documented handball rules.

Please see the School Policies section below for further information about behavior management.

TRAFFIC SAFETY

As parents and fellow road-users we should always be concerned about traffic safety. We can all help around our school by observing these things:

- a) Children walking to and from school from the South should not cross at the main entrance (Channel Highway) or through the car park. Instead, they should walk down to the pedestrian crossings with the flags and cross at those points. No parking on the crossing near the Kindergarten block please. This crossing is clearly marked.
- b) Please do not block in buses by parking vehicles in bus zones during bus times.
- c) Our car parks are too small for a large number of cars to park and reverse in safety at peak times. If you come into the area and can't park to drop off or collect children, use the verge gravel area below the ECE classrooms as a "flow over" area. The little extra distance students have to walk, even if it is wet, is minor compared with accidental collision as someone hurries through the car park. Parking in Meath Avenue or Flinders Esplanade are other options.
- d) The car parks above and in front of the office area are for staff cars only.
- e) Occasional reminders to cyclists about safe practices can also assist in promoting traffic safety with our students.

KINDERGARTEN

Kindergarten is a play-based inclusive learning environment for 4 and 5 year old children. Teachers provide a stimulating educational program incorporating both planned and spontaneous play experiences as the most natural methods for learning for young children.

Belonging, Being and Becoming-The Early Years Learning Framework (EYLF) for Australia is the foundation document on which the Kindergarten program is based. The EYLF has five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

Kindergarten is often the first contact children and their families have with the school community. It forms an important link between home and school, and is a place where:

- Children learn to become a part of a larger group and to work and play cooperatively.
- The diversity of children's interests is recognised and used as a starting point for a challenging, child-centred program.
- Children are encouraged to be responsible, resourceful, caring and independent.
- The excitement of learning is fostered and the children's natural curiosity is stimulated.

Organisation

We are excited about the 2017 Kindergarten year and look forward to starting your child on their learning journey. We will have two Kindergarten groups in 2017. The Kindergarten class times for students will be 8.55am-2.55pm, Monday to Wednesday, with the classroom doors opening at 8.30am. To assist the children with their transition into school life, we will be staggering the starting dates for Kindergarten students. Parents will be notified of the starting date for their child before the end of the school year.

Students will be split into two groups:

- **Tuesday 14th February** – students in group 1 only attend school
- **Wednesday 15th February** – students in group 2 only attend school
- **Monday 20th February** – all Kindergarten students attend school from this date.

Starting school

Starting school is an exciting time for children and families. On the first day, please help your child find their name tag and place their bag in their named bag box. Help them choose an activity they would like to participate in. You are welcome to stay for a short time if you wish. It is important you assure your child that you will return when Kindergarten finishes. Don't prolong goodbyes. If your child is upset, please let the teacher know.

Please ensure children are brought to and picked up from the classroom by a parent or guardian. It is important to be punctual at the end of the day as children easily lose confidence in a new situation. If someone else will be picking up your child or there is a change to their normal routine, please let the teacher know. If your child will be absent from school for any reason, please let the school office know.

Children need to bring food for three breaks – a fruit break, lunch and afternoon recess – in a clearly named lunch box. Due to allergy issues, please do not send along nuts and nut products. Children will also need a drink bottle that is clearly named. Each child requires a broad brimmed or legionnaire style hat and a smock. Please **CLEARLY NAME** all personal belongings.

Your child's progress

During second term, all children will undergo the Kindergarten Development Check, a compulsory assessment devised by the Department of Education. Areas assessed include: gross and fine motor skills; personal and social behaviour; listening, speaking and understanding; and cognitive development. The checklist is designed to identify children who may require additional assistance in these areas. During Term Two parent teacher interviews are held to discuss the Kindergarten Development Check and your child's progress in Kindergarten. At the end of the year, your child will receive a 'Celebration of Learning' report based on the EYLF.

The Department of Education has recently launched a new website called **Kinder Ready** which contains important information and short video tips for parents to support children in preparing for Kindergarten. Go to <http://kinder-ready.tas-education.org/>

LAUNCHING INTO LEARNING (LiL) – Birth to 4 Years



Launching into Learning provides quality learning environments to promote learning through play, and works with families to support their child's early learning prior to Kindergarten. The Tarooma PS LiL Program will run weekly on Thursdays from early in Term 1 until the end of Term 3.

Pre Kinder sessions will be held weekly for 7 sessions on Thursdays from the start of Term 4. Further information about LiL will be made available through the school newsletter early in 2017.

HIGH SCHOOL

Children who live in Tarooma normally proceed to Tarooma High School. The appropriate forms are made available to our school in Term 3. Parents / carers of Year 6 students are required to complete a high school intention form at that time.

MOVE WELL EAT WELL

Tarooma Primary School is an accredited Move Well Eat Well school. We promote the health and wellbeing of students by making healthy eating and drinking and physical activity a regular part of every child's day. Each day classes have a scheduled fruit and veggie break to allow time for students to eat a piece of fruit or vegetable. We encourage all parents to support this program by putting a piece of fruit or vegetable in their child's lunchbox each day and ask that only water is brought to drink at school. Please keep sweet treats at home.

PERSONAL PROPERTY

Parents are requested to ensure all items of children's clothing, stationery and equipment are clearly marked. Although every care is taken, we cannot accept responsibility for lost or damaged property. Students are asked not to bring valuable toys or electronic items to school. A lost property basket is located in the medical room. Please ask at the office for assistance.

PARENT HELP

We encourage parent help at Tarooma Primary because it offers benefits to all involved. Children benefit from the positive interaction with their own parents, other adults and in being able to participate in a wider range of experiences. Parents benefit from being able to observe classroom operation, their own child's strengths, weaknesses and social interactions. They know what is happening in the classroom and can be more involved with their children and support their learnings on the home front.

All parent helpers and volunteers are required to have a current *Working With Vulnerable People Card*. To apply go to <http://www.justice.tas.gov.au/> All visitors will be asked to show their card at the office when signing in.

What Would I Be Doing?

Within the classroom you could be working directly with children: listening to reading, book conferencing, conducting individual spelling tests, supervising small groups with various English activities Maths, Art, Science, History, computer or gross or fine motor activities. Also at time parent support is required for landcare sessions, sporting events, coaching, helping with the many tasks in the library or assisting with working bees. Many parents have expertise in special fields that could be useful in regard to classroom programs.

How Does It All Work?

Individual teachers have their own way of advertising for parent help. Some send home a letter, others have a classroom roster. Some teachers start the year with parent help, others like to wait until discipline and routines are firmly established. If you are in doubt just ask!

Are There Any Problems Associated With Parent Help?

We wouldn't be honest if we said no. It can be unnerving to have another adult in the room. It can be frustrating if a parent doesn't turn up when a teacher has planned for a particular activity. It doesn't work if young siblings come along, so try and have someone baby sit if you are coming for parent help. Children can take advantage of parent helpers.

Teachers would want parents to receive the same respect as themselves. You should always let the teacher know if there is a problem. Teachers provide hands on experiences so children can practise fine motor and numeracy skills. It is therefore important that it is the children practising those skills.

Teachers never feel they have enough time to explain an activity. We would recommend arriving a little early just so you can check out what is required.

Confidentiality

Teachers must operate under a Code of Confidentiality and as a parent in someone's classroom you must be prepared to adopt the same code. This means not discussing individual students' ability, behaviour or personal circumstances within the classroom or in the wider school community.

Hints on Helping with Reading

- Talk about the cover, story, title, author and illustrator first.
- Ask "What the story might be about?"
- Encourage children to use reading strategies such as predicting, sounding out, saying in syllables and picture cues rather than just telling them the word.
- If a child makes a mistake that changes the meaning, wait until they finish the sentence and then ask, "Does it make sense?"
- At the end discuss an aspect of the story. For example: "What part did you enjoy?"

LADY GOWRIE OUTSIDE HOURS SCHOOL CARE AND VACATION CARE

Lady Gowrie is a community based organisation providing a range of services for children, families and early childhood professionals.

After School Care:

Age: 4-12 years – For children attending Taroona Primary School.

Time: 3.00pm-6.00pm (Monday to Friday – School Terms)

Cost: 4 year olds \$29, 5-12 year olds \$22



Vacation Care: (School Holidays)

Includes a range of experiences such as, Art and Craft, Sports, Construction, Music and Games, Science experiments, Group Challenges and Outdoor Activities including Excursions.

Age: Open to all children aged 4-12. 4 year olds must have commenced Kinder.

Time: 8.00am - 6.00pm

Cost: \$64.00 for children aged 4 years and \$54 for children aged 5-12.

(Families can access Child Care Benefit and the 50% Rebate which can reduce fees to a minimum of \$9.50 per child per day)

For more information or to request a booking please call the Lady Gowrie Office on **62306864**. Email: cluster2@gowrie-tas.com.au

POSSUMS PLAY CENTRE

Possums are now taking enrolments for 2017. They are located in the Community Centre located behind the old Taroona Shopping Centre. Children aged 3-5 years are catered for. Sessions are held Monday, Wednesday and Friday, 9.00am – 12pm at a cost of \$25 per session. Enrolment of Kindergarten children is accepted. Enquiries to Lyn Long on 6227 8874 or 0418 390 432.

SCHOOL ASSOCIATION



Tarooma Primary School Association
C/- Tarooma Primary School
104 Channel Highway
Tarooma 7053
Email: TPSAenquiry@gmail.com

Dear Parents

The School Association Welcomes All

The School Association is an ideal opportunity to allow interaction with the school at all levels as well as an opportunity to meet the wider school community.

As a parent/guardian at Tarooma Primary School, you are automatically a member of the School Association. All parents are encouraged and welcome to attend School Association meetings. Normally held on the 1st Monday of the month (the dates are advertised in our school newsletter), and always with a glass of wine on offer, this is a useful forum to positively participate in the life of the school and to raise any areas of concern regarding your child's education.

The meetings are held monthly in an open, friendly and welcoming manner and our function includes:-

- Provide advice and recommendations to our Principal in relation to the general operation and management of our school
- Aid co-operation between teachers, students, parents and the community
- Develop parent participation and involvement in our school
- Discuss and approve our school budget
- Contribute to policy development and reviews
- Involvement in school improvements and developments
- Assist with fundraising and school activities
- Approve the planned pupil free days for staff professional development
- Raise matters of concern as noted by parents or committee members

We also coordinate school events and fund raisers and these are always great community events – and good fun for all involved.

We all lead busy lives but this is a great opportunity for you to be involved in your child's school, meet new people and chat with our Principal in a relaxed setting - and I assure you that it is not onerous. Why not give it a try and come along to one of our meetings.

All parents are encouraged to take part in the Association. They will be most welcome at all functions. The Association strives to provide both professional and financial support for the school. It combines with the Principal and Staff in forward planning exercises leading to long term-term development plans.

Most of the business is carried out by the Committee of between seven and fifteen members to be elected at the Annual General Meeting. The Committee meets monthly and all parents are welcome, but only the committee having voting rights.

There will be lots of other opportunities to be involved during the year with:

- ✚ Forums
- ✚ Social Functions, e.g. the Welcome Back Barbecue
- ✚ School Exhibitions and Displays
- ✚ Guest Speakers
- ✚ School Fair Committee
- ✚ Fundraising
- ✚ School Planning

Our experience is that parents are as welcome at Tarooma Primary School as their children!

CURRICULUM INFORMATION

EARLY YEARS LEARNING FRAMEWORK

In the early years, we understand that play provides opportunities for children to learn as they discover, create, improvise and imagine. Our Early Years teachers plan active and complex play opportunities to support the achievement of learning outcomes described in the Early Years Framework.

AUSTRALIAN CURRICULUM

Taroona Primary School is fully engaged with the Australian Curriculum. Our teachers are committed to using best practice, whole of school approaches in the teaching of Australian Curriculum English, Mathematics, Science and Humanities and Social Sciences. Dedicated time is allocated to these learning areas, Prep to Year 6.

Taroona Primary School also offers specialist programs including Music, French and Health and Physical Education.

More information about the Australian Curriculum can be found at the following website:

<http://www.australiancurriculum.edu.au/>

ADDITIONAL PROGRAMS

Across the school year a wide range of additional programs support our class programs. Opportunities are offered for students in the following areas:

- Carnivals (inter-house and inter-school) – Athletics, Cross Country, Swimming & Triathlon
- Whole School Special Days (e.g. events organised by our Student Council);
- School and Community Activities (e.g. Open Days, Exhibitions);
- School Association ‘Seaside Festival’ and other special events.
- Tournament of Minds
- Maths Relay and Maths Olympiad
- Grade 5-6 Debating
- Grade 1-6 Swimming & Water Safety Program
- Book Week
- Soccer for Kinder-6 (Saturdays)
- Grade 5 & 6 Interschool Netball & Football Roster (during school time Term 3)
- Class teacher and school-initiated activities (e.g. excursions)
- Scientists in Schools Program
- Concert Band ‘Mentor Program’ with Taroona High School

Class programs are also complemented by visits to the school by cultural groups, performers or individuals and people with special expertise. Details of all special events are provided in newsletters.

DAILY FITNESS

The Tarooma Primary Daily Fitness program operates every day from 8.55am to 9.10am and is led by specially trained Year 6 students. This program has been conducted at our school for 18 years and during that period we have been amazed at the **positive** physical and social outcomes it has brought to our students and our whole school community.

The benefits of this program are well beyond the physical. The Tarooma Primary School Daily Fitness program has engendered a tradition of leadership, co-operation and organisation amongst the Year six leaders that the other students respect. It has grown familiarisation, friendships, respect and acceptance between children from all grades and ages through the daily interaction that happens through the vertical grouping process. We believe that the culture of 'working together' that this program fosters is largely responsible for the minimal behavioural problems we experience at our school.

SWIMMING AND WATER SAFETY

This program operates for grades 1-6 students. The program for grades 3-5 will run for two weeks i.e. 10 days and for grades 1, 2 & 6 for one week i.e. 5 days. The cost of this program is incorporated into the school levies.

DIGITAL LEARNING TECHNOLOGIES

Tarooma Primary School fully utilises available digital learning technologies to enhance student learning and engagement in today's world. All students and teachers at our school start the school year with their own personal iPad. Our teachers employ 21st century learning design skills within their classroom programs to assist with engaging our students in learning activities, as well as providing them with the tools they need to learn 'anywhere, anytime'.

Our school is aiming to create an online globally connected school community in all aspects of its operations and related learning platforms, by creating effective classroom and online learning portals for students, teachers and parents.

In The Classroom

If you walk into any classroom at our school you are likely to see students using a variety of tools and resources to enhance their learning opportunities and outcomes, including a variety of digital technologies.

Fronter is the online learning portal for students to use as a resource, connection to school from home and connection point to other students in our school community and global communities. Teachers use Fronter as a communication tool between school and home to outline their classroom, programs, display student work and to provide links for students and parents that relate to what's happening with current class and specialist school programs.

In The School Community

We would like our school community to be directly involved in their children's learning and we see the Fronter portal to be the initial access point for parents. This is already happening with class groups, by providing parents with direct access to their child's work at school, units of work and digital portfolios. We are also aiming for parents to have an input path to their child's learning, through blogs, parent/teacher discussions, forums and other digital mechanisms. Log in to <https://casas.tas.edu.au/vle/> Guest Username & Password: tps

The Internet

Taroona Primary School students use digital technologies as teaching and learning tools. We see them as valuable resources and tools, but acknowledge that they should be used responsibly.

Your child will be asked to agree to use digital technologies responsibly at school through the parent or student signing of an ICT User Agreement. Parents should be aware that the nature of the Internet means that full protection from inappropriate content cannot always be guaranteed.

At our school we provide a filtered Internet service and teachers provide supervision and direction with activities where students will be using the Internet. As a part of all curriculum programs, teachers will reinforce the importance of safe and respectful use of digital technologies, including internet use.

Safety -Tablet Device Usage Guidelines

Like the rest of society, schools are using an increasing variety of technologies to enhance outcomes. Like all workplaces Workplace Health and Safety is something our school takes seriously. Guidelines have been developed for the use of tablet devices in our classrooms and at home to ensure the early adoption of good habits.

The key areas addressed in the guidelines are:

1. Posture
2. Repetition
3. 'Screen time'/'media time'
4. Radiofrequency radiation (RFR)
5. Educational/developmental outcomes

Copies of the guidelines can be emailed to parents on request, or obtained through the school office.

SCHOOL SERVICES

Students and families are able to access, through the Education Department's referral processes, a range of additional support services.

Dental Service

A dental service is provided by the Department of Health and Human Services at the Southern Dental Centre in Archer Street, New Town. All check-ups are free for children under the age of 18. Children should have a check-up every 12 months. For further information and to make an appointment please phone 6214 5411.

School Psychologist

The School Psychologist works to support students, families and school staff. They are involved in assessing students' skills and learning abilities and work together with teachers to deliver the best learning outcomes. School Psychologists are also involved in counselling and supporting students and their families who may be experiencing some difficulties at home or at school. Donna Simpkins is our School Psychologist. Please talk to class teachers or contact the office for further information.

Social Worker

Social workers in schools work with students, families, staff and the wider community to overcome barriers to students' access to and participation in education. Issues social workers work with include attendance, family relationships, friendships and referral to community organisations. Tarooma Primary School has an on call Social Work service. Please talk to class teachers or contact the office for further information.

Speech and Language Pathologists

Speech and Language Pathologists in Department of Education schools assist students with a range of communication, language and feeding disorders to achieve their educational goals through specialist knowledge of speech, language, social interaction skills, communication strategies, voice, fluency and swallowing. Speech and Language Pathologists do assessments, diagnoses and intervention. Please talk to class teachers or contact the office for further information.

Additional Services

Other services include access to St. Giles Children's Therapy Services, a Support Teacher for Students on the Severe Disability Register as well as a Support Teacher for Students with Additional Needs. Please contact the office for further information.

SCHOOL POLICIES

REPORTING TO PARENTS POLICY

Throughout the year there exists an open invitation for parents/carers to contact teachers to arrange an appointment to discuss their child's progress at school and any concerns. Likewise, teachers may contact parents for an appointment at any stage when a particular need arises in relation to their child's learning, progress or wellbeing.

A broad overall classroom program outline for each term will be provided by all class teachers to parents/carers by the end of week 2 each term.

PREP-6 REPORTING SCHEDULE

- A short progress statement will be provided to all Prep-6 parents / carers by the end of week 6 of Term 1 to inform them about how their child is settling in to school and to advise them of any early areas of concern.
- Teachers will provide a full written report for parents / carers in week 7 of Term 2. The mid-year report will detail each child's progress and any matters that need attention.
- Parent /Teacher discussions will be conducted late in Term 2 of each school year.
- An end of year Summary Report will be sent home in December.

Results of each child's performance in the Performance Indicators for Prep Students (PIPS), as well as an explanation of these progress indicators, will be provided to parents / carers in addition to the end of year summary report.

Parents/carers will also be provided with a copy of the Department of Education's documentation of their child's performance in the NAPLAN Year 3 and 5 Literacy and Numeracy monitoring when released.

Year 6 students will receive an assessment against the Year 6 ICT Checklist.

KINDERGARTEN REPORTING SCHEDULE

Kindergarten teachers will talk with all parents before week 6 of Term 1 to ensure their child has the best possible start to school.

Each year all Kindergarten children are assessed against the Kindergarten Development Check, a compulsory assessment devised by the Department of Education. Areas assessed include: gross and fine motor skills; personal and social behaviour; listening, speaking and understanding; and cognitive development. The checklist is designed to identify children who may require additional assistance in these areas. Checks are held during Term 2 and Term 4.

Parent teacher interviews are held in Term 2 to discuss the first Kindergarten Development Check. A copy of the final check is sent to each family before the end of Term 4. At the end of the year, Kindergarten children receive a 'Celebration of Learning' Report based on the Early Years Learning Framework.

Revised December 2015

BEHAVIOUR MANAGEMENT POLICY

Rationale:

Taroona Primary School is a community dedicated to educating the children as caring, respectful and responsible members of society.

Aims:

- Positively encourage children to take responsibility for their own behaviour.
- Establish strong and positive lines of communication between home and school.
- Encourage positive behaviour.
- To provide a consistent approach to behaviour development and management.
- To ensure our school values, expectations, responsibilities and consequences of behaviour are clear to students, staff and parents.

1. Taroona Primary School Values

The Taroona Primary School community has identified the five school values of respect, resilience, excellence, creativity and collaboration, and developed a matrix of expected behaviours based on the values. This matrix provides the framework used for developing specific classroom and playground rules, and provides the reference point for our behaviour management procedures. Our school values program is designed to promote positive and responsible behaviour.

Through consistent application of the school values throughout the school environment, children will become familiar with them and understand our expectations. To assist children to quickly think about their behaviour, the school will explicitly teach the school values. These words will be used from Kinder all the way through to Grade 6.

The *TPS Values Matrix* will be displayed in communal areas as well as in every classroom and will provide the basis for classroom rules which are developed by classes at the beginning of each year.

2. Promoting Positive Behaviour at Taroona Primary

Taroona Primary is a pro-active school. Our school community encourages students to be caring and respectful members of society.

Some ways we achieve this are through:

- Social skills sessions within the classroom
- Health and Wellbeing Units
- Buddy Class systems which encourage children to get to know each other across the school
- The Daily Fitness Program which provides students with cross grade groups where they can build friendships and where Grade 6 leaders have the opportunity to demonstrate their leadership skills through respectful relationships. Grade 5 students are also mentored by the Grade 6 students to become leaders the following year.

- Individual Education Plans (IEPs) are sometimes used by teachers to provide a documented plan of strategies to assist a student with specific behaviour issues. In most cases, parents/carers are involved in this procedure.

3. Consequences for Inappropriate Behaviour

The community of Tarooma Primary School values a caring and supportive environment where positive relationships are fostered among staff, parents and students. All students deserve the right to learn in a safe and secure environment to develop their potential. Any behaviour which prevents this will be appropriately managed in the following manner:

- Consequences will, in the first instance, relate to the primary behaviour in question
- The consequence will reflect the seriousness of the behaviour
- The student will be dealt with in a professional manner
- Students will be given the opportunity to calmly and honestly present their version of the event
- Parents will be involved as per the staged behaviour management policy outlined next page.

Students will be supported to understand the way in which his/her behaviour relates to the *TPS Values Matrix*. In certain circumstances an individual student will have his/her own negotiated behaviour management plan.

4. Parental/Carer Involvement in Behaviour Management:

At Tarooma Primary we believe that successful student behaviour change and management can only be achieved through effective school, family and community partnerships.

You can support your child's development as a caring and respectful member of society by:

- Teaching them successful ways to get on with others and solve problems peacefully.
- Encourage your child to help them see that there are choices for his/her behaviour and that he/she can control these.
- Help your child set behaviour and learning goals.
- Support your child to take responsibility for mistakes they have made and accept the consequences of their actions.
- Work together with the school by:
 - Talking with the school staff
 - Informing the school of any situation that may be relevant to your child's behaviour
 - Supporting the implementation of the behaviour management procedures carried out by the school at home
- Encourage responsible behaviour using positive language.

Revised October 2016

Staged Behaviour Management Process

Teachers strive to create a positive, rewarding and enriching learning environment in their classroom. However, should any child on any day decide not to comply with the school expectations then the staged process outlined below will take effect.

Consequences will reflect the seriousness of the behaviour and therefore, if behaviour is more serious, the initial steps of the process will be bypassed.

Stage 1
Teachers use a variety of strategies, including eye contact, hand or head movements, or moving closer to the student in order to give a non-verbal cue to change unacceptable behaviour.
Stage 2 – Reminder
Rule Reminder – which right, responsibility or value have you forgotten?
Stage 3 – Warning
If the behaviour continues, a warning will be given to the student.
Stage 4 – Relocation
The consequence for continued inappropriate behaviour, or for an initial but serious incident, will be withdrawal from the class to the designated relocation area/classroom. This will include the student filling out a reflection sheet. A senior staff member needs to be notified, as well as the student’s parents being contacted.
Stage 5
If two reflection sheets are completed by a child within a term, the child will be internally suspended for 1 day.
Stage 6
External suspension will be implemented as per Department of Education guidelines .

USE OF REFLECTION SHEETS IN CLASSROOM

1. Reflection Sheets are used to give students time to think about their behaviour and its consequences. Reflection sheets are kept in the office in a yellow behaviour folder.
2. There exists an EC Reflection sheet and a Primary reflection sheet. When filled in they are given to the Principal to be filed. Reflection Sheets are given out for the following inappropriate behaviours: harassment, abuse, aggression, disrupting other class members’ learning opportunities, disobeying school rules, not upholding school values or continual defiance towards adults.
3. When students are relocated into another classroom they are given work to complete.
4. Class teachers **must** contact parents whenever a reflection sheet is required.

OUTSIDE

1. If the behaviour occurs outside and the student is deemed ‘unable to stay in playground’ they will be relocated to a senior staff member not on duty. Notes in the duty bag should be sent to the office to contact a senior staff member.
2. Primary students can also be allocated to the bench area outside the Grade 6 classroom where the teacher on PQ duty will supervise their relocation. ECE students will sit on the bench outside the Kindergarten and will be supervised by the teacher on ECE duty

TAROONA PRIMARY SCHOOL VALUES MATRIX

We agree to follow the Tarooona Primary values:	In all settings I will ...	In the classroom I will ...	In the playground I will...	In assemblies I will...
Excellence 'Be the best you can be'	Be on task Be on time and be prepared Be fair, honest and reliable Be clean and hygienic	Be a responsible learner Get help if I am stuck Wash hands before eating Clean up my things	Be <i>SunSmart</i> Be in the right play area Play by the game rules Remember walkways are for walking – keep left Be safe with equipment	Presenters: Speak clearly Be confident Be well rehearsed Audience: Enter and exit quietly in my class line
Respect 'Treat others how you would like them to treat you'	Use good manners Speak politely Follow adult directions Keep areas clean and tidy Be waste, water and energy wise	Look after my belongings Respect personal space Reduce, reuse and recycle Remember the 5Ls Move around quietly and politely Use an inside voice	Respect living things Look after equipment Keep toilets clean and tidy Put rubbish in the bin Play non-contact games	Presenters: Speak appropriately Audience: Remember the 5Ls Clap respectfully Respect the National Anthem
Collaboration 'Care, teamwork and friendship'	Be a good listener Share and wait my turn Be kind and caring Be friendly and include others Be safe	Build on the ideas of others Take turns and share equipment Value the ideas of others Think of the feelings of others	Work with others to solve the problem Share equipment Help others to join in	Presenters: Help others in my class Cooperate with others Audience: Respond politely to each item
Resilience 'I CAN do it'	Be positive and bounce back Stay calm Have a 'can do' attitude Accept decisions	Take up opportunities and challenges Work on solutions	Think about how I can help myself Talk to a duty teacher about bigger problems	Presenters: Be part of the class performance Audience: Stay focused
Creativity 'Anything is possible'	Express myself in creative ways Take a risk to try something new Be enterprising	Be curious Try out new ideas in my learning	Use my imagination Look for different ways to solve a problem	Presenters: Share my creative work and thinking with pride

HOMEWORK POLICY

Rationale:

Homework can be a useful link between school learning and the home for primary school students. School learning can be supported and enhanced at home through students completing unfinished school work, undertaking research and practising educational skills with minimal parental assistance.

Goals:

1. For students to develop long term habits of completing tasks and practising basic skills.
2. To encourage lifelong learning.
3. To assist parents with understanding and supporting their child's classroom program.

Intended Policy Outcomes:

1. Students, staff and parents will understand and be aware of the school homework policy.
2. Teachers will follow the school homework policy guidelines for their relevant grade level.
3. Parents will monitor the completion of any school work brought home.

Guidelines:

- K - 2 - No formal homework at all. Reading and information gathering encouraged.
- 3 - 6 - Unfinished class work may be sent home by a teacher for a student to complete by a due date determined by the teacher.
- Students may be asked to complete educational skills' practice at home.
 - Reading and information gathering at home encouraged.
 - Teachers will expect homework to be completed, but a simple note from a parent saying the homework could not be completed will be accepted.
 - Working at home on school work for 30 minutes per session is the maximum recommended time.

All homework should be able to be completed with minimal parental assistance.

November 2014

INTERSCHOOL SPORTING CARNIVAL SELECTION POLICY

Each year, Taroon Primary School selects an interschool team to compete at the Tasmanian Primary School Athletics, Cross County and Swimming Carnivals. The process for selection is as follows:

- Every student is given the opportunity at each school carnival to record a time to qualify for selection.
- If a student is unable to compete at the school carnival for a genuine medical condition they will be given one other opportunity at a later date, set by the P.E teacher and in consultation with the Principal, to record a time.
- A medical certificate or parent letter providing details of the medical condition that prevented the student from participating in the school carnival will need to be provided to the Principal as soon as possible, and within 3 days following a school carnival, to enable that student to participate in a second opportunity.
- Any student who misses a school carnival for a genuine medical condition must compete in the second opportunity to be eligible for interschool team selection. No other opportunities will be given for students to record a time to qualify.

Interschool teams for each carnival will be announced via the school newsletter as soon as possible following each school carnival.

October 2016

SUN SMART POLICY

Our Sun Smart policy has been developed to ensure that all students and staff attending this school are protected as well as possible from skin damage caused by harmful ultraviolet rays from the sun. Excessive sun exposure in the first eighteen years of life can contribute significantly to the lifetime risk of developing skin cancer. However, some skin exposure to the sun's UV rays is needed for the production of Vitamin D, vital for maintenance of healthy bones, teeth and general good health. Therefore a safe balance between skin protection and sun exposure for Vitamin D is of paramount importance.

As part of general SunSmart strategies:

- Staff members are encouraged to check the online Australian Radiation Protection and Nuclear Safe Agency (ARPANSA) 'real time' UV readings on a daily basis, in case the UV readings are above 3 during our school break times of 11.10 – 12.00pm and 1.20 – 1.40pm. If UV readings are above 3, students will be required to wear sun safe hats and use sunscreen during these breaks times. More information: <http://www.arpansa.gov.au/>
- Students and staff members will use a combination of sun protection measures when UV Level is 3 and above (usually from mid-September to mid-April) on school days during outside break times and all outdoor activities.

Behaviour

- Require students to wear hats which protect the face, neck and ears whenever they are outside (recess, lunch, sport, excursions) in term 1 and term 4 (when UV is 3 and above, usually mid-September to mid-April). Work with the parent community to provide SPF 30+ (or higher) broad-spectrum water-resistant sunscreen for staff and student use.
- Make available the application of sunscreen before school and prior to the lunch and recess breaks. Sunscreen should be applied 20 minutes before going outside and reapplied every 2 hours if outdoors for longer periods.
- To help maintain adequate vitamin D levels, sun protection is not required from mid-April to mid-September when the UV level is usually below 3 unless in alpine areas or near highly reflective surfaces such as water and snow, or outdoors for extended periods.
- Our school uniform shop will stock sun safe school uniform clothing, with our school uniform policy being strongly enforced.
- Students without a sun safe hat at peak UV ray times will be directed to one of two large shade areas at the school. "No Hat, No Sun".
- Encourage children to use available areas of shade for outdoor activities at peak UV times.
- Sunglasses - close-fitting wrap-around sunglasses that comply with Australian Standards AS1067:2003 (Category 2, 3 or 4) are encouraged but optional.
- Encourage staff and parents to act as role models by practising SunSmart behaviours.
- Students with very dark skin (skin types 5 and 6) may need 4-6 times as much sun for vitamin D production and do not need sunscreen when outside at school but it is recommended they wear hats and / or sunglasses to provide eye protection.

Curriculum

- Incorporate programs on skin cancer prevention into the curriculum at all grade levels.
- Regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meetings, and student and teacher activities.

- Ensure the SunSmart policy is reflected in the planning of all outdoor events (e.g. excursions, sporting events).

Environment

- Schedule outdoor activities before 11.10am and after 3.00pm during Terms 1 and 4 whenever possible.
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.
- Work toward increasing the number of shelters and trees so as to provide adequate shade in the school grounds.
- Our lunch time of 11.10am – 12.00pm avoids the need for most students to be outside during the hottest part of the day.

Evaluation

Staff will:

1. Review the SunSmart behaviour of students and make recommendations for improvement.
2. Assess shade provision and usage and make recommendations for increases in shade.
3. Update and promote curriculum material relevant to Sun Smart activities.

Implementation Guidelines

1. All students and staff will wear an approved sun smart hat at all times when outdoors between mid-September and mid-April. In consultation with the Tarooma Primary School Association, school uniform hats will comply with this policy.
2. Between mid-September and mid-April, outdoor activities will be held in shade whenever possible. Children will be encouraged to use available areas of shade for outdoor play activities between these dates.
3. Staff will incorporate teaching ideas in relation to skin cancer prevention and Vitamin D production into the curriculum. They will also act as role models by practising SunSmart behaviour such as wearing protective hats and clothing for all outdoor activities during peak UV Ray times and seeking shade whenever possible.
4. Our school will regularly reinforce the *SunSmart Policy* in a positive manner through newsletters, parent meeting and a variety of students and teacher activities. When enrolling a child, parents will be informed of this SunSmart Policy via the *Parent Handbook*.
5. The school's sun protection policy will be submitted for review to Cancer Council Tasmania every three years, for possible updating.

REVIEWED
Next Review Date:

May 2015
May 2018



ENROLMENT & CLASS PLACEMENT POLICY

Your child must be four on or before 1 January to be able to start at Kindergarten that year.

The process of enrolment at Tarooma Primary School is as follows:

- Contact the school and you will receive a copy of the Handbook and Application for Admission form.
- Make an appointment to have a tour of the classrooms and grounds. We encourage potential new families to visit the school.
- Meet with the Principal or a member of senior staff. This provides an opportunity to discuss the schools operations and programs. It can also be combined with an orientation session for your child to visit the school.
- Arrange a suitable starting day for your child.

Our Enrolment Policy is as follows:

1. Our school has a 'Home Area' which is basically the Tarooma suburb, described as the area between Kingston to the south and Truganini Reserve to the north. These are the boundaries, or our 'catchment area'.
2. 85 – 90% of our students live in (or lived in area when they enrolled) our 'Home Area'.
3. We do from time to time accept 'Out of Area' enrolments for a variety of educational reasons and circumstances.
4. Once a class group reaches 25 students we do not accept any 'Out of Area' enrolments unless directed by the Department of Education.

Our Class Placement Policy is as follows:

1. Teaching staff will place students in a class group taking into consideration the educational needs of the child, the social & emotional needs of the child, the balance of student abilities within the class group and the balance between boys and girls in each class group.
2. In the first two weeks of November of each school year, parents will be given the opportunity to make a class placement request for their child for the following year. This should be communicated to the Principal either by letter, email or a formal meeting. A class placement request will only be considered on educational grounds, not individual class teacher preferences.
3. After teachers have initially placed students in a class group for the following year, the Principal will review class placements in light of any specific parental requests. Not all class placement requests can be met and ultimately the final decision rests with the Principal.
4. Class placements are announced on the Friday of the second last week of Term 4 and no further changes will be made unless an obvious error has occurred.

Revised December 2015

POLICY FOR STUDENTS WATCHING VISUAL MEDIA AT SCHOOL

EDUCATIONAL VISUAL MEDIA

Teachers, where appropriate, may use visual media to enhance their educational programs or to address the component of 'viewing' as part of the Australian Curriculum English.

Teachers may include:

- Commercially produced instructional and educational DVDs.
- Recorded TV, You Tube clips.
- Current Affairs programs.
- Specially produced commercial television programs.
- Direct broadcast of significant events.

Teachers will communicate to parents/carers when the material being viewed may be sensitive in nature and, in particular, when related to personal growth and development.

ENTERTAINMENT VISUAL MEDIA

Teachers may use entertainment visual media when the material has a direct relation to the classroom program. For example, a class has read 'Charlotte's Web' and then they view the DVD for comparison between media forms. Occasionally a movie may be shown as a reward or as an 'end of term' activity.

Where possible, only 'G' rated movies will be used with students from Kindergarten to year 6, however on some occasions, teachers may want students to view a DVD (or part thereof) rated 'PG'. In this case, permission will be sought from parents at least one week prior to showing the movie.

CONCLUSION:

The use of visual media should have a clear purpose in the educational program of the class.

Teachers have the responsibility to communicate to parents and carers when they use 'non educational' films or videos during instructional time or when the material may be of a sensitive nature.

Parents have the responsibility to communicate to class teachers if they do not wish their child/children to view a particular film or DVD.

December 2015

ALLERGY AWARENESS POLICY

Rationale

- To provide a safe learning environment for all members of the Tarooma Primary School community.
- To raise awareness of all members of the school community regarding the prevention of, and procedures related to severe allergies at the school.

Background

- Anaphylaxis, or anaphylactic shock, is a systemic allergic reaction that can be fatal within minutes; either through swelling that shuts off airways or through a dramatic drop in blood pressure.
- Our allergy awareness includes exposure to animals, insect bites and/or foods that contain nuts, almond meal, seeds, fish, cow's milk and/or egg.

Risk Management

- All children who have allergic reactions will be identified, and their photos and medical needs displayed in the staffroom, sickroom, office and individual class and relief folders. Duty bags will also contain this information.
- Class teachers, as well as all other staff who work with children who have allergic reactions, will be fully aware of the child's needs and emergency procedures.
- Staff will maintain "Allergy Aware" supervision of student eating times.
- Students will be discouraged from sharing food.
- Students and staff will be encouraged to wash hands after eating.
- When the school or a class is having a shared food day that includes a student who has an anaphylactic reaction to food products, all parents of students involved will be encouraged not to bring or send along any foods containing those products.
- All food products provided for school events, including shared food days, will need to include a full list of ingredients.
- The Principal will obtain specific medical information from the family at the time of enrolling a student with a "severe allergy" (i.e. an Anaphylaxis Action Plan being provided by a medical practitioner). This will include a clear photo of the child and documentation of the allergic triggers.
- Families will supply in-date medication, as prescribed in individual Medical Action Plans, to be kept at school in an agreed location e.g. classroom or office.
- Parents of students with severe allergies which require the use of an epipen will be asked to supply an additional epipen for excursions.
- Action Plans will be reviewed with parents at the beginning of each school year as part of the validation process.

Emergency Management

- An Action Plan for Anaphylaxis completed by the student's medical practitioner is provided to the school by parents. The Action Plan will be in the national format developed by Australasian Society of Clinical Immunology and Allergy (ASCIA).
- Staff will follow the individual Management Plan provided for a child who presents with an Anaphylaxis reaction.

- Staff will take EpiPens, medications and medical plans on any excursions including swimming lessons. If the classroom teacher is not attending the event it is their responsibility to relay relevant information and medication to the attending staff member.
- A treatment information poster will be displayed in classrooms, the office, the sickroom, and the staffroom outlining the treatment system for anaphylaxis. A copy will also be included in all duty bags.

Education and Promotion

- All staff participate in annual training in understanding and dealing with Anaphylaxis and the use of EpiPens.
- Parents and caregivers are informed of the Allergy Awareness Guidelines through the annual Parent Handbook.
- Parents of students with allergies will ensure that their child understands the condition, the triggers and symptoms. The child also needs to know what to do if they believe they are having a reaction.
- Staff, including relief and registered volunteers, will be made aware of specific students via photographs / information in staffroom, sickroom, office and individual class and relief folders.

November 2015

ADMINISTRATION OF MEDICATION FOR STUDENTS POLICY

1. Administration of prescribed medication for students by designated staff members during school hours will only be undertaken if it is absolutely necessary. In such cases a meeting between the parent/carer of the student concerned will take place beforehand. This will entail the parent/carer filling in an 'Administration of Routine Medication Authorisation' form which will be held at the school office. A letter from the student's doctor is required to be attached to this form.
2. Any medication that needs to be administered to a student during school hours must be kept in a secure place at all times. The type of storage place may vary, depending on the type of medication.
3. Non-prescribed medication (such as analgesics and over-the-counter medication) will not be administered to students by staff members. The exceptions to this are: inhalers for known asthmatic students and EpiPens for students who have had a severe allergic reaction.
4. An official register for the administration of prescribed medication will be maintained.

May 2014

ASTHMA MANAGEMENT GUIDELINES

Rationale

- To provide a safe learning environment for all members of the Tarooma Primary School community.
- To raise awareness of all members of the school community regarding the procedures related to managing asthma at the school.

Background

- Asthma is a disease of the airways. Sometimes it is harder for a person with asthma to breathe in and out, but at other times their breathing is normal.
- The most common symptoms of asthma are:
 - wheezing – a continuous, high-pitched sound coming from the chest while breathing
 - shortness of breath – a feeling of not being able to get enough air
 - a feeling of tightness in the chest
 - coughing – alongside other symptoms.

A person does not need to have all of these symptoms to be diagnosed with asthma.

- Asthma triggers differ between individuals. Some can be avoided altogether whilst others will need to be planned for.

Risk Management

- The Principal will obtain specific medical information from the family at the time of enrolling a student with Asthma (i.e. an Asthma Action Plan provided by a medical practitioner).
- All children who have Asthma will be identified, and their photos and medical needs displayed in the staffroom, sickroom, office and individual class and relief folders. Duty bags will also contain this information.
- Families will supply in-date reliever medication and an individual spacer, to be kept at school in an agreed location e.g. classroom or office.
- Class teachers, as well as all other staff who work with children who have Asthma, will be fully aware of the child's needs, triggers and emergency procedures.
- If sport is identified as a trigger for Asthma, affected students will be instructed by staff to use their blue reliever medication prior to activity to open up their airways.
- Actions Plans will be reviewed with parents at the beginning of each school year as part of the validation process.

Emergency Management

- An Action Plan for Asthma, completed by the student's medical practitioner, is provided to the school by parents.
- Staff will follow the individual management plan provided for a child who presents with Asthma.
- Staff will take medications and medical plans on any excursions including swimming lessons. If the classroom teacher is not attending the event it is their responsibility to relay relevant information and medication to the attending staff member.
- A treatment information poster will be displayed in classrooms, the office, the sickroom, and the staffroom outlining the treatment system for asthma. A copy will also be included in all duty bags.

Education and Promotion

- All staff participate in training to understand and deal with Asthma.
- Parents and caregivers are informed of the Asthma Management Guidelines through the annual Parent Handbook.
- Parents of students with Asthma will ensure that their child understands their condition, the triggers and symptoms. The child also needs to know what to do if they believe they are having an asthma flare-up.
- Staff, including relief and registered volunteers, will be made aware of specific students via photographs/information in staffroom, sickroom, office and individual class and relief folders.

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