THE A – Z
PARENT INFORMATION BOOKLET
2014

Term dates 2014:

Term 1: 29 January to 4 April
Term 2: Tuesday 22 April to 27 June
Term 3: 14 July to 19 September
Term 4: 6 October to 19 December
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME</td>
<td>4</td>
</tr>
<tr>
<td>FORREST PRIMARY SCHOOL PROFILE</td>
<td>5</td>
</tr>
<tr>
<td>ADDRESS AND PHONE NUMBERS (SCHOOL)</td>
<td>7</td>
</tr>
<tr>
<td>ADMISSIONS (SEE PREPS)</td>
<td>7</td>
</tr>
<tr>
<td>AFTER SCHOOL CARE</td>
<td>8</td>
</tr>
<tr>
<td>ASTHMA PLANS</td>
<td>8</td>
</tr>
<tr>
<td>ATTENDANCE (ABSENCE OR SICKNESS)</td>
<td>8</td>
</tr>
<tr>
<td>BICYCLES</td>
<td>8</td>
</tr>
<tr>
<td>BIRTHDAYS</td>
<td>8</td>
</tr>
<tr>
<td>BOOK &amp; BOOKLIST</td>
<td>8</td>
</tr>
<tr>
<td>BUS</td>
<td>9</td>
</tr>
<tr>
<td>CAMPS</td>
<td>9</td>
</tr>
<tr>
<td>COMMUNICATING WITH STAFF</td>
<td>9</td>
</tr>
<tr>
<td>CODES OF PRACTICE</td>
<td>9</td>
</tr>
<tr>
<td>CONVEYANCING ALLOWANCE</td>
<td>9</td>
</tr>
<tr>
<td>CURRICULUM DAYS</td>
<td>9</td>
</tr>
<tr>
<td>DUTY OF CARE</td>
<td>9</td>
</tr>
<tr>
<td>EMA – EDUCATION MAINTENANCE ALLOWANCE</td>
<td>9</td>
</tr>
<tr>
<td>EMERGENCY MANAGEMENT PLAN</td>
<td>9</td>
</tr>
<tr>
<td>ESSENTIAL LEARNING STANDARDS (VELS)</td>
<td>10</td>
</tr>
<tr>
<td>EXCURSIONS</td>
<td>10</td>
</tr>
<tr>
<td>FIRE SAFETY/BUSH FIRE SAFETY</td>
<td>10</td>
</tr>
<tr>
<td>GARDENING</td>
<td>10</td>
</tr>
<tr>
<td>HELP!</td>
<td>11</td>
</tr>
<tr>
<td>HOMEWORK &amp; HOME READING</td>
<td>11</td>
</tr>
<tr>
<td>HYGIENE</td>
<td>11</td>
</tr>
<tr>
<td>IMMUNISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>INFECTIOUS DISEASES</td>
<td>12</td>
</tr>
<tr>
<td>LIBRARY SERVICES</td>
<td>12</td>
</tr>
<tr>
<td>LOST PROPERTY</td>
<td>11</td>
</tr>
<tr>
<td>LUNCHES AND FOOD</td>
<td>12</td>
</tr>
<tr>
<td>MATERNAL &amp; CHILD HEALTH NURSE</td>
<td>12</td>
</tr>
<tr>
<td>MEDICAL PROBLEMS</td>
<td>12</td>
</tr>
<tr>
<td>NAPLAN (AIM)</td>
<td>13</td>
</tr>
</tbody>
</table>
Welcome

A special welcome to the Forrest Primary School. We very much view our school, pre-school and After School Care as a “learning community” open to all members of our community for the extension of their learning. We hope this Information Book will assist you to understand the workings of our school family and lay the basis for a sustained co-operative relationship.

We seek to provide a warm and caring environment for students, parents and staff where the welfare of everyone is of the utmost importance. We encourage and value inclusive behaviours, respecting cultural differences and barriers, striving to ensure that all children enjoy success and that positive behaviours are reinforced at every opportunity. We encourage parent and caregiver participation whenever and wherever possible and welcome you into our classrooms for both formal parent helper programs and special events to encourage you to become part of our school family.

Few children enter school without enthusiasm and optimism. Part of the role of the school is to maintain this attitude. We seek to provide a warm and caring environment for students, parents and staff where the welfare of everyone is of the utmost importance.

Few parents bring their child to primary school without a keen interest in their child’s educational welfare. Again, part of the role of the school is to assist parents to participate in their child’s education, and to feel comfortable in the school environment during the period of their association with the school.

We hope the material in this book will help, however it cannot do the task alone. Newsletters, school website- http://www.forrestps.vic.edu.au/ parent/teacher interviews and parent information evenings help also, but the best way is to talk to your child’s teacher or the principal.

Please keep this information book for reference.

Tara Hulonce
Principal

Forrest Primary School VISION

Vision:

To provide a personalised education that encourages and supports each student to achieve higher than their academic and social potential so they are equipped with the complete set of skills to become happy, responsible and successful members of both the school community and the wider community.
Forrest Primary School STUDENTS will.

Students will:
Students will have access to relevant, authentic learning opportunities that are tailored to their learning styles and needs so they develop the following skills and characteristics:

- Literacy
- Numeracy
- Commitment to lifelong Learning
- Confidence
- Enthusiasm
- Truthfulness
- Personal Best
- Persistence
- Care and Compassion
- Respect for others/environment
- Getting along with others
- Resilience
- Self discipline

Forrest Primary School VALUES

Lifelong Learning – a desire to learn and achieve
Truthfulness – truthful and honest communication at all times
Personal Best – try hard, pursue your goals
Care and Compassion – care for self and others
Respect – respecting others and their differences. Respect for the environment.
Cooperation and Team work – supporting each other and working together
Resilience – being persistent, confident and independent learners

Forrest Primary School PROFILE

Forrest Primary School is situated 35 km south east of Colac in the Otway Ranges. It has proudly served the rural community for 125 years. Our school has a current enrolment of 38 students drawn from the Barwon Downs, Gerangamete, Barramunga areas and the Forrest Township.

The school has extensive gardens and grounds providing active and passive play areas, and several well maintained play equipment areas. The grounds cover four hectares with an oval, a tennis/basketball court and a safe adventure playground with ample room for further development of play and environmental study areas. In 2009, National Schools Pride funding enabled us to build a new junior and senior playground, refurbish the external toilets and redo the lines on the netball/basketball court.

Buildings include the original building which has been refurbished as part of the Building Education Revolution and a well-maintained portable which serves as a learning space for the P-2 class.
In 2011, the refurbishment was completed and staff, students and parents have access to a large flexible learning area and modern administration areas.
At Forrest PS we believe that children deserve the opportunity to fulfil their potential. We know this can best occur when children are actively engaged in learning tasks in a safe, positive and supportive environment, where individual assistance is readily available. Multi-level class structures are a feature of our school and pre-school, which encourages cross-age learning. To realise these aims we encourage community support with active participation.

Undergoing a period of review and change, we are working to transition between VELS to the Australian Curriculum. This means our Curriculum is currently determined according to AUSVELS (based on the Victorian Essential Learning Standards structure), which recognises the differing learning needs of students within three main strands:

1. Physical, social and personal learning (Health and Physical Education, Interpersonal Development, Personal Learning and Civics and Citizenship)
2. Discipline based learning (The Arts, English, The Humanities, Mathematics, and Science)
3. Interdisciplinary learning (Communication, Design, Creativity and Technology, Information and Communications Technology (ICT) and Thinking Processes)

Our teachers work together in a purposeful and professional manner to plan and implement a curriculum, based on inquiry learning and the use of student data to personalise learning in order to strengthen and enhance each student's potential - academic, social and physical. The school is proud of its commitment to providing a wide variety of programs and activities to complement its strong core curriculum. Particular strengths are its Values ethos, use of technology as a tool to support student learning, commitment to the environment and intervention and enrichment programs which cater to individual student needs.

Teachers explicitly plan to embed ICT across all learning areas as a vehicle to engage students and to improve student outcomes. A range of learning technologies and Web 2 tools are used to engage students and to connect them to each other and their learning. The school now boasts a laptop for each student and interactive whiteboards in each classroom. The Ultranet has been rolled out to staff, senior students and parents.

Since 2000, School Council has held the licence to manage Preschool and Occasional Care services in Forrest. This has enables us exciting challenges, providing for the Forrest and district community an education package spanning Pre-school to grade 6.

The After School Care program offered to students four nights per week is well supported. It has allowed many parents to work out of town and the same time keep their children at the local school.

Effective communication is a feature of our school. Weekly newsletters communicate school happenings and allow for local groups to advertise coming events. The school website, which may be found at http://www.forreestps.vic.edu.au/ is another great source of information. The School Magazine is devised and published by students, with all children contributing.

Forrest Primary School is firmly committed to providing excellence in education and is continually assessing school, pre-school and student needs for further plans and improving student outcomes.
Address and phone numbers (School/ Pre-school/ OSHC)

School Telephone: (03) 52 366 393
Facsimile: (03) 52 366 470
Pre-School Telephone (03) 52 366 540 (Wednesday- Friday)
Early Learning Centre (03) 52 366 540 (Monday- Friday) 9am- 6pm
Out Of School Hours Care (03) 52 366 540 (Monday – Friday) 3:30 – 6:00 pm
Maternal & Child Welfare (03) 52 366 340 (2nd and 4th Wed of the month)

Address: 10/12 Grant Street
FORREST 3236

E-mail: forrest.ps@edumail.vic.gov.au
Website: http://www.forrestps.vic.edu.au/

Mobile Phone No. 0427 366393
Principal (Tara Hulonce)

Addresses and phone numbers (Parents)
It is important that school records are accurate and current. Please advise the Principal/Office Manager promptly of any change in your address, home or work telephone numbers.

Admissions (see Preps)
Enrolment-Admission forms are available at the school, to be filled in during third term prior to your child commencing school, in order to assist in smooth planning for the next school year.

School Readiness Check List

The following list is a guideline for readiness. You can teach children to help themselves by teaching them to:

- Know their name and address well enough to repeat them.
- Obey when requested to do something.
- Listen carefully.
- Speak politely.
- Know simple safety rules.
- Put away their toys and tools after using them.
- Dress and undress themselves.
- Manage in a toilet by themselves.
- Know the importance of washing hands after using the toilet.
- Know how to use a handkerchief/tissue.
- Tie their own sandals/shoes.
- Care for property of others.
- Respect rights of others.
- Have good eating habits.
- Can unwrap/open their own lunch boxes/drink bottles.
- Make use of rubbish bins.
- Mix happily with other children.
- Follow simple instructions.
- Get by without the continuous attention of a parent or adult.
- Go through the length of a school day without a sleep.
- Accept that she/he will not always get her/his own way.
Awesome Afters - Out of School Hours Care

Out of School Hours Care is available in the multi-purpose room Monday- Friday from 3:30pm to 6pm. It is available for up to 15 pre-school, primary and secondary school aged children. There is a limit of four pre-school children and secondary children may attend so long as primary school children are not displaced. Activities included are art and craft, games, sport and videos. Healthy snacks are provided.

Costs have been $12 a session or $5 until 4.30pm but this is currently under review.
For further details, please contact the service on 5236 6540 or school on 52 366 393.

 Fee subsidy is available. Please ring Centrelink and register your child as attending Forrest Primary School After School Care Program. Quote Number 555 010 011C

Asthma Plans

Forrest Primary School is an Asthma Friendly School. Asthma Management plans are reviewed annually. An asthma information form is sent home at the start of the year. Parents should fill in the relevant sections and return to school.

Attendance (Absence or sickness)

Parents are asked to encourage regular attendance and punctuality. This is essential for progress and continuity. However the child’s health is of prime importance and a child who is ill should be kept at home. The child will not function effectively in the learning environment, and can cause infection to others at school.

Parents/guardians are required to provide either a phone call or a note providing a written explanation for a child’s absence, following an absence.

When a child is sick or injured while at school, the parents/guardian will be notified.

Bicycles

Forrest School has a transport policy for all modes of travel to school.

If you intend that your child ride a bicycle to school, it would be advisable to read the relevant part of the school Transport Policy, and also note the following:

- Ensure that your child receives and understands careful instruction in road rules and use of correct arm signals.
- Ensure that your child has necessary developmental skills to ride a bicycle on a road. (Most children are not ready to ride a bike on a road until 9 years of age.)
- Carry out regular safety checks on the bikes for roadworthiness of tyre, brakes and bells.
- The School Council endorses the law requiring all cyclists to wear an approved and properly fastened helmet.
- Children must wear a helmet or they will not be permitted to ride their bike home.

Birthdays

Children’s birthdays are announced in the weekly newsletters. You may wish to bring a cake (or cakes) to share to celebrate the event. It is important to note that any food brought to school DOES NOT contain NUTS, as we have children with severe nut allergies.

Please discuss this with the classroom teacher first.
**Book & Booklist**

Each year School Council sets an annual fee to assist with the purchasing of student books and materials. The fee for 2014 will be approximately $150.00

**Bus**

A school bus is available for the collection and delivery home of some children. You should consult with the Principal to confirm the availability of the bus for your child. School bus routes will be reviewed regularly to determine their current suitability.

The School has a Code of Behaviour for travel on the School Bus, which should be read by you and your child prior to commencement of travel on the Bus. Students are expected to be on the bus if notification of other arrangements (eg. After School Care or collection by parent) is not received at School Office prior to 3 pm.

**Camps**

School Camps are held annually for children in Grade 3-6, in conjunction with other rural schools. Camps are a great opportunity for children to exercise independence and to meet with old and new friends from other schools.

**Childcare**

**Communicating with staff**

School teaching staff has an ‘open door’ policy, but it is more convenient for non-urgent matters to be dealt with out of student contact hours. This enables staff an opportunity to give you their full attention whilst acknowledging their professional standing. A good time to see staff is between 8.45 am and 9.00 am or after 3.35 pm, unless an appointment is made.

Phone calls are best made to school between 8.45 am and 9.00 am or after school.

**Codes of Practice**

Forrest School has ‘Codes of Practice’ for School Council, the Principal, and all staff, the Community as well as a Student Code of Conduct. These are all available for reading in the School policy documents and will give you a better understanding of the way the School expects to operate. A copy of the current School Strategic Plan and Annual Implementation Plan are available from the School Office.

**Duty of Care**

Children should not arrive at school prior to 8.45 a.m. After 3.45 p.m. teachers will sign-in any children still remaining at school to the After School Care program, if operating. Every effort will be made by teaching staff to contact parents. Parents will be liable for any ASC cost incurred.

**EMA – Education Maintenance Allowance**

Available to assist in education expenses for parents who have a current Health Care Card. Normally claims are made at the start of each year with two semester payments.
Emergency Management Plan

The School, Pre-school and After School Care have an Emergency Management Plan which is available from the school office.

Australian ESSENTIAL LEARNING STANDARDS (AusVELS)

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning. AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands. The three strands are as follows:

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

Domains are distinct bodies of knowledge, skills and behaviours within each strand.

The domains within AusVELS that are drawn from the Australian Curriculum learning areas (English, Mathematics, Science and History) are organised into Content Descriptions and Achievement Standards.

Content descriptions specify what teachers are expected to teach. The Achievement standards describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

Content elaborations are included for these domains. These elaborations are intended to provide additional clarity by way of illustrative examples only. They are not statements of mandatory content.

Excursions

Regular excursions are held for various grade levels to facilitate children gaining experience
outside the school environment. The children’s schoolwork will usually relate to the excursion sometime before and after the excursion. Authorisation forms will be sent home for parents to complete, to permit their children to participate in these excursions. Cost of proposed excursions is considered carefully by School Council and is sometimes partially subsidised. All excursions and camps are conducted under very strict safety guidelines.

Fire Safety/Bush Fire Safety
Fire safety is covered in detail in the School’s EMERGENCY MANAGEMENT PLAN which is available from the school office, and is displayed near each telephone in school and pre-school. The School will be shut on Code Red days. The Family Day Care program will not run on either Code Red or Extreme fire days.

Gardening
School Council has a Buildings and Grounds Sub-Committee that plans (with input by parents) grounds layout and use. School Council employs a groundsman to help maintain the school buildings and grounds. If you would like to assist please see the school office- much appreciated!

Help!
Parents are able to assist with school programs in many ways i.e. via School Council, Working bees (publicised in newsletter), Reading, Gardening, Fundraising (school and pre-school), Drama Productions, Music and so on. If you feel you have something to offer - talk to the Principal or a School Councillor. This school wouldn’t be the great place it is without the wonderful support of the parent community.

Homework & Home Reading
Homework is intended to provide students with opportunities to build on their learning and development at school. It also helps parents to follow their children’s progress and to show children that learning is valued.

Hygiene
Children are provided with ample opportunities to go to the toilet, particularly while they are in the Junior Room. No child should feel that they are not allowed to go to the toilet at such times that it becomes ‘urgent’ for them. The children should feel that they could approach the teacher with confidence to request that they leave the room when required. However all children are encouraged to use the toilet at recess times.

Washing hands after visiting the toilet should be encouraged and before having their lunch. Tissues are provided in every classroom, but each child should provide their own tissues or handkerchief, especially when they have a cold. Likewise a toilet bag kept in the child’s school bag may be valuable to cleanliness (eg. soap in a container, washer, small hand towel, comb.)
**Worms** Whenever children mix, it is quite possible for threadworms to infect your child. It would be wise if parents kept a check for such occurrences. Children who lack appetite, tend to scratch their bottoms and pick their noses are likely to be candidates for treatment.

**Head lice** Head lice periodically spread around schools. It is easy for one person to catch lice from another. ‘Nits’ are the eggs laid in the hair by a louse. They attach the eggs to hairs with a gummy substance. If you observe head lice in your child’s hair it is best to obtain treatment advice from a Chemist, and it is important to notify the School. Children with head lice are not to return to school until treated.

**Colds & Flu** Illness such as cold & Flu are a common problem as your child/ren build up immunity. To stop the spread of infection & re-infection please keep your child at home to rest.

**Immunisations**
As part of school enrolment an immunisation certificate is required from each child. The Principal/bursar will provide you with the relevant form. Some photocopies may be required for our files.

**Infectious diseases**
Please read the pamphlet from the department of Human Services at back of this booklet. Any questions can be directed to the office staff or classroom teachers.

**Library services**
There are two ways your child may borrow book. We have a great school library which is fully operational. Parents are encouraged to borrow books from our adult resource centre in the library.

1. Forrest School library
2. Mobile Area Resource Centre van M.A.R.C. This van is based at Beeac Primary School in 2014. A qualified teacher visits the school, takes library classes and allows the children to borrow on a fortnightly basis. These books are usually read and used at school.
3. Staff for 2014: Library: Sonja Dohnt  Art: Jess Gibson

**Lost property**
Children’s possessions and clothing left behind at school are placed in the lost property bin (main passage way). Please remember that belongings identified with your child’s name on them are easily identified and promptly returned by staff to the owner. Staff will have no choice but to donate any long term unclaimed possessions to the op-shop.

**Lunches and Food**
School Council ratified a Healthy Food Policy in 2013 (available from office). Healthy lunches are encouraged. Soft drinks are unavailable for purchase through the lunch order system. Drinks should only come to school in plastic containers - not glass or tin cans.

Lunch orders are available via the Community House on a Thursday. Students leave clean containers with their orders. Current price and product lists will be sent home as available. Fruit breaks occur at 10am, and children are encouraged to bring fresh fruit (not tinned or in roll up form) to eat at this time. Water is the preferred drink for during class time.

**Maternal & Child Health Nurse**
Operates out of the Pre-School room every second & fourth Wednesday of the month. This is an opportunity to gain expert advice from a qualified nurse. A great meeting point for new Mums!

**Medical problems**
You may wish to annually inform your child’s teacher of any past or present medical condition that the child has suffered, and which you feel may help the teacher cater best for his/her individual needs.
NAPLAN
The NAPLAN is a national assessment program for students in Years 3 & 5. It provides parents, teachers and the school with important additional information about the achievement of students against nation-wide standards. NAPLAN tests are conducted annually in English & Mathematics.

Newsletter
The School issues a weekly newsletter on Thursdays to all families providing information about school and community happenings. The deadline for articles for the newsletter is 9am Thursday. Past newsletters may be found at http://www.forrestps.vic.edu.au/

Parent/Teacher Interviews
To be held in June. In December students will be showcasing to parents, achievements throughout the year. Parents will be invited to attend a morning tea with students for this conference.

Parking
Please observe the signs in the school car parking area relating to direction of travel and bus parking. Don’t park in the bus zone- it creates confusion for drivers and students. The grounds car park is designated for use by staff. Please ensure that children enter and alight from cars in a safe manner.

Phone calls
(See Communicating with staff)

Photocopying/Faxing/Laminating
There is a photocopier, fax and laminator available for general use at the school. Please see staff for use and current costs.

Photographs
A professional photographer comes to the school annually to take a whole school/ pre-school and individual photos. Family photographs may be arranged at this time.

Preps (see Admissions also)
Welcome to the Junior Room! Wear a smile! Our classroom curriculum develops co-operative learning. Children are encouraged to help each other when the occasion arises and to respect staff and students. Children need to be able to take care of their belongings and respect the equipment of other students.

Children’s stationery is provided by the school so all children are expected to appreciate this privilege by naming their equipment and looking after their property. Many books, equipment, computers, software, tapes etc. are shared among all students so need to be treated with respect.

All children have their own named peg for their coat, bag, art smock and their Sun Smart hat. They also have their own table in which to keep their school equipment.

Due to the damp Forrest climate the children are required to remove their shoes when entering the school during the winter months. Consequently we require the children to bring a pair of slippers or an extra pair of socks to wear on these days.
An appreciation of books is needed before children desire to read themselves. Children have a daily home book that they read with their parents. This special time with the home book requires a happy and relaxed atmosphere to develop the interest in words, pictures and stories that is needed for your child’s future success in language, reading, spelling and literature.

**Pre-School/Occasional Care**
Pre-school operates every Thursday and Friday, Occasional Care every Thursday morning 9am to 1pm. For more information, please refer to the Pre-School Information Manual.

**Reading and Literacy Assistance**
Forrest utilises parent helpers in the classrooms to assist as learning centre helpers. Children at all levels are issued with readers on a regular basis, which they are expected to read at home (with parents at Junior levels). Please make a special time for your child to share their enjoyment of reading with you.

**School Strategic Plan**
The School Strategic Plan is developed by the School Council in consultation with the community to set the educational directions and priorities for the school. The School Strategic Plan establishes the goals the school sets itself over a four-year period. In 2009 our 2005-2008 Strategic Plan was reviewed and a new Strategic Plan (2010 – 2013) has been developed under the guidance of an external reviewer. Community consultation has played a key role in this process. Each year we follow an Annual Implementation Plan to help us meet targets and goals from the School Strategic Plan.

**School Council**
The School Council, working with the principal, sets the direction for the School. Council membership is open to parents, staff and members of the community. The principal is automatically the executive officer of the School Council.

The School council is responsible for
- Developing the school’s Strategic Plan
- Developing the school’s education policy within state-wide guidelines
- Administering the school’s finances
- Developing the school’s student code of conduct, and ASC code of conduct
- Assisting in the selection of the school principal when a permanent vacancy occurs, and making a recommendation about the appointment to the Director of School Education
- Reporting on an annual basis to the school community on its achievements
- Developing and maintaining buildings and grounds.

The day-to-day running of school program is the responsibility of the Principal and other members of staff.

Forrest School Council consists of 8 members, comprising 2 DEECD members, 6 parent elected members. The majority of council members must be parents.

As a parent you can play an important role in your child’s education. One way to do this is to become a member of the School Council. The only qualification you need is being a parent of a child at the school. You can also attend regular meetings of the School Council as an observer.
Each year an annual general meeting where the School Council presents its annual report to the community must be held. You will receive notice of this meeting (usually held in March). Elections are held every year, with half the Council changing each time. With the exception of the principal, each elected councillor serves a two-year term. This ensures continuity of membership. Community members are nominated annually.

At School Council elections, all members of the school community are entitled to vote. The school principal is responsible for organising the election and will provide information to the school community during March each year.

There are many other ways in which you can be involved with your School Council:

- Attend the public meetings of the School Council
- Ensure that you vote at School Council elections
- Let the Principal or School Council President know you are interested in School Council work
- Get to know the members of the School Council and ask to be kept informed when they make decisions
- Join a subcommittee or working party of School Council.

Forrest P.S. Council meets on the second Tuesday of the month at 7.00 pm at the school. All school community members are welcome to attend meetings but only Councillors have voting rights. Meetings normally cover a large amount of business and usually close around 9.00 pm. A prompt start is essential.

School Councillors for 2013/2014 are:

- Paul Troughton- (Parent-School Council President)
- Craig Donahoo – (DEECD)
- Tara Hulonce - Principal, Executive Officer (DEECD)
- Kim Coulter- (Pre-school rep)
- Sarah Lane (Parent)
- Andrew Bloomfield (Parent)
- Richard Schuhmann (Parent)
- Peter Ashton (Parent)

Please feel free to approach any one of these people to ask questions, voice any concerns or give ideas as to how we can make our school a more effective community learning environment. These people are here to represent you- the school community. Thanks!

**School hours**

Children should arrive at school no earlier than 8.45 am.
START 9.00 am.
Morning recess – 11.00 am - 11.30 am
Lunch – 1.30 pm – 2.30pm (1.30-1.45 children eat lunch in rooms)
Dismissal - 3.30 pm

Preps usually have modified hours of attendance at school during February/ March, with the first 6 or 7 weeks requiring them to not attend school on a Wednesday. The Junior Room teacher at the start of Term 1 will advise these hours.

**School Reports**

Comprehensive individual student school reports are issued twice yearly at the end of Term Two and Four. Student/Parent interview is held in conjunction with the issue of end of year reports.
**Special Assistance/ Learning extension**

The school has adopted the Early Years program and is able to provide extra assistance for those students deemed “at risk” in special areas. Individual learning programs are developed for students at risk. This will involve weekly programs, consultation and meetings with parents (Parent Support Groups) and a home learning program to consolidate what is learnt at school – a chance to further develop the vital partnership between home and school.

**Sports (Interschool)**

An annual interschool athletics day is held with Alvie, Beeac, Birregurra, Deans Marsh and Forrest Schools usually late in Term 1. This is a great opportunity for our children to interact and socialise with children from surrounding schools. Parents are most welcome (they are required to bring children to the event held in Colac usually at the Central Reserve)

Points from all the days' activities are tallied to establish an overall winning school.

Children receive training and practice various events thoroughly prior to the day.

Other interschool sports days are held for Grades 3, 4, 5 & 6 children throughout the year. Annual soccer competitions, football and netball clinics are held throughout the year for the older children (grades 3-6).

**Staff**

In 2014 Forrest has an allocation of 1 Principal & 2 full time teaching staff and other ancillary staff of differing time fractions.

**These staff are:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Time Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tara Hulonce</td>
<td></td>
</tr>
<tr>
<td>Grade P-2</td>
<td>Kristin Mackinlay</td>
<td></td>
</tr>
<tr>
<td>Grade 3-6</td>
<td>Craig Donahoo</td>
<td></td>
</tr>
<tr>
<td>Office Manager (Admin. Support)</td>
<td>Nadeesha Mungasinghe</td>
<td>2 days</td>
</tr>
<tr>
<td>Science Specialist</td>
<td>Karen Standish</td>
<td>1.5 days</td>
</tr>
<tr>
<td>PE/Music/ Welfare</td>
<td>Leeanne Marriner</td>
<td>Monday</td>
</tr>
<tr>
<td>Childcare Educator</td>
<td>Caralyn Grgic</td>
<td>9am-2pm Mon-Wed</td>
</tr>
<tr>
<td>Childcare Educator/ OSHC</td>
<td>Emilia Guntang</td>
<td>2-6pm Mon-Fri</td>
</tr>
<tr>
<td>Pre-School Director</td>
<td>Lena Collopy</td>
<td>9am-2pm Wed-Fri</td>
</tr>
<tr>
<td>Groundsman</td>
<td>Graeme Knight</td>
<td></td>
</tr>
</tbody>
</table>

**Other regular visiting teaching staff are:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Art &amp; Craft Van (M.A.A.C.)</td>
<td>Jess Gibson</td>
<td>Birregurra PS</td>
</tr>
<tr>
<td>Mobile Area Resource Centre (M.A.R.C.)</td>
<td>Sonja Dohnt</td>
<td>Beeac PS</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Bimo Soeharto</td>
<td>Lorne P-12 College</td>
</tr>
</tbody>
</table>

Instrumental Music                        Jo Latham/ Tim

**Student Engagement & Wellbeing Policy**

Forrest School has developed a comprehensive Student Engagement & Wellbeing Policy. A copy of this is available from the school office.

**Swimming**

As part of the Physical Education curriculum the school conducts a swimming program where half an hour is spent in the water each day. The aim of the program is to provide the opportunity for all children to develop a basic level of competency in the water with both swimming and survival skills.

This program usually runs in term 2 and is on every Friday for
7 weeks at Heather’s Swim School in Elliminyt.

**Term dates 2014**

Term 1: 29 January to 4 April

Term 2: Tuesday 22 April to 27 June

Term 3: 14 July to 19 September

Term 4: 6 October to 19 December

**Transition—from Pre-School to Prep & Primary to Secondary**

**Transition from Pre-school to Prep**- During the course of the year, opportunities are given for our 4 year olds to join in activities in the junior room. In term 4 it is customary for the 4 year olds to attend school for a half day for 4 weeks in November to assist in the transition from pre-school to prep.

**Transition to Secondary School**- Grade 6 children are able to attend a series of Open Nights at the Colac Secondary School (usually run in May/June) with their parents to assist in selection of a secondary school. The secondary school will then follow up in fourth term with one or more Orientation Day visits by the prospective Year 7 students later in the Term.

Year 6 students also participate in the 2 day ‘Tools 4 Change’ transition program facilitated by Skills Connection in Colac.

**Uniform & Footwear**

**Uniform:** A school uniform is available for purchase by order. Bulk orders will be sent away to the manufacturer twice a year. A uniform order form will be distributed well in advance of order times. The children are expected to wear school T-shirts, windcheaters and shorts on Interschool Athletics Days and it is usually expected that children wear school windcheaters or T-shirts on school excursions to simplify group management for the supervising staff.

The uniform is as follows:

**Sports Uniform:**
- Navy long shorts, White polo shirt

**School Uniform:**
- Jumper-Plain (royal) /Hooded (royal) /Bomber (navy/royal/white)
- Shirts-Round neck/Polo (Royal/white)
- Shorts-Navy
- Track pants-Navy
- Logo-Forrest

**Sunhats:** the school has available a coloured hat for each student as part of the School Sun Smart policy. Children are expected to wear these hats at all play times as appropriate to prevailing seasonal and weather conditions. (Term 1 and 4 compulsory), other terms at teachers discretion.

**Art Smocks:** All children require an Art Smock - an old shirt will do.
Labelling: All children’s clothing, which is likely to be removed, should be clearly labelled with the child’s name.

Slippers: During the wet months it may be more practical for children to wear gumboots to school and keep a pair of slippers at school for indoor wear.

Footwear: Children are expected to wear appropriate footwear to school. It is compulsory for children to wear shoes for the Interschool Athletics Sports.

**Welfare**

Forrest Primary School has a high level of commitment to student welfare. We seek to be a Health Promoting School by adopting policies and programs, which promote the health and well being of students, parents, staff and the general community. We currently have a Restorative Practice approach to student management.

Staff, Principal, School Council, Community and Students all follow a Code of Practice to define suitable behaviours, these can be found in our Student Engagement & Wellbeing Policy.

**Appendix 1.**

**COMMUNITY CODE OF PRACTICE**

Forrest Primary School provides a high quality educational program for each individual student.

In providing a high quality education that is relevant to the needs of our students, the Forrest Primary School rely on the co-operation, goodwill and close collaboration with the community members in order to:

- Obtain advice, directions and resources for relevant curriculum programs and operations.
- Positively promote our school.

The school shall provide effective communication with the community on a regular basis through:

- A weekly newsletter distributed to each family with copies posted on community notice boards,
- Annual reports,
- School magazine,
- Regular press releases,
- Open days,
- School concert and other performances,
- Obtaining feedback via formal and informal discussions and parent surveys,
- Distribute school council minutes to all families.

Forrest Primary School shall encourage involvement of members and organisations in order to:

- Obtain support and advise for its educational and other programs,
- Have access to local resources to complement students learning experiences,
- Obtain community participation in classroom and student programs,
- Have access to local resources to complement student’s learning experiences,
- Share community and school resources on a reciprocal basis within reasonable limits,
- Encourage use of school newsletter by community groups,
- Encourage participation on working bees and fund raising activities,
- Show loyalty to the school by airing concerns to the principal or the school council members.

The right of confidentiality for all community members will be respected. Forrest Primary School will celebrate and acknowledge community achievements.
**Appendix 2**  
**INFECTIOUS DISEASES CASES AND CONTACTS**

**Schedule 6: Minimum period of exclusion from schools and children's services centres for infectious diseases cases and contacts.**

The following table indicates the minimum period of exclusion from schools and children’s service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 – Schedule 6. In this Schedule ‘medical certificate’ means a certificate of a registered medical practitioner.

<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis (Acute infectious)</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by the Secretary.</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Details</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude until at least 4 days after the onset of rash. Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed. Not excluded if receiving carrier eradication therapy.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced. Not excluded unless considered necessary by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary. Not excluded unless considered necessary by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Verotoxin producing <em>Escherichia coli</em> (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment. Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

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

Updated 26/3/2014
Appendix 3
STAFF, STUDENT and PRINCIPAL CODE OF PRACTICE

STAFF CODE OF PRACTICE POLICY
-School/ Pre-school/ OSHC

The staff code of practice for Forrest Primary School, Forrest Out Of School Hours Care and Forrest Pre-school applies to the professional behaviour of the School staff in the performance of their duties.

The staff of Forrest Primary School and Forrest Pre-school will work with the Principal, colleagues, students, parents and wider community in a professional manner to ensure all students experience success and achieve their personal best. The teaching staff and support staff, where applicable, will operate within Department of Education and Training Acts and Regulations, MECA and Kindergarten Assistants Award or contractual agreements, and agree to the following codes and standards.

All staff will:

- Present a positive role model.
- Demonstrate a commitment to school TRIBES values and processes.
- Show initiative, adapt to change, make decisions and take appropriate action where necessary.
- Contribute to whole School activities and take an active role in the School community.
- Treat all members of the community with empathy and respect.
- Become involved in professional development and self improvement.
- Behave and dress in a way consistent with the expectations and conditions of the School environment.
- Be aware of, and successfully implement the general School philosophy aims and objectives.
- Demonstrate loyalty to the School, School Council and School community and recognise the need for confidentiality.
- Challenge students in their learning with high but achievable expectations.
- Recognise and cater for individual student differences, abilities and learning styles.
- Encourage and empower students to take responsibility for their own learning.
- Encourage and promote the partnership of home and School in learning.
- Promote self esteem and confidence in students.
- Monitor and assess students continuously using a variety of techniques.
- Report to students and parents in a meaningful, clear and accurate manner.
- Demonstrate a range of teaching strategies, and display an ability to be flexible in regard to curriculum.
- Communicate issues with parents as they arise.
The aim of the Forrest Primary School Student Code of Conduct is to foster the safety and well being of students. We believe that the wellbeing of children, staff and parents is paramount. The school has adopted the philosophies and practices of Health Promoting Schools. To this end we have implemented the TRIBES process K-6. It forms the basis of our daily interactions with one another and of our normal school routines. The TRIBES process is supplemented with our on-going Welfare Programs i.e. Program Achieve-You Can Do It, Healthy Relationships (Values), Healthy Families, Individual School Drug Education Strategy and our Policies.

Forrest Primary School Council believes that all students have the following rights and responsibilities.

**Student Rights**
- To be treated as an individual with kindness and respect.
- To work and play safely, without interference.
- To develop as an individual, both emotionally and intellectually.
- To express ideas and feelings.
- To gain recognition for good behaviour and achievement.
- To bring personal property to school without it being destroyed, defaced or stolen.

**Students Responsibilities**
- To come to school.
- To allow others to work and play without hindrance.
- To treat others with courtesy and understanding.
- To show tolerance of individual differences.
- To help make the school a good place to be.
- To accept the consequences of their actions.
- To be honest.
- To obey school rules.

**School Rules**

There are five basic ‘Whole School Rules’:
1. Move and play safely.
2. Care for yourself, others and property.
3. Resolve problems calmly.
4. Respect others through your speech and manners.
5. Work as well as you can to allow others to do the same.

At the beginning of each year teachers will negotiate a set of classroom rules (learning plans) for their own grades that are consistent with whole school rules. School and grade rules are to be displayed prominently.

**Our approach to discipline:**
At Forrest Primary School we have a consistent and positive approach to behaviour encouraging personal responsibility and self-discipline. We are committed to the following strategies:
- Giving positive reinforcement to improve self-esteem.
- Acknowledging student achievements in the Newsletter and assemblies.
- Encouraging friendships, tolerance and understanding between students.
- Requiring children to accept responsibility for their actions.
- Providing adequate supervision in the school grounds.
- Encouraging understanding and awareness of the school rules.

Breaches of the school rules may incur some penalty or action, which will be a logical consequence of misbehaviour. The following procedures will be considered:
1. Discussion followed by warning.
2. Withdrawal of privilege.
3. Detention.
4. Parental contact.
5. Suspension within DOE guidelines.

This policy was last ratified by School Council in October 2005.
The Principal is responsible for the leadership, management and development of the School and its programs. The Principal of Forrest Primary School operates within the relevant sections of the Education Act, Department of Education and Training policies and the ‘Role and Accountabilities’ statement (1994).

In providing effective leadership to the whole School the Principal will, in co-operation with School Council:

- Encourage and foster an environment which promotes high levels of student involvement and achievement.
- Ensure that the teaching duties of the Principal take precedent over administrative tasks during the period of student attendance.
- Foster an open and warm environment where students feel safe and secure, and parents feel welcome.
- Provide support and information to School Council, staff, parents and the School community.
- Manage and monitor the implementation of School Council goals and priorities as expressed in the School charter and as defined in School policies.
- Consult appropriately on major policy decisions.
- Manage the finances, resources and administrative systems effectively and efficiently.
- Facilitate the use of high quality teaching and learning practices and tools.
- Provide leadership in Professional Development planning in consultation with staff.
- Ensure the principles of Merit and Equity are applied.
- Develop and manage a team of professional staff.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AusVELS</td>
<td>Australian Curriculum</td>
</tr>
<tr>
<td>DEECD</td>
<td>Department of Education &amp; Early Childhood Development</td>
</tr>
<tr>
<td>ELC</td>
<td>Early Learning Centre</td>
</tr>
<tr>
<td>EMA</td>
<td>Education Maintenance Allowance</td>
</tr>
<tr>
<td>ETC</td>
<td>Educational Testing Centre</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technologies</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>LT</td>
<td>Learning Technologies</td>
</tr>
<tr>
<td>MACC</td>
<td>Mobile Art Craft Centre</td>
</tr>
<tr>
<td>MARC</td>
<td>Mobile Area Resource Centre</td>
</tr>
<tr>
<td>NAPLAN</td>
<td>National Assessment Program Literacy and Numeracy</td>
</tr>
<tr>
<td>OSHC</td>
<td>Out Of School Hours Care</td>
</tr>
<tr>
<td>PTI</td>
<td>Parent Teacher Interviews</td>
</tr>
<tr>
<td>RE</td>
<td>Religious Education</td>
</tr>
<tr>
<td>SEA</td>
<td>School Entry Assessment</td>
</tr>
<tr>
<td>SGB</td>
<td>School Global Budget</td>
</tr>
<tr>
<td>VELS</td>
<td>Victorian Essential Learning Standards</td>
</tr>
</tbody>
</table>