GENERAL INFORMATION

BITTERN PRIMARY SCHOOL NO. 3933
Portsmouth Road
BITTERN 3918

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Principal: Lyn Fyfe
Business Manager: Sue Beech
WELCOME

Starting school is a major milestone for you and your child and the start of a new phase of life for you both. Innovative programs and activities that are offered in the first years of school aim to make your child’s experience exciting, engaging and successful. You can be confident that high educational standards are maintained at all times at Bittern Primary School, we are dedicated to providing every child the opportunity to thrive, learn, grow and shine.

Children are born ready and eager to learn. From the time they are born, children want to make sense of the world around them and to find out all about it. They learn and develop more in their first eight years of life than at any other time of their life.

Positive relationships and experiences in the first eight years are the building blocks that support health, learning, development and wellbeing at school and beyond.

As a parent, you are your child’s first teacher. Throughout the early years of life your child learnt a great deal from you, including the development of their communication and learning skills, and how to understand the world around them. By the time they start school; all children have developed a range of skills that form the basis of positive school experiences.

You have probably been involved in a range of activities in your child’s early years to support their development, such as:

- attending Maternal and Child Health centres so that the nurse could monitor your child’s health, growth and development, and help you to support your child
- joining playgroups to provide your child with opportunities to meet and play with other children, and to learn how to form relationships with others and make friends
- enrolling your child in early childhood education, giving your child vital support for their learning and development.

Most children in Victoria will have attended a kindergarten program in the year before they start primary school. This might have been in a sessional kindergarten or in an integrated service or child care centre; or your child could have attended a family day care program or a play group.

Participating in an early childhood service supports and encourages your child’s learning and development by:

- providing an environment to explore, discover and learn about their world
- encouraging their natural curiosity and supporting their learning
- understanding their own emotions and those of others
- helping them to get along with other people
- helping them to establish friendships with children of their own age and relationships with other adults
- learning to share and care for materials and equipment that belong to a group
- encouraging them to take responsibility for their own wellbeing – such as using the toilet on their own and dressing themselves.
Supporting your child’s move to school:

We know that children’s transition to school is usually more successful when there are strong community relationships and shared information between early childhood services, such as kindergartens and local schools. To help the sharing of information between the key services involved in a child’s life at this time, you and your child’s new school will receive a Transition Learning and Development Statement.

The Statement will be developed by your child’s kindergarten teacher, and it will summarise your child’s learning and development before they start school, as well as his or her strengths and interests.

At Bittern Primary school we have a series of transition mornings where students will participate in transition-to-school activities in term 4 of the year before school. These programs help you and your child get a better understanding of what school will be like. Most importantly, they allow families to start getting to know school staff, other families and children.

The year before school:

- ask your child what they think about school
- encourage your child to ask questions about going to school
- encourage your child to do things on their own, such as dressing, washing their hands, going to the toilet, unwrapping their food, and opening their drink bottle
- talk to friends and other families about what school is like
- attend transition-to-school programs at your child’s new school
- talk to the school about how you can be involved in your child’s life at school
- talk to your child’s early childhood educator about things you can do at home to help your child’s learning and development
- help your child stay healthy – have regular health and dental checks and keep immunisations up to date.

During the summer holidays:

- show your child where the school is and talk about how you will get there
- arrange playtimes with other families whose children will be going to the same school as your child – it helps if your child knows another child at their school
- practise the things your child will need to do to get ready for school (such as, putting things in their bag and remembering to take a hat)
- confirm your before- or after-school care arrangements.
- be positive about starting school and enjoy your child’s excitement
The first day at school:

- lay out your child’s clothes, shoes and socks the night before
- help your child to pack his/her school bag with a snack, drink, lunch and a hat.
- place a change of clothes with a spare pair of underpants in a plastic bag. Let your child know these clothes are in the bag in case of any accident at school
- put sunscreen on your child in the morning if it is needed
- show your child where you will meet him/her at the end of the school day
- talk to your child about what happened at school at the end of the day.

Laying the foundations:

The first challenge at school is for children to socialise and to become engaged behaviourally, emotionally and cognitively. Engagement is a state that remains critical to success throughout schooling. Engagement moves from a minimal level of engagement where children conform, motivated by extrinsic demands, to a higher level of behavioural engagement where their motivation is more intrinsic. The latter includes resilient behaviour that is the capacity to overcome stress and adversity. Resilient children achieve more highly at school and better manage the ups and downs in life. Schools play a significant role in helping children to develop resilience.

Being socially engaged is also critical to the development of cognitive skills. Children build their ability to reason from a context or environment. The environment provides the practices, assumptions and values upon which reasoning is constructed. It follows that if children fail to socialise in a way where they understand the norms and values of a classroom, they will have difficulty understanding the reasoning that flows from those norms and values, and they will be subsequently hindered in their capacity to transfer that skill to more formal applications.

While behaviour is significantly determined by habits, it is also sometimes reactive, being influenced by emotional states and cognitive processes. Emotional engagement may be defined in terms of general wellbeing at school; for example, happiness, safety, calmness and empowerment, as opposed to sadness, worry, helplessness and stress. A key emotional skill that should be developed early and maintained throughout schooling is impulse control. Teachers can help children to develop impulse control by teaching them to recognise the feelings in themselves and others, by implementing behaviour management approaches that encourage children to regulate emotions, and by helping children to reflect on their behaviours.

Another key theme is that knowledge is constructed. We build our brains through experience, both real and perceived. Learning is cumulative, and consequently, the ability to transfer learning is a key skill. Children begin schooling with knowledge and skills. Much of this will be true and accurate, but some of it will not, even though it is believed to be true. One of the fundamental skills successful learners must develop is to reflect on learning, to link new knowledge to existing knowledge, to establish what is true and accurate, important and useful, and to challenge what is untrue and inaccurate. Giving children opportunities to be reflective improves the quality of learning, since learning with understanding is more likely to promote transfer than memory.
ABOUT US

Bittern Primary School is committed to developing positive relationships with parents, students, teachers and the wider community. We are dedicated to providing our students with educational programs that prepare them for the ever changing future. Today’s young people will need to become unequivocally international in their outlook, in their concerns, in their lifestyle, in their politics, in their work and employment patterns. The challenge for all of us will be preparing the current generation of students for a world that will be so vastly different to the one we experienced as children. It is both an exciting and frightening prospect all rolled into one! The challenge for our school community will be to ensure that our school and its programs remain at the ‘cutting edge’ of education to make sure our children really have a 21st Century advantage.

Students are encouraged to achieve to the best of their abilities and to reach their full potential through a varied curriculum encompassing the fundamental core subjects Discipline-based Learning Physical, Personal and Social Learning Interdisciplinary Learning

The staff works as a co-operative team whilst discharging their educational responsibilities within the guidelines of the School’s Policy.

The influence developing positive community relationships is significant with parents, grandparents and other community members are actively encouraged to become involved with school programs. The school is characterised by a welcoming and friendly atmosphere with high expectations of student learning.

The purpose of this booklet is to provide information to Prep parents to assist with a smooth transition for parents, students and teachers into our school.

Bittern Primary School is concerned with the total development of children and works to create an atmosphere in which each child's talent will be nurtured and so that all children will reach their full potential and feel secure in the society in which they live.

To the children:

You are now an important member of our school. We welcome you and hope that you are very happy, make many friends and have a challenging yet enjoyable and fulfilling time.

To the parents:

You have an important place in the Bittern Primary School community. In order to achieve our aims a close working relationship is essential. This relationship can come about through meaningful communications and involvement. If at any stage you have concerns about any aspect of your child's school life please contact the school and speak to the class teacher or the Principal so that any issues can be resolved quickly. If you have concerns, we are ready to listen.
Talking to your child about school:

“What happened at school?” “Nothing!” Does this sound familiar? You know that your child has had a full and engaging day at school; involved in many activities, experiences and social interactions. Often children feel that their school experiences are not important or interesting. Parents, on the other hand, do genuinely want to know how their school day was. This can result in a sort of cat-and-mouse game; the parent probes, the child evades, the parent asks again, the child evades again, and so on. Usually, it is the parent who gives up first.

Most children can be exhausted after a long day at school and discussing their day is the last thing on their mind. When they get home, they generally need a healthy snack and some ‘tune out’ time before they are ready to share some of their day with you. Listed below are some of the strategies that families can use when asking the “What happened at school?” question.

• Create a family ritual in which everyone shares something about their day at dinner. Start by talking about your day. Make sure that everyone has a chance to talk, but also has the option of ‘passing’ if they don’t feel like contributing.

• Rather than posing a general question, ask about a specific event or class. For example, ‘How was the big assembly?’ or ‘What did your class do in sports today?’ Try to phrase your questions to invite answers that are longer than ‘yes’, ‘no’ or ‘OK’. Questions that begin with ‘What did you do in …?’ are often better for this purpose than ones that start ‘How was …?’ or ‘Did you …?’

• When your child does respond, give them your full attention. Let them know that you’re listening by asking clarifying questions, such as ‘Do you mean that….?’ or ‘Let me make sure I understand….’

• Keep open channels of communication with your child’s teacher. Teachers who know that you are interested and friendly are usually glad to keep you abreast of what’s going on. You can also grease the wheels of communication by offering to help out in the classroom or on excursions from time to time.

• Respect your child’s privacy, but let them know that you are open whenever they feel like sharing their thoughts. When children don’t feel they are being continually ‘forced’ to talk about their whole day, they will often willingly recall special parts of their day.
SCHOOL HOURS

School commences at 9.00am
Morning recess is at 11.00am - 11.30am
Lunch is eaten in the classrooms at 1.30pm and 1.40 pm
Lunch recess is held between 1.40pm and 2.30pm
Dismissal is at 3.30pm

On wet days the children do not play outside but have supervised indoor activities in their classrooms.

It is important for children to arrive at school on time in the mornings. It is upsetting to the child and disruptive to the class if your child is late. Children who arrive late must be signed in at the office by their parent and collect a late pass which is given to their teacher.

Children are not supervised before 8.45a.m. or after 3.45p.m. and for safety reasons, should only be at school between these times.

Prior to school vacations, school will dismiss at 2.30pm, and at 1.30pm on the last school day of the year.

If you wish your child to leave school early (for a dental appointment etc.) it will be necessary for you to inform the class teacher (in advance), go to the office to sign your child out and collect an early dismissal authorisation and then collect the child from the classroom. In the interests of safety, we will not send a child home at any time other than dismissal time.

Please note that Preps will not be required at school each Wednesday during the month of February. Preps commence full time school as from Monday 3rd March, 2014

TERM DATES

2014

Term 1: 28th January (teachers start) to 4th April *
Term 2: 22nd April to 27th June
Term 3: 14th July to 19th September
Term 4: 6th October to 19th December

* Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. The remaining three student-free days are determined by each individual school, so contact your school for details.

The school is closed on all Public Holidays
SCHOOL COUNCIL

School Councils are corporate bodies constituted at Victorian Government schools under legislation. They are representative in nature, with a membership reflecting the educational partnership of student, teacher and home. School Council elections are held each year. Councils have an important obligation to consult with and report to the school community. Government schools in Victoria have the responsibility to develop their own educational programs within Government policies and guidelines. The School Council is the focal point for shared decision making at the school. School Council responsibilities’ concern: areas such as curriculum, finance, facilities, school community relations and the selection and employment of certain staff.

Bittern Primary School Council meets regularly to discuss various issues concerning the school community. Parents are welcome to attend these meetings as observers.

ASSISTANCE BY PARENTS

The Prep Classroom

The Prep classroom is an exciting and stimulating place where your child will be challenged and supported. Teachers aim to create a safe and happy environment in which children are valued, praised and encouraged to have a go. Classrooms are designed to welcome your child, spark their imagination and arouse their thinking. They feature colourful displays of children’s learning materials and artwork, books, computers, construction materials and art supplies.

How to help your child in the classroom:

- Share with your child good stories and memories of your own school days
- Be positive about school, teachers and learning
- Talk with your child about the kinds of activities they will take part in during the school day
- Talk about friendships and how to be a good friend
- Take your child to your local library and choose books together
- Talk about letters, words and numbers your child sees when shopping, on television, in books and on computer screens
- Encourage your child’s curiosity by asking questions and encouraging questions in return
- Introduce yourself to the families of other children.

Throughout your child’s days at Bittern Primary School there will be numerous ways and opportunities for you to assist, not only the school as a whole, as well as in your own child’s classroom activities.

The role of the School Council has been outlined. This is an opportunity for you to be involved with the school as a whole.

Within your child’s classroom, excursions and various other activities may see teachers requesting parental assistance.

If you are able to help, the school would be glad of your involvement in some of all of these areas.

If you have an interest in gardening you are more than welcome to help us to keep our grounds tidy. Other opportunities include some of our club activities, for example scrapbooking and the fitness club.
BETTER BUDDIES

Through the Better Buddies program, children in their first year and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. All children in the school learn these values through formal and informal activities. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. Students in prep and Year 6 meet formally for a buddy session for 1 hour per week.

CURRICULUM

The comprehensive curriculum offered by the school covers the eight key learning areas:-

- English
- Mathematics
- The Arts
- Science
- Technology
- Health & Physical Education
- Integrated Studies

Computers are provided in all classrooms as well as in our computer lab which caters for a whole class group at the one time. Netbooks and ipads are also available for all classes.

The school is in the process of becoming an eSmart school.

What is eSmart?

eSmart is an initiative of The Alannah and Madeline Foundation, eSmart equips everyone in the school community with the skills and knowledge they need for smart, safe and the responsible use of technology.

eSmart helps schools to embed a culture of positive technology use, create policies and procedures, gain access to evidence-informed resources and track their progress in becoming eSmart.

eSmart was piloted in 150 schools nationwide in 2010, with outstanding results. Ninety-eight percent of pilot schools said eSmart was appropriate to achieve cyber safety and 96 percent said they would recommend it to other schools.

“As a parent, I would know that when I enrol my child in an eSmart school, it is a school where cyber safety and bullying are dealt with effectively. The teachers will know how to deal with incidents, children will look out for each other and can safely report bullying. As a parent I would know who to go to if my child was involved in anything risky online.”

Dr. Judith Slocombe, CEO,
The Alannah and Madeline Foundation
Quick tips to help your child become eSmart: (smart, safe and responsible with digital technology)

- Find out about and understand your school’s “Acceptable Use Policy” and other bullying policies. Try to actively support your school’s policies and processes that help to address bullying and cyber safety.

- Talk to your child about what your expectations are of their online behaviour. Set up some ground rules and basic guidelines.

- Get involved and take an active interest in cyber safety. Attend information nights, research online safety, and work with your school to help make cyber safety a priority.

BOOKLIST

The government provides basic funding direct to the school and the community is asked to complement this funding, in support of the provision of a higher quality program.

A booklist is distributed to all parents towards the end of the year. The associated costs include each student’s personal books and requisites, supplies for general classroom use, duplicating and printing costs, paper, art and craft supplies, class texts, reading materials, and a portion of the costs associated with our Computer Budget. In the year 2012 the total was less than $300 (which includes $80 voluntary contribution).

A contribution is requested from parents to fund curriculum equipment and school improvement. This is also detailed on the booklist. In the year 2012, this amount was set by School Council at $80.00.

STAFFING

Our school is allocated a budget according to the number of students enrolled. Programs, which support the classroom, include Library, Art, Physical Education and Information Technology. Our policy is to provide the best possible programs and grade structure for the children.

PARENT TEACHER INTERVIEWS/REPORTS

Information sessions and interviews are planned each year, so that parents are well informed of their child's progress.

Interviews for Prep children are held before they start school.

Progress reports interviews are held mid year and written reports are issued mid year and at the end of the year.

The teaching staff continually evaluates the children's progress and if problems do become apparent, parents are made aware of the situation. This applies not only to academic subjects, but also to all aspects of the social and physical well being of the children.
ABSENCES

Please encourage regular attendance, but remember that a sick child should be kept at home.

If your child is absent from school, please send written notification to school when your child returns.

SCHOOL UNIFORM

The school uniform for Bittern Primary School is compulsory. The supply of the uniform has been outsourced to a uniform company: Belez Pty Ltd., at the Somerville Store in the shopping centre.

<table>
<thead>
<tr>
<th>Winter Uniform</th>
<th>Summer Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tunic</td>
<td>Summer dress</td>
</tr>
<tr>
<td>Navy blue pants (school approved)</td>
<td>Navy blue shorts</td>
</tr>
<tr>
<td>Pale blue polo shirt with logo</td>
<td>Pale blue polo shirt with logo</td>
</tr>
<tr>
<td>Navy blue polo shirt with logo</td>
<td>Navy blue polo shirt with logo</td>
</tr>
<tr>
<td>Tunic windcheater with logo</td>
<td>Navy blue slouch hat (logo optional)</td>
</tr>
<tr>
<td>Crew neck windcheater with logo</td>
<td></td>
</tr>
<tr>
<td>Pale blue skivvy (no logo)</td>
<td></td>
</tr>
<tr>
<td>Woollen beanie with logo</td>
<td></td>
</tr>
<tr>
<td>Vest</td>
<td></td>
</tr>
<tr>
<td>Girls’ tunic</td>
<td></td>
</tr>
<tr>
<td>Bomber Jacket</td>
<td></td>
</tr>
</tbody>
</table>

School approved navy blue pants include navy blue track pants, cords, drill pants and leggings. Jeans, brand names and fashion wear are excluded.

Footwear

No bright colours.
When visible, socks should be navy blue, pale blue or white.
For safety reasons shoes must not have platform soles or open toes.
For PE and PMP suitable sports footwear must be worn.

General

- Please note hats must shade the face, ears and back of neck. Hats should be plain blue or have the Bittern logo.
- Grade 6 pupils will have the option of a specially printed windcheater and polo shirt.
- Iron on logos are available from the school office for $2.00
- Hats are available from the school office for $15.00.

If you have any questions please contact either the uniform shop (phone: 5977 5277) or the school office.
LOST PROPERTY

Lost property is stored in the Sick Room near to the office. Parents and children are advised to check this room if items of clothing have been lost. All garments should be clearly named before they are worn to school.

SCHOOL ACCIDENTS

If a child is ill or is injured at school the child will be taken to the First Aid Room and attended to by a staff member trained in First Aid. If it is necessary, parents will be contacted as soon as possible. In cases of extreme emergency, an ambulance will be called and the parents informed.

It is not the policy of the school to leave sick or injured children at school, as we do not have a nurse to care for them.

EMERGENCY INFORMATION

We have an Emergency Information sheet for each child. This has an emergency contact telephone number (neighbour, relative, or friend) as well as the home and work number of parents. Relevant addresses, including that of your family doctor are also included.
It is absolutely crucial to the welfare of your child that the school is notified immediately of any change to these addresses or telephone numbers.

VISITORS TO THE SCHOOL

Visitors to the school are asked to sign in at the office and collect a slip. This enables us to be aware of who is at the school at certain times. We appreciate your assistance in this matter. No child is to leave the school grounds during school hours for any reason UNLESS signed out by a parent (or authorised person). Always remember to sign children out at recess and lunchtime.
CHILDREN’S ILLNESSES

The school supports the notion that sick children should not be at school.

The best place for a sick child is at home in bed. Infection spreads quickly at school.

Furthermore, in compliance with the regulations, pupils with certain infectious diseases are to be excluded from school for set periods of time. In a few cases, the contacts are also to be excluded. You are advised to telephone the school for more details if your child is ill with any of the diseases listed:

INFECTIONOUS DISEASES: EXCLUSION FROM SCHOOLS
(See table included).

Chicken Pox, Diphtheria, Viral Hepatitis, Impetigo (School Sores), Leprosy, Measles, Meningococcal Infection, Mumps, Pediculosis, Whooping Cough, Poliomyelitis, Ringworm, Rubella, Scabies, Streptococcal Infections (including Scarlet Fever), Tuberculosis, Typhoid and Paratyphoid Fever.

4.5 INFECTIONOUS DISEASES IN SCHOOLS:
(EXCLUSION FROM SCHOOLS)

The principal is required to exclude children according to the following table, under the Health (Infectious Diseases) Regulations 1990. Note that the Regulations require the parent or guardian to inform the principal as soon as practicable if the child is infected with any of the diseases listed in the table or has been in contact with an infected person. It should be noted that in cases of diphtheria, typhoid and paratyphoid fever exclusion and determination of recovery would be matters for the municipal Medical Officer of Health.

"Contact" means child of school age or preschool age living in the same house as the patient, "patient" includes carrier and "school" includes any preschool centre, kindergarten, primary school or secondary school. A patient or contact shall be prevented from attending school unless conditions hereunder prescribed are complied with.
<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Patient shall be excluded from school -</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken-pox</td>
<td>Until fully recovered or at least one week after the eruption first appears.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis (acute Infectious)</td>
<td>Until discharge from eyes has ceased.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts excluded until investigated by the medical officer of health, or a health officer of the department, and shown to be clear of Infection.</td>
</tr>
<tr>
<td>Giardiasis (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis (infectious hepatitis)</td>
<td>Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Until recovered from acute attack.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection</td>
<td>Non-immunised contacts must be excluded for 13 days</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts must be excluded until they have been receiving appropriate chemotherapy for at least 48 hours</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Disease or Condition</td>
<td>Patient shall be excluded from school</td>
<td>Exclusion of contacts</td>
</tr>
<tr>
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</tr>
<tr>
<td>Pediculosis (head lice)</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Until 2 weeks after the onset of illness and until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts must be excluded from attending a children’s service centre for 21 days after the last exposure to infection if the contacts have not previously had whooping cough or immunisation against whooping cough</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Until 2 weeks after the onset of illness and until receipt of a medical certificate of recovery from infection</td>
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</tr>
<tr>
<td>Poliomyelitis</td>
<td>Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rotavirus (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least 5 days after onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Shigella (diarrhoea)</td>
<td>Until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal Infection (inc. scarlet fever)</td>
<td>Until receipt of a medical certificate of recovery from infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Until appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Until receipt of a medical certificate from a health officer of the Department that the child is not considered to be infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded unless the medical officer of health or a health officer of the Department considers exclusion to be necessary.</td>
</tr>
</tbody>
</table>
ASTHMATICS

An Asthma Management Plan needs to be completed by parents of asthmatic children. These forms are available from the office. Parents will be reminded at the start of every year.

MEDICINE

Children must bring written authorisation by the parent for any medication to be given to the student at school. Medication must be brought to the office where it will be placed in a secure storage area. No medicine will be given without the written permission of the parent. Permission forms are available at the office.

HEAD LICE

Head lice are friendly little creatures, which show no particular bias to whose head they are attracted. Having head lice is no indication of lack of cleanliness and should not have any social stigma attached.

Regular checks should be made of your child’s hair, particularly if he/she seems to have an itchy scalp.

If lice are found, the child’s hair should be treated. The children should be excluded from school until treatment has been carried out.

Please contact the school, should you become aware of a head lice problem, as we may need to have all children checked to prevent a major outbreak.

SUN SMART

The school community is very conscious of children being exposed to the sun and is taking steps to promote “Sun Smart” behaviour.

Children are encouraged to wear school hats when outside and this is compulsory in Terms 1 and 4.

Teachers also wear hats while on Yard Duty Supervision in Terms 1 & 4.

Children without a hat in Term 1 & 4 have a restricted play area in the shade.
SCHOOL DENTAL SERVICE

The School Dental Service (S.D.S.) is a service for primary school children and is staffed by Dentists, Dental Therapists and Dental Nurses.

Great importance is attached to the prevention of dental disease, through preventive procedures such as fissure sealants, topical fluoride applications and through education and motivation of children, teachers, parents and the community.

Additional dental care provided by S.D.S. includes; examinations, radiographs if necessary, scaling and cleaning, fillings and extractions both on permanent and deciduous teeth where necessary.

For further information contact: School Dental Service, Department of Human Services, Suite 4 50 Thomas Street, Dandenong (P.O. Box 7003) Ph. 1300360054

SCHOOL MEDICAL SERVICE

This annual visit serves two purposes:

a. To: conduct medical examinations on all Prep children (parental approval and pupil medical history is obtained first.)
b. To: conduct follow up examinations on older pupils who have a recorded medical history.

This visit is held at the school in a quiet area. Whenever necessary, the nurse will contact parents to arrange an interview. This service is free.

A complete report on those pupils with medical problems is left at school and class teachers are made aware of any pupil disabilities. This can be helpful to the teacher eg. by placing a hearing or sight impaired child near to the front of the room. The pupil can maximise their learning ability.

SOCIAL SKILLS

At Bittern Primary School we use restorative practices as a strategy for students to work through any issues or concerns. We have seven school rules which will be introduced to the students during the year.

1. We treat everyone in a friendly way.
2. We play and stay where we should.
3. We help others.
4. We ask for help when we need it.
5. We listen and learn from our teachers.
6. We are proud to look after our school environment.
7. No matter where we are, we always follow the rules.
HOMEWORK

Homework in its many forms is encouraged; though it is not always set as a formal exercise. The completion of projects, reading and general schoolwork is left to the individual teacher to arrange. Early in the year each classroom teacher will give parents an opportunity to attend an information afternoon or evening. Matters such as homework and teacher expectations are discussed at this time.

STRANGER DANGER

We are constantly reminded of the problem of strangers approaching children, particularly on their way to or from school. The school makes the children aware of this danger and parents should reinforce this with their children.

Parents will be notified if there has been a department alert in the local government area (L.G.A.)

YARD SUPERVISION

As pupil safety is of the utmost importance, staff (on a rostered basis) supervises the school grounds before school from 8.45am to 9.00am, at recess, lunch periods and from 3.30pm to 3.45pm each day.

Parents should telephone the school if they are going to be late collecting their child. This will allow us to make suitable arrangements for supervision and avoid unnecessary worry on the part of the child.

TRAFFIC SAFETY

The school has two supervised crossings and children who walk to and from school should use these crossings (on Frankston/Flinders Road and Myers Road).

Limited parking is available in Portsmouth Road. Parents are asked to refrain from double parking. There are very sound legal and safety reasons for making this request. Similarly, children should not be beckoned across the road in order to save a few seconds.

For the safety of students: Parents are not permitted to park in the school staff car park.
BICYCLES AND SCOOTERS

Children are permitted to ride bicycles to school. It is the responsibility of parents to see that all bicycles and scooters ridden to school are roadworthy. Bicycles and scooters are stored in a special enclosure during the school day but no responsibility is taken for bicycles brought to school. Bicycles are not to be ridden in the school grounds, until the majority of students have left the school. Children leaving the school via Portsmouth Road must walk their bikes to the Myers Road corner. They must not ride against the oncoming traffic or on the footpath.

CHILDREN MUST WEAR HELMETS

The Road Traffic Authority recommends that children under eight years old do not ride unsupervised to school.

EXCURSIONS AND CAMPS

Excursions and camps form a very important part of a child's total educational program. They are arranged to enable the children to have first hand contact with a variety of experiences. As with the classroom programs, the camps and excursions are part of a learning sequence, each experience building upon a previous one.

Parent permission is obtained prior to excursions being undertaken out of the immediate area. Parents are responsible for the payment of costs involved eg. transport, admission etc. Children will not be taken on excursions without a consent note. All payments must be made by the due date. Unfortunately no late payments will be accepted.

FIRE DRILL

A fire drill and emergency evacuation is conducted regularly. In cases of emergency, children assemble on the school oval.

- Evacuation procedures are visible in every room
RELIGIOUS EDUCATION

Religious Education is conducted in some grade levels in the school and follows the approved syllabus as laid down by the Council for Christian Education in Schools. Volunteer teachers take the 30 minute lessons each week. These teachers are approved by the above-mentioned Council. Parents should indicate their preference with regard to R.E. at the time of enrolment.

HOUSE SYSTEM

Children in the middle and upper grades are allocated to one of four houses:

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<tr>
<td>Jackson</td>
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<td>Bradman</td>
<td>Green</td>
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<tr>
<td>Thorpe</td>
<td>Blue</td>
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<tr>
<td>Freeman</td>
<td>Gold</td>
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School Leaders are elected from the senior grades each year. They carry out various leadership tasks on behalf of their house and for other specific reasons. School Captains are elected by the Grade 6 children. The House System operates across the school.

TRANSFERS

If your child or children are leaving the school, a transfer note must be obtained from the school office and taken to the new school.

It helps the office staff, and the class teacher if reasonable notice can be given. This allows teachers to write reports for the new teacher, and collect the child’s belongings.

NEWSLETTER AND NOTICES

The Newsletter is published fortnightly on Wednesdays. It is available online at our website – www.bitternps.vic.edu.au or an alert email can be sent to you with a link. All you have to do is fill out the appropriate form (available at the office) and either choose the paper or email option. Please check your child’s school bag daily for any notices. Spare copies of the newsletter are always available in the office.

This information lets everyone know about school activities and our future plans.

Please read notices which are sent home and if a reply is needed, return it to the school as soon as possible.
FRIDAY ASSEMBLY

Every 2nd Friday (Newsletter week) we have a whole school assembly: held in the multi-purpose room, this commences at 3.00pm. All staff and children are expected to be in attendance. Every other week there are smaller assemblies, one in the senior and one in the junior school. The assemblies all conclude at 3.30pm.
Parents are always welcome.

SCHOOL PHOTOS

School photos are taken annually. Parents are asked to make every effort to ensure that their children are dressed in School Uniform for the photos.

MONEY

All money requested for excursions, incursions, camps, hot dogs etc. must be given to the classroom teacher. A printed school payment envelope will usually be sent home with an excursion notice. Please endeavour to send along the correct money enclosed in the payment envelope or another clearly marked envelope. The envelope should be handed to the class teacher at the start of the school day. Spare payment envelopes are always available from the school office.

EFTPOS

Is available: at the school office.
You can pay curriculum related charges (e.g. school fees, camps and excursions.) with your debit or credit card over the counter.
There is a $10.00 minimum.
Unfortunately we cannot take payments over the telephone.

Payments for school curriculum (e.g. fees, camps and excursions) can be made with Bpay. Please enquire at the office for your Bpay Biller Code. It is available on your family statement.
SOCIAL SERVICE

The school encourages support for a number of selected appeals. Children are given the opportunity to donate small sums of money as part of their training in good citizenship.

BANKING

Pupil banking day is Thursday. Parents will be invited to open an account for their child with the Bendigo Bank.

KITCHEN GARDEN

Bittern Primary School was originally selected for the “Go for your Life” Kitchen Garden project with Stephanie Alexander. Stephanie Alexander’s philosophy is that involving children in growing, harvesting, preparing and sharing good food is the most effective way of introducing children to broader food choices now and for the rest of their lives.

The program has been modified to enable all students to participate. The kitchen is organised by a parent volunteer and the garden is tended by members of the Junior School Council.

The school has a dedicated band of parents who regularly fundraise to ensure that the students are able to use the facilities that have been developed over time.

The outcomes in terms of sustainability, awareness, life skills and community connectedness are many and varied for all of the students involved in the program.
50 QUESTIONS TO ASK WHEN CHOOSING A SCHOOL - BITTEN PRIMARY SCHOOL ANSWERS YES TO ALL OF THEM

Is there a Prep Partner (Better Buddies) Program?

Are Prep classes kept small?

Are Literacy and Numeracy school priorities?

Is there a Social Skills development program taught at all levels?

Is the school in a quiet street, off the main road?

Does every classroom have a bank of computers?

Is the office staff friendly and helpful?

Do you have direct walking access to the Myers Reserve, Bittern Stadium and Bittern Tennis Club?

Are there separate playgrounds for junior and senior students?

Are excursions part of the learning program?

Do teachers welcome parents in the classroom?

Is there an active School Council?

Is there a Leisure Program for senior students?

Do all children have access to ipads and netbooks?

Can children access the Internet?

Is there a vegetable garden for students?

Can children participate in the Student Representative Council?

Do children have the opportunity to participate in a sport at a district and state level?

Do you have access to a Psychologist?

Is the wellbeing of children a high priority?

Do senior children have the opportunity to participate in Interschool Sport?

Will all children attend an art lesson in a well-equipped art room each week?

Does the school provide a range of individual support programs?

Is there qualified First Aid staff on duty?

Is the school esmart?

Is this a Sun Smart school?

Is Religious Education available?

Is there a canteen for lunches on Mondays?

Are there leadership opportunities for senior students?

Do all children have Physical Education each week?

Is the children’s academic progress closely monitored?

Are playgrounds maintained to high levels of safety?

Will all children have access to a computer laboratory?

Will parents receive two written reports as well as interviews each year?

Is the curriculum planned according to the Victorian Essential Learning Standards?

Can I approach the school at any time with any concerns?

Is the Principal known for being open and approachable?

Is the library computerised?

Is school uniform compulsory?

Will all children in Years 3 to 6 have the opportunity to participate in school camps?

Is there a Kitchen Club?

Is there a fully functioning kitchen with 4 ovens, sinks and workbenches for students to use in cooking classes?

Is there a hot dog day every Friday?

Do students have the opportunity to join a student representative council?

Is the school supported by an active parent community?

Do students have the opportunity to participate in a swimming program?

Do we have friendly aides available to support the teaching staff?
MORE IDEAS TO ASSIST IN A SMOOTH TRANSITION FOR YOUR CHILD

- Visit the school regularly
- Familiarise your child with the playground and toilets
- Let them wear their uniform
- Use their school bag, lunch box, drink bottle
- Help to prepare lunches (beware of Glad Wrap)
- Dress and undress themselves
- Talk about school in a relaxed, casual tone
- Avoid making it a big deal
- Establish some routines at home eg. Collecting mail, setting table
- Give them practice at following two or three directions at one time
- Over the holidays try to socialise with children who will be in the same class
- Don’t drill them on reading or writing or learning to count
- Encourage them to know their name and address and phone number
- Allow them to speak for themselves (when you are out visiting)
- Do not say you will miss them when they are at school
- Attend all transition programs the school offers
- If you have time ask if you and your child can sit in on a class occasionally
- Become familiar yourself with the school’s philosophy, discipline policy, classroom structure and parent committees
MORE TIPS FOR ENCOURAGING MATHEMATICS AND LITERACY AT HOME

All parents can encourage their children to **EXPLORE, DISCOVER AND CREATE** mathematical situations that will assist them to understand and enjoy today’s mathematical world.

**TOYS AND GAMES**

Give some thought to the educational value of the toys and games you buy. **Jigsaws** are excellent for co-ordination and manipulative skills.

**Construction toys:** ask your child to tell you about the things that they make with Lego or other materials, eg. “I made a tall building (or a long bridge or small car, etc.). These are the most important concepts for the child to grasp in Mathematics.

**Encourage** your child to talk in sentences when he’s describing what he’s been doing.

**Card games** are most helpful for matching and counting activities, eg. count spots on cards, match cards of same suit or value. Snap and Concentration type games can be played to encourage matching and counting skills.

**Board games** such as Snakes and Ladders, Ludo etc. using a dice or a spinner give enjoyment and practice in Maths. When buying a present: items such as Dot to Dot books, magnets, simple calculators, farm sets etc. provide excellent mathematical material.

**Bath time** provides the opportunity for children to explore the properties of water. Use of various shaped plastic containers will lead the children to discover which container holds more, less, most, least etc.

**Cooking** involves many mathematical concepts, eg. measuring, weighing, counting and comparing volume and is an excellent opportunity to share language and number experiences with your child.

**Shopping** trips give the opportunity for the children to learn about money, weighing of items, size, shape, colour and number.

**Sand pits:** children can fill up various shaped containers. Which hold more or less? What items are heavier or lighter etc?

**Trips to the beach:** many possibilities for counting (families, shells), sorting into groups (shells, stones), making patterns, construction (sandcastles).

**During READING TIME** children come across many fairy stories and nursery rhymes with numbers in them. Even if children cannot yet recognise the numbers, they can be made aware that the pages are numbered. Count the pages and talk about books eg. on which page is your favourite picture? Is the book thick or thin?

ENCOURAGE, CHALLENGE AND DISCUSS MATHEMATICAL CONCEPTS WITH YOUR CHILD