



Information Handbook



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This INFORMATION BOOKLET is provided
for your convenience, courtesy of the Specimen
Hill Primary School Council.

For further information, please contact -

DI CRAIG
Acting Principal.

DEAN STEWART,
President,
School Council.

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Dear Parents,

We welcome you and your child to our school community and provide an assurance that everything will be done to ensure your child will have a happy and successful education at Specimen Hill.

Many parents want to help their children but feel unsure about how they can best support school programs.

We hope this booklet helps you to understand how your child will develop learning skills.

- Already, your child's most important learning has taken place even before commencing school.
- Prep is a year to learn the skills required for formal learning, and to develop skills for social interaction in daily life.
- To make your child's Prep year happier, please show an interest in the work he or she brings home, discuss it with him/her and compliment him/her for his/her efforts. Always remember to accept your child's individual abilities and to avoid comparisons to others.
- It is widely acknowledged that you as parents are the main educators of your children. Parents and teachers share a responsibility in each child's learning.

Our School's policy is to involve parents as much as possible. Please see us if you are able to help in any way during the coming year, e.g. listen or reading to children, fundraising, canteen duty, sports days, parents and friends committee, support in the canteen or other programs.

Remember,

all children are different,

and learn at different rates,

and in different ways.

Please remember that if you have a positive attitude to school your children will also have a positive attitude and see school as important.

SCHOOL COUNCIL

STEWART, Dean	President/Parent
DAVIS, Hayley	Vice President/Parent
COX, Marie	Secretary/Parent
HUMPHREYS, Trevor	Treasurer/Parent
EVANS, Naomi	Parent
WHITE, Wendy	Parent
MARCH, Liz	Parent
CRAIG, Di	Principal
WARNE, Corey	Secretary/Teacher
TURPIE, Helen	Teacher
JACKSON, Wendy	Teacher
SHERRIFF, Wayne	Community/Co-opted

- * Council currently meets at 7.00 p.m. on the third Monday of each month.
- * Sub-committees meet usually during the week prior to the Council meeting.

PARENTS' CLUB

BOULTON, Danielle	President
BURKE, Melanie	Secretary
FITZGERALD, Kate	Treasurer



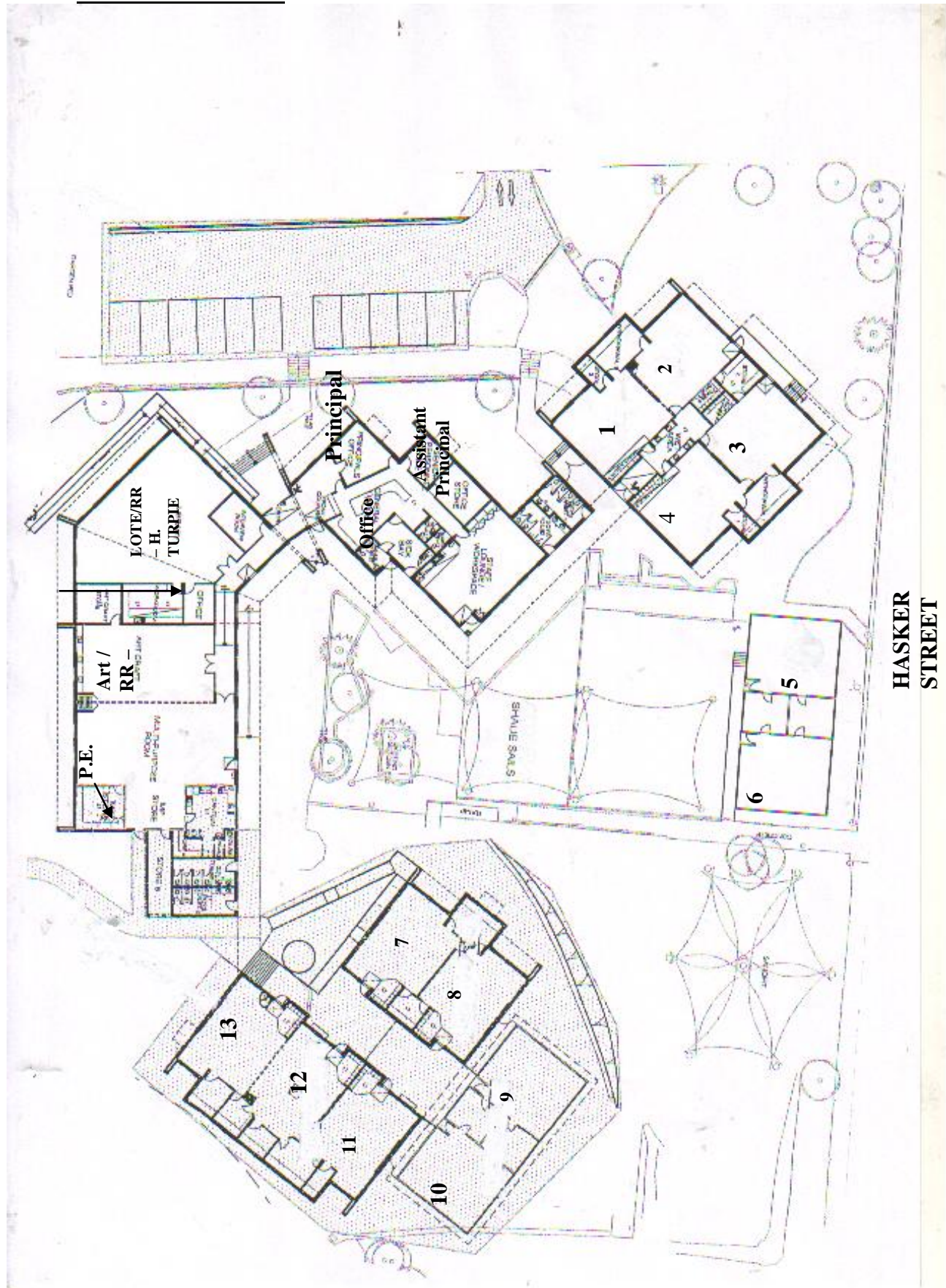
SCHOOL ADMINISTRATION

STAFF

CRAIG, Di	Acting Principal
WARNE, Corey	Assistant Principal
GLEESON, Natalie	Grade Prep
MANLEY, Kim	Grade Prep
BERGIN, JO	Grade Prep/1
BROWN, Sally	Grade 1/2
THORN, Alice	Grade 1/2
BALL, Jenny	Grade 1/2
POLGLASE, Hayden	Grade 3/4
O'SHEA, Jacqui	Grade 3/4
BACKAS, Leah	Grade 3/4
GARWOOD, Judy	Grade 4/5
HEARD, Katie	Grade 5/6
SING, Allan	Grade 5/6
PYSING, Scott	Grade 5/6
YOUNG, Sandy	Art
DYETT, Ben	Physical Education
TURPIE, Helen	L.O.T.E., Reading Recovery
SMART, Teresa	Reading Recovery
JACKSON, Wendy	Literacy
BLACKLEY, Kaye	Office Manager
EMERSON, Karen	Education Support Officer
JOHNS, Leah	Education Support Officer
SMITH, Louise	Education Support Officer
EAST, Ruth	Education Support Officer
WRIGHT, Bernadette	Wellbeing Officer
Bendigo Property Services	School Cleaner
JOHNS, Leah	Out of School Hours Care
EMERSON, Karen	Out of School Hours Care

PLAN OF SCHOOL

CROXTON STREET



HASKER STREET

ABSENCE NOTES

- (i) If your child is absent from school a note outlining the reason for that absence must be provided. (DEECD requirement).
- (ii) A single note to explain that children will be going home for lunch on a regular basis will suffice. However if your child usually has lunch at school but for some reason has to go home, a note should be provided.
- (iii) Also, please refer to ‘CHILDREN LEAVING SCHOOL GROUNDS’.

ALTERNATIVE LUNCHTIME PROGRAM

This is a supervised program which is held each lunchtime from 11.15 – 11.40am.

This program is designed to provide activities which support and encourage social interaction, tolerance and co-operation.

Children may attend this program voluntarily, or may be required to attend because they have chosen to ignore school rules.

ART SMOCKS

All children are requested to have an art smock to protect their clothes.

There is no need to buy a smock - an old shirt with cuffs replaced with elastic makes a most serviceable smock. (Please name)



ASSEMBLIES

Whole school assemblies take place each Monday where the National song, Advance Australia Fair, is sung.

Children of conscientious objectors may be excused from this part of the Assembly as long as a note is provided. Assemblies are a time to celebrate achievements and come together as a school community. We award “Stars of the Week” with certificates.

BANK, School

Collections are made each Tuesday morning.

New Accounts: The opening of new accounts requires the completion of a New Deposit form and must be signed by a parent or guardian.

BEHAVIOUR MANAGEMENT

At Specimen Hill Primary School we are committed to providing a safe, harmonious school environment where neither physical nor verbal abuse (including ‘put downs’) are tolerated.

Students have a right to be safe, to learn, to be treated with respect and have their property treated with respect.

Our Behaviour Management program is based on a set of rights and responsibilities. It is aimed at being a positive model that reinforces good behaviour, with consequences for unacceptable or inappropriate behaviour. It also focuses on repair reflecting on our behaviour and consideration and towards those impacted by our behaviour.

Specimen Hill’s “Behaviour Management” Program is as follows:

ANTI BULLYING

The students at this school have the right to a safe and caring environment which promotes learning, personal growth and self-esteem. The school is committed to providing this and each student has the responsibility to make this happen.

Bullying can take many forms-

- Physical bullying includes fighting, pushing, shoving, gestures, standing over or invading someone's personal space.
- Verbal bullying includes name calling, offensive language, putting people down.
- Victimisation includes stand-over tactics, picking on others, threats to "get" people, repeated exclusion.
- Sexual bullying includes touching or brushing against one in a sexual manner, sexually orientated jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.
- Exclusion includes leaving people out of activities on purpose, physically turning away.
- Racial, religious or gender discrimination of any kind is a form of bullying.

All members of the school community share the responsibility to act against bullying.

Teachers will:

- Act as role models of caring, tolerant behaviour
- Listen to reports of bullying and treat them sensitively
- Act to protect the victim and stop the behaviour recurring.

Students who are bullied: "Name It" by

- Telling the person to stop (if you can)
- Tell a teacher of your choice, what is happening
- Continue to tell until the bullying stops

Student witnesses to bullying: Also "Name It"

- By telling the person to stop (if you are able)
- Support the student being bullied by seeking teacher assistance

Parents:

- Will listen sympathetically to reports of bullying
- Will speak to a teacher
- Will work with the school in seeking a solution

The school:

- Will promote responsible action if bullying is witnessed
- Will keep adequate records of all bullying incidents
- Will work with parents
- Will support and protect the victim
- Will work to assist the bully to modify their behaviour and to realise the negative impact of their behaviour
- Will apply consequences ranging from the Alternative Lunch Program through suspension to exclusion where there is resistance to behaviour change and repeated offending
- Will develop curriculum resources to support an anti-bullying culture

- Will actively support and promote the policy within the school community

Rights and Responsibilities

We understand our rights, and accept our responsibilities, maintaining the rules will help us to build up a good, happy and safe environment in which we can accept each other.

We need to care about other students, parents, teachers, belongings, school, our equipment and ourselves.

Here are some examples:

- | | |
|---|---|
| * To share equipment | * To listen |
| * To help others to understand | * To help |
| * To share time | * To try our best |
| * To co-operate | * To encourage |
| * To help others to belong | * To be polite |
| * To have a go | * To respect others |
| * To work out problems in a fair & calm manner | * To be on time |
| * To ask for opinions and ideas | * To make time for others |
| * To try and understand | * To share attention |
| * To ask for help | * To look after ourselves and others |
| * To be honest | |

RULES

To help protect our rights and to encourage responsibility we have basic rules for our classroom and for times when we are out of class.

Talking or Communication Rule

This rule covers:

- Hands up
- Not interrupting
- Working noise
- Hurtful language
- Assemblies
- Lining up
- Moving between rooms

We speak kindly and respectfully to each other and we listen actively.

Learning Rule

This rule covers:

- The way we learn and play in our room and out of class
- Co-operation
- How to get attention or help
- Behaviour on camps and excursions

We work in a quiet, calm and co-operative manner.

Movement Rule

This rule covers:

- The way we move about
- Using equipment
- Being on time

We behave, move and play safely with consideration towards others.

We respect others through our speech, manners and attitudes and actions.

Treatment Rule

This rule covers:

- The way we treat each other – no sexism, no put downs, no racism
- Manners
- Safety in games and classrooms.

We resolve problems calmly and fairly.

Problem Rule

This rule covers:

- The way we fix up problems between each other

In class example: We try to solve problems in a fair and calm manner. If it is hard we ask a teacher for help.

Safety Rule

This rule covers:

- Safe behaviour
- Use of equipment
- Camps and excursions

We behave, move and play safely.

SUPPORTIVE ACTION

Supportive Action	Means	Appropriate When	Procedure
Discussion	Reminder Warning	First or infrequent offenders	Staff member discusses appropriate behaviour
Alternative Lunchtime Program	Time to reflect on inappropriate behaviour both within the classroom and in the school grounds.	Continued offenders who display inappropriate behaviour within the classroom or in the school grounds.	Staff member discusses, completes a form and the child takes this form to the principal to be signed. The form is taken home and signed and discussed with parent. Student completes problem solving form.
Contracting and conferencing behaviour agreements	Informal parent conferences using support staff and use of discussion and problem solving to make behaviour agreements.	Student repeatedly offends. Previous action has not been successful.	Discussion with staff re strategies already in place. Negotiate appropriate behaviour contract/management plan.
Administrative Support	Involvement of educational psychologists, consultants, social workers from the District or other agencies.	Previous intervention techniques have not been successful.	Consultants are engaged to work with student, parents and relative staff.
Exclusion from playground for recess/lunchplay for a set period of time		Student repeatedly breaks rules creating a danger for self/others in yard.	Seated in office area where supervised.

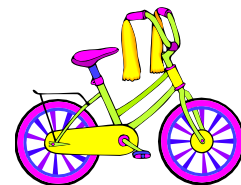
Supportive Action	Means	Appropriate When	Procedure
Internal Suspension	Student completes work in isolation in Principal/AP office/recess and lunch exclusion (1-3 days).	Student's behaviour repeatedly prevents others learning and/or in classroom situation.	Parents informed by Notice of Internal Suspension meeting on resumption of regular schooling – management contract.
External Suspension	Student is excluded from school and grounds for a set number of days.	After 10 days of internal suspension or extreme misbehaviour ie. Students behaviour is a danger to the physical/emotional health of any student or staff member.	Refer to School Discipline Procedures as per manual. Parent meeting on resumption of school – management contract.
Bendigo Teaching Unit (Grade 5/6)	Inclusion in a BTU program	Student/parents agree to expectations and BTU believe student will benefit from involvement.	
Transfer to an alternate setting	District support is requested to support transfer. Parent involvement.	All other measures have failed/student may benefit from a new start/alternate setting better meets students needs, eg. SDS.	Regional support involved to facilitate transfer.

BICYCLES

The riding of bicycles in the school grounds is not permitted. In addition children are required to 'walk' their bikes in the streets facing our school ie. Hasker, and Inglewood Streets and Tambour Heights. The wearing of a helmet is compulsory for children who cycle to school.

Children are not permitted to handle or interfere in any way with a bicycle belonging to some other person.

A locked bicycle compound is provided for the safe keeping of bicycles from 9am – 3.15pm. PS. This rule also applies to skateboards, roller blades and scooters. These should be stored in classrooms in an appropriate manner.



BOOK BOXES

Children in lower grades are provided with either a reader box or reader cover. It is requested that these be covered with contact to extend their life.

BOOK CLUB

Your child will have the opportunity to buy books (at very competitive prices) through the Ashton Scholastic Book Club at regular intervals during the year. When offers are made by this club, details will be included in the school's Newsletter.

CHILDREN LEAVING SCHOOL GROUNDS

(Please see Leaving School Grounds)

COMMUNICATION

Communication between parents and the school, parents and class teachers, is vitally important for us to continue to work co-operatively in the best interests of our students.

It is very important that parents maintain informal contact with their child's teacher to facilitate this process but other formal avenues are provided eg. (please refer to) Newsletters, Reports.

COMMUNITY SERVICE

The school supports several community activities each year which are nominated and supported through the Junior School Council initiatives. These may include Speci for Life (Cancer support) and State Schools Relief.

COUNCIL, SCHOOL

(Please see SCHOOL COUNCIL)

DEVELOPMENTAL CURRICULUM.

At Specimen Hill you will find actively engaged students involved in investigations during Development Curriculum sessions. During development curriculum children's interests are used as the main means for learning experiences alongside explicit teaching of skills and understandings in literacy and numeracy.

The type of experiences or investigations we plan for children promotes creativity, imagination and scope for the child to create art work, written and oral language presentations.

The Development Curriculum uses a mix throughout the day of active hands on play and project based work, alongside group times, projects, skill instruction and other learning experiences provided by the classroom teacher.

EARLY YEARS LITERACY PROGRAM

The Early Years Literacy Program operates at Specimen Hill. This program focuses on a strategic, balanced and comprehensive approach to Literacy. The key features of this program are:

- Focused two hours of literacy per day.
- A balanced mix of reading, writing, speaking and listening tasks;
- Regular monitoring of student progress; and
- Targeted assistance for students requiring extra support.

EXCURSIONS

At the start of the year, you have the option of paying an excursion levy which is a request for money in order for your child to participate in programs such as: Gym, Swimming instruction, Arts related activities such as films, live theatre, puppet shows, etc; or you can pay as the event occurs.

Excursions are an important part of the school program and begin in the Prep year. Experiences such as those listed above form the basis for work done in the classroom prior and following the excursion undertaken.

- (i) Signed Indemnity Forms are required before any child will be permitted to participate in any excursion.
- (ii) A signed general permission form is sought at the time of their enrolment to enable the children to participate in local excursions.
- (iii) Payment, see EXPENSES.



* The legal pupil/teacher ratio for all camps and excursions is faithfully adhered to.

EXPENSES

- (i) See Materials Charge
- (ii) Not included in the materials charge, but requested from time to time will be money for the children to participate in such activities as gym, swimming instruction, live theatre, puppet shows, etc.
- (iii) If a family finds it difficult to meet any of these payments, contact should be made with the school so that suitable arrangements can be made.

HEAD LICE

The school has established a Parent-managed Head Lice Program as a proactive approach to the management of Head lice.

When checked, if a child has signs of head lice they are then treated on the spot with hair conditioner. A note is sent home informing parents of the required follow-up at home and the child does not miss any school. But if a child does not have permission to be involved in the program and signs of head lice are observed the child must be collected from school immediately to go home for treatment. When the children return to school they need to return the “treatment” note indicating the type of treatment applied. We ask all parents to be vigilant and to check their child’s hair on a regular basis at home.

HOMEWORK

There is an expectation that all children read every night at each grade level. From time to time classroom teachers set homework tasks such as spelling, maths, research or project work.

HOURS OF INSTRUCTION

9.00am	to	11.00am	class
11.00am	to	11.15am	supervised lunch
11.15am	to	11.45am	lunch break
11.45am	to	1.45pm	class
1.45pm	to	2.15pm	afternoon break
2.15pm	to	3.15pm	class

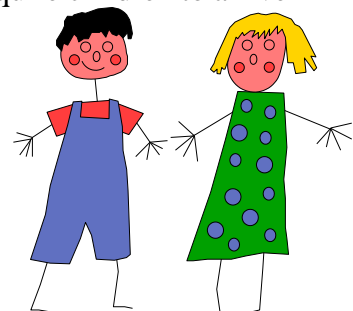
While a small ‘treat’ is most acceptable, a healthy playlunch and lunch is encouraged. ie. Please keep sweets, chips and cordial drinks etc. to a minimum (glass containers are not permitted at school). Water bottles on tables are encouraged.

Infants - during February Preps do not attend school on Wednesdays (unless Wednesday happens to be the first day of school).

End of Term dismissal - 2.15 p.m. on the last day of each term. We would prefer children not attend school before 8.30 a.m. as there is no teacher supervision of the school grounds until 8.45 a.m. Where family circumstances require children to arrive earlier than 8.30am, the OSHC program can be accessed (at a minimum cost).

IMMUNIZATION CERTIFICATES

The provision of a School Entry Immunization Certificate is a Department of Education requirement when children are enrolled to commence their Primary School education.. These



certificates can be obtained from the “Australian Childhood Immunisation Register “ (ph: 1800 653 809) or from any Medicare office.

INFECTIOUS DISEASES

Infections can spread quickly at school. Some illnesses can have serious after effects, accordingly, the School Medical Service exclusion table must be followed:

Chicken Pox

For at least 7 days after the beginning of the illness and until the last lesion has healed.

Conjunctivitis

Until discharge from eyes has stopped.

Diphtheria

Until 2 negative swab tests have been received at intervals of not less than 48 hours - the first swab taken 72 hours after cessation of antibiotics or chemotherapeutic agents.

Head Lice

Students are to be withdrawn from school until appropriate treatment (ie. lotion applied) has been administered.

Impetigo (School Sores)

Until sores have fully healed. Child may be permitted to return provided appropriate treatment is being applied and that sores are properly covered with occlusive dressings.

Measles

For at least 7 days from the appearance of the rash or until a medical certificate of recovery is produced.

Mumps

Until fully recovered.

Ringworm

Until appropriate treatment has commenced unless ordered by the School Medical Officer.

Rubella (German Measles)

Until fully recovered and at least 4 days have passed since the appearance of the rash.

Scabies

Until appropriate treatment has commenced unless ordered by School Medical Officer.

Scarlet Fever

Until medical certificate of recovery is produced.

Tuberculosis

Until a medical certificate is produced stating that the patient is no longer infectious.

Viral Hepatitis

Until a medical certificate of recovery is produced or where no medical certificate is available the child may be re-admitted on subsidence of symptoms provided that at least seven days have passed since the onset of jaundice.

Whooping Cough

Excluded for 4 weeks or until a medical certificate of recovery is produced.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

We have an ICT rich school with a 1 to 1 Netbook program for Years 5 & 6. The 1 to 1 technology program means that each child has a Netbook (a small Notebook computer) which is available for school and home use. Students have access to the internet to support their learning. That means they have access to technology anywhere, anytime.

All other classrooms have a mixture of desk top computers and notebooks. Interactive white boards are used by teachers and students during whole class instruction or small group work. We also use digital cameras to record what students are doing (still photos or video). The use of technology is integrated into all the work we do at Specimen Hill PS! It's not taught or used in isolation.

JUNIOR SCHOOL COUNCIL

All children in the school have the opportunity to be involved in the Junior School Council. This is a group of children from across the school who are nominated by their peers. The Junior School Council is responsible for a range of initiatives including Fundraising Special Days, Healthy Breakfasts and active leadership.

KITCHEN GARDEN

Over the last few years at our school we have developed our own **Kitchen Garden** program. It has been supported by the installation of a large storage water tank as well as rain water harvest tanks around the school. The program became part of the year 3/4 curriculum in 2009 with the children managing all aspects of the garden. That is, preparation of the soil, planting and finally harvesting and eating the produce. We even have our own chooks! All the Year 3/4 children love the program and the other students from Prep to Year 6 still get involved during the breaks and more informally.

LATE ARRIVING TO SCHOOL

If your child arrives at school after 9.00, the parent must sign a late pass, indicating why they are late.

LEAVING SCHOOL GROUNDS

- (i) Children should report to teachers if their parents have not arrived to collect them on time.
- (ii) Children must **never** leave the school grounds during school time without permission.
- (iii) Should a child have to go home for lunch a **note** is required - however a single note to explain that this will happen on a regular basis will suffice.
- (iv) Only in exceptional circumstances will a child be permitted to leave school early unless accompanied by an adult, and even then the following must apply:
 - The parent/guardian (etc.) who is to collect the child must first call at the office and sign an Early Dismissal form.
 - This form will then be presented to the child's teacher before the child is released. (This form will also double as a note and save another being provided from home.)
 - If children return to school after being collected, they must be "signed back in".
- (v) If children have not been collected by 3.30pm, they will be taken to the office by the Yard Duty teacher. Parents will need to collect them from this location.

LIBRARY BAGS

Children are encouraged to bring along a library bag before books are borrowed. Plastic supermarket bags are ideal for this purpose.

LOST PROPERTY

Unnamed clothing which accumulates throughout the year will be put on display for identification and collection then any unclaimed clothing will be given to a charitable society at the end of each term.

A box containing lost property is located in the 'Multi-purpose' room. Parents are encouraged to check for items their children have misplaced. Please name all items of clothing, drink bottles and lunch boxes.

LUNCH

Currently our Canteen operates each Monday and Thursday. Students may place orders off the menu list.

The canteen may operate for recess sales on other nominated days. These sales include icy poles, pop corn, fruit slabs, etc.

All items sold must be approved by State Schools' Canteen Association ('one offs' eg. Pizzas, sausage sizzles etc. must have School Council approval).



MATERIALS CHARGE

The school purchases materials on the parents behalf each year to ensure all children get the same quality and quantity of materials such as stationery, pens, pencils, textas, books, paper, paint, clay, dictionaries, atlases (etc.) throughout the year. Parents have the option of paying one lump sum or making regular payments.. A \$30.00 grounds/ICT fee is charged to each family.

- (ii) Parents who qualify for the Education Maintenance Allowance (EMA) are not required to pay the Materials Charge.
- (iii) Half the EMA allowance is provided directly to the school each year. Currently this is \$112.50 (ie. School's share). \$70.00 of this money is used to cover the Materials and Requisites levy and \$30 per family goes towards the grounds/ICT charge. The remainder is given towards an excursion credit.

MATHEMATICS

The Early Numeracy program operates at Specimen Hill Primary School. The areas covered in P-2 are Space; Number; Measurement, Chance and Data; Working Mathematically; Structure.

Under 'Number' the children learn how our number system works. They learn how to count and estimate. They use concrete objects to represent number stories.

Measurement. Through use of concrete materials, children learn basic techniques for measuring length, time, capacity and mass.

Space. In this study, children learn about common shapes. This involves them in drawing, cutting out, folding, colouring and handling concrete materials.

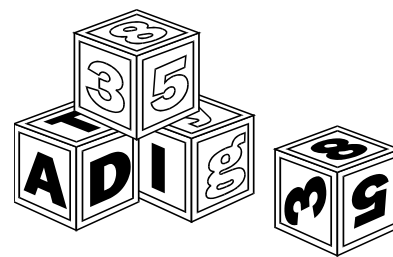
Reasoning and Strategies. Children recognise the elements of chance.

What Can Parents Do?

Encourage children to make use of everyday family activities, such as cooking, shopping, playing games which involve keeping scores, calculating journey times and so on. Choose one activity per day. It should only take a few minutes.

Words that can be used:-

under/over	big/small
heavy/heaviest	long/short
more/less.	



Counting:- knives and forks when setting the table.
pieces of cake.
people.
change from shopping.

Shopping:- How many things can I buy with 50c.?

Measuring:- Which jar holds the most? How can you tell?
Who's the tallest?
How many footsteps to the letterbox?
Toys can help your child with maths:
e.g. How many marbles fill the bag?
Will 6 cars fit in?

Make Available: Pens, pencils, paper, puzzle books, jigsaws, construction materials, boxes, icy pole sticks.

Try To: Praise, Encourage, Talk about, Be patient, Listen, Ask questions.

MEDICAL PROBLEMS

Any children who have medical problems such as allergies, anaphylaxis, asthma, eczema etc. must provide a current completed school medical form to the office. This allows appropriate care to be taken.

MEDICAL SERVICE, SCHOOL

A medical sister from DEECD visits the school each year to:

- carry out a health examination of some Prep. grade children.
- check on the progress of children found to have had a health problem during the previous School Nurse's visit.

MEDICATION

- (i) Any medicines etc. sent to school should be brought to the office and the parent must fill out a medicine form providing clear written instructions of times and dosage.
- (ii) As schools are not permitted to prescribe Disprin or Panadol etc. to students, parents must complete a medical form and provide a 'tablet' to school if they wish to have one provided to their child.
- (iii) All tablets/medicine must be in the original packaging/container.

MONEY

- (i) It is greatly appreciated if money can be sent in a sealed envelope together with the child's name, the amount of money and the proposed activity on the front of the envelope. (Self sealing envelopes are not terribly satisfactory as coins can slip out of the ends.) All envelopes can be placed in the mail box at the school office.
- (ii) Any other money should be given to the class teacher for safe keeping.

NAMING OF BELONGINGS

Please attempt to label **all** items children bring or wear to school, e.g. lunch boxes, clothing, swimming gear, reader boxes etc. Lost property crates are located in the Multi-purpose hall. Other unclaimed items are sent to charitable organizations at the end of each term.

NEWSLETTERS

Our major avenue for parent communication is through our weekly newsletter, the Speci-Express. It is important that you receive your copy of the school newsletter - distributed to the eldest child in each family every Wednesday. The Newsletter is also published on our schools website.

OUTSIDE SCHOOL HOURS CARE PROGRAM (OSHC)

Specimen Hill Primary School conducts an “out of school hours” from 6.30am to 8.40am and/or 3.15 – 6.00pm Monday to Friday). Attendance at these programs may be either permanent or casual. An Information Book and Enrolment forms may be obtained from the main office but for further details please phone Sara-Jane Drew (Program Coordinator) on 0447788636.

“Before School Care” operates from 6.30am to 8.40am each school morning. Phone Danika Fraser on 0438062561 for bookings.

PARENTS CLUB

Parents' Club meetings are held in the staff room (usually held twice each term). New members are always very welcome. Meeting dates are advertised in the Newsletter.

Martine Abbas	(President)
Danielle Boulton	(Secretary)
Tracey McSween	(Treasurer)



PERSONAL RECORDS

The school keeps confidential records for each child. It is essential that we be informed of **any changes** to a family situation. While this will assist us generally, it is particularly helpful in emergencies or instances requiring sensitive judgement (e.g. custody).

Such items as changes of address, telephone number, guardianship, emergency contacts etc. are important to the welfare of your child. All matters are treated with confidentiality.

PLAYGROUP

In 2007 a playgroup started up at Specimen Hill. This group caters for all pre-school children and is run by a parent from the school. The group meets weekly on Tuesday mornings in the Multi Purpose Room and provides a range of engaging activities for both children and adults. All inquires at the office.

PREP TRANSITION PROCEDURE:

Enrolment

- An **Enrolment Form** is required for entry to Primary School, together with a copy of your child's **Birth Certificate**.

- A **School Entry Immunisation Certificate** is required regardless of whether your child has been immunized or not. This certificate is available from The Australian Childhood Immunisation Register (phone 1800 653 809) or at any Medicare Office.

Prep Transition

To help our new Prep children adjust and cope with the demands of longer school days and more intense activities, their hours of attendance are modified at the start of the year.

During February, prep children will not attend school each Wednesday. This rest day in the middle of the week will assist with the transition from Kinder to longer hours and school routines.

Buddy Program

Our Buddy Program commences during our Orientation Program (October of Kinder year) when a next year's Grade 6 child will be matched with a prospective new Prep child. The older child will help introduce the younger child to the playground, toilet facilities etc.

During the end of year holiday break the older children will write to their young buddies to remind them that they have an older 'friend' who will meet them on their first day and look after them in their first weeks at school.

Things children should know about being a Prep

1. Familiarity with their classroom and know their teacher's name.
2. It would be particularly beneficial for these young people to know the general layout of the school ie. Where the toilets are, where the playground equipment is located, the General Office etc.
3. Lunch. Children should know the difference between recess and lunch-time (ie. playlunch and lunch).
They should be able to open their lunch box, unwrap food parcels, open a drink container etc.
4. Encourage your child to be independent with their:
 - Dressing – buttons, zips, shoe laces
 - Toileting – going in time, washing hands and flushing the toilet.
 - Wiping their nose.

Attendance

It is very important that children attend school daily (a legal requirement) as programs are frequently sequential. Should a child be absent for any reason a **written note** of explanation must be provided and will be filed for 12 months (this is also a legal requirement).

Illness/Emergency Information

While it is encouraged that children attend school daily, home is the best place for children who are sick. A sick child cannot work effectively and may spread germs to other children.

Should your child become sick at school, every attempt will be made to contact you on your emergency contact, so it is essential that emergency information provided to the school is current.

It is important that the school is notified of any physical conditions or illnesses your child has (or changes) such as sight, hearing or conditions such as asthma, diabetes, anaphylaxis, heart defects. This will enable safeguards to be taken to protect your child.

Emotional Development

Children frequently have to cope with changing situations at home and at school. Unhappiness can often be avoided if children are prepared emotionally for life at school ie.

- **A sense of security** – the child should be confident they are loved and there is consistency in their lives.
- **Separation** – one of the most common causes of anxiety, unhappiness and insecurity. The child should be confident that when parents leave them they will be back when they say they will.
- **Self Control** – appropriate ways of expressing fear, frustration, annoyance and anger – other than tantrums or hostility – should be developed.
- **Confidence** – children should be encouraged to try new things, and have their efforts acknowledged.
- **Responsibility** – children should care for their own belongings and respect the property of others.
- **Persistence** – most new tasks need to be practised often before success is achieved.

(“Preparing for School” is a publication produced by the Victorian Government Printer and provides practical advice to assist parents in preparing their children for a happy start to school.)

Social Development

Young children can benefit from the opportunity to mix with other children and adults other than their parents as the skills they develop will help them cope with the social aspects of school life.

For example:

- Listening to others
- Taking turns
- Doing what is asked
- Making their needs and requests known
- Co-operating with others
- Following instructions



Physical Development

Children grow at different rates at different times in their lives. Schools certainly expect a wide range of skills and abilities in children in Prep (and indeed every other year level).

Good food, water, a balanced diet and plenty of sleep is recommended for all Prep children.

Management of Student Behaviour

Our school’s behaviour management program has been developed around a set of rights, responsibilities.

It is aimed at establishing a positive model that reinforces ‘good’ behaviour, with consequences for inappropriate or unacceptable behaviour.

Our school is committed to providing a safe, harmonious school environment where bullying, either verbal, emotional or physical, is not tolerated.

We believe children have the right to be safe, to learn, to be treated with respect and have their property treated with respect. It is also important that children understand that they have a responsibility to ensure that they do not infringe upon the rights of others.

Teachers are here to assist children who experience difficulties, and there is an expectation that children will seek a teacher’s assistance rather than they, themselves, taking action which is also unacceptable.

PROGRAMS

Please refer to appendix for a list of Programs offered.

REPORTING TO PARENTS

- Information Evenings.
Usually held in February or early March these Department meetings provide an opportunity to meet your child’s teacher, to learn a little about what is expected of your children during the year, to learn something of the content of the courses to be delivered, and provide an opportunity to ask any questions.
- Written Reports.
Written Reports are provided in June and again in December.
- Interviews.
Student/Parent/Teacher Interviews are required for all families at mid- year, but are arranged at the request of either parent or teacher at the end of the year. Prior to the interview taking place pre-interview sheets will be sent home so that parents can identify any aspects they wish to take priority during discussions.
- Other Interviews
Issues of concern etc. should be addressed without waiting for the formal Parent Teacher Interview program. However, please contact the teacher concerned so that a mutually convenient (uninterrupted) time can be organised. Problems of a serious nature should of course be dealt with immediately by going through the Principal or Assistant Principal.

READING

Read stories to your children every day. Make it an enjoyable time - a regular part of routine, e.g. after bath, or when children are in bed.

Through stories you share your pleasure in books and very importantly, you help your children get to know the language used in them.

As you read, hold the book so the children can see it too and they will soon realise that both the print and illustrations tell the story. Encourage children to join in (the part that they know by heart, or can predict) thus building confidence in their abilities as readers.

Suitable stories for young children with lots of repetition are:

Fairy Tales (Traditional)
Hattie and the Fox
Are You My Mother?
Nursery Rhymes
Little Red Hen
'Spot' series.



Most important: Studies have shown that children whose parents spent 10-15 minutes each day reading with them, are much more likely to become proficient readers.

Allow children to handle and care for books.

Some Guidelines for Parents:

Encourage and praise children's reading:

- Let books and reading be an important part of the family life as well as reading to children, be seen reading yourself.
- Involve children with incidental reading activities, e.g. names of grocery items or shop signs etc.
- Use reading as a tool for communication in the home, e.g. Bulletin board, notes on the refrigerator etc.
- Use local resources such as libraries or purchases from the school Book Club.
- Keep in contact with the school - don't hesitate to ask questions.
- Encourage children to follow up their own reading interests.

RULES

Whilst we have as few rules as possible, all are intended to ensure the school is a safe place for the children to work and play.

- (i) Bullying (verbal as well as physical) of any description is unacceptable.
- (ii) Children should respect other people and property.
- (iii) Children must walk while in any part of the school building.
- (iv) Children should not be in classrooms unsupervised. This includes at either recess time or lunch time (unless under supervision) or before and after school.
- (v) Children should not run around corners.
- (vi) The throwing of stones or sticks is forbidden.
- (vii) Bicycles are not to be ridden in the school grounds.
- (viii) Climbing of trees, fences and buildings is not permitted.
- (ix) We prefer competitive games such as football, soccer, basketball etc. to be played with a nominated umpire and must not include tackling.

A Behaviour Management and Welfare Policy is provided to each family and a "Learning Together at Speci" booklet is given to each child.

Whenever a child has been requested to attend the Alternative Lunchtime Program – a pink slip indicates the child has been sent to the program for a day (to reflect on their behaviour usually a minor incident) or a white slip indicating more than one day in the program and this slip is sent home to parents to be signed (acknowledgement) the returned to school.

Should the inappropriate behaviour continue the child might be given detention..in which case a further note would be provided. When deemed necessary, an interview with the child and his/her parents may be required and in extreme cases a child may be suspended for one or more days. (Suspension may take the form of an internal suspension or an out of school suspension).

SCHOOL COUNCIL

The School Council is an organization representing parents and staff which oversees the operation of the school. Parents are elected to Council in February each year and serve a two year term.

Non-members are most welcome to attend the monthly meetings as observers they may also participate in discussions/debates, but cannot vote.

Council is responsible for school development and for developing and reviewing policies, i.e. Wellbeing, Student Learning, Environment and Management.

(See School Administration information for the names of Council members.)

Council meetings are currently held at 7.00pm on the third Monday of each month.

SCHOOL COUNCIL LEVY

To support our school with the cost of improving our grounds and to ensure we are up to date with our Information Communication Technology (ICT), School Council has set a levy of \$30 per family.

SCHOOL ENTRY ASSESSMENT

To ensure we know your child and their academic needs as early as possible, the Prep staff have individual appointments with each student and their parents on the very first days of school.

These are organised in advance and take place in the first two days of the school year and then each Wednesday in February until completed. This important task enables staff, students and parents to get to know each other better. Staff meet with parents and students together for about 10 minutes and then the Prep teacher spends the remainder of the time with your child playing some literacy and numeracy games. These games inform the teachers of the child's areas of strength and those which will require support.

Staff are then in an excellent position in the first weeks to meet your child's needs.

Thus Preps start two days after the students in Years 1-6 each year.

SICKNESS AT SCHOOL

Should your child become sick at school, you or your emergency contact person will be notified and asked to pick the child up.

Children who are unwell should not be sent to school as we cannot adequately cater for sick children.

If your child receives a bump on or knock to the head, first aid will be applied and you will be advised by phone of the incident.

SMOKING

The Government has declared our school buildings and school grounds to be smoke free zones. We ask that all visitors to our school respect this requirement.

SOCIAL SERVICE

The school supports several service activities each year including programs such as the State School Relief Committee, Remembrance Day and the Anzac Day Appeal, Relay for Life (Speci for Life).

SPECIAL EVENTS

Dress-up days, Concerts, Activity Days etc. are conducted throughout the year. Parents are encouraged to participate in these programs.

STAFF MEETINGS

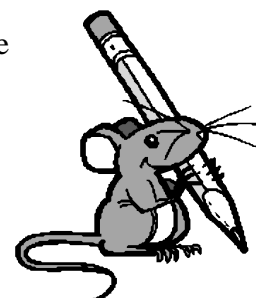
These meetings are held every alternate Wednesday afternoon from 3.30 - 5.00 p.m. Generally staff are unavailable during these times.

SWIMMING PROGRAM

An intensive swimming program is held each year. Currently we are using the Eaglehawk Indoor Swimming complex.

TALKING AND LISTENING

Take the time to 'listen' to what children have to say when they speak to you. Make time to talk with your children, to discuss things with them ... family interests and hobbies, news items, books, television programs, records, etc.



TERM DATES

2010

- Term 1 January 27 to March 26
- Term 2 April 12 to June 25
- Term 3 July 12 to September 17
- Term 4 October 4 to December 17

TIME see 'Hours of Instruction'

UNIFORM

- (i) Specimen Hill PS has compulsory uniform. Garments include:
- Blue and white check dress
 - Navy track suit pants
 - Navy shorts
 - Navy skirt
 - Pinafore
 - Navy windcheater
 - Jade or white polo shirt (long or short sleeves)
 - Jade or white t-shirt
 - Navy and jade bomber jacket
 - Hats are compulsory in terms one and four – these must be broad brimmed and must be navy in color

These items are very reasonably priced and can be purchased/ordered through the uniform shop. However, Council does not require children to wear garments provided by our uniform shop. Parents may make or purchase items which are in keeping with our basic uniform ie. plain navy blue track pants, plain navy windcheater with a jade or white shirt.

- (ii) Children are expected to be clean and tidy in their dress at all times (strapless tops are not permitted).
- (iii) Black laced shoes are encouraged but not compulsory (ie. 'track' shoes may be worn). Heels must be sensible and appropriate for school wear. Sandals may be worn during summer months but must have a heel strip – the wearing of thongs is not approved.
- (iv) Long hair should be tied back so that it does not fall into the eyes or mouth.
- (v) Appropriate clothing should be worn for special activities ie. physical education, gymnastics, excursions, art/craft etc.
- (vi) A note is required if children have need to attend school out of uniform.

VISITS TO SEE TEACHERS

Many things can worry or upset children; if teachers know about these things we can be much more understanding and supportive.

You are most welcome to come to school and discuss any concerns you may have concerning your child's schooling. Please feel free to visit - however an appointment is appreciated and will make it easier for us to devote adequate and uninterrupted time to you.

We would prefer that pre-school children did not accompany parents into the classrooms during lessons as this distracts the other children.

WELFARE

A copy of the Wellbeing Program is available on request. It addresses the following issues:-

- Rights and Responsibilities
- Anti Bullying
- Rules
- Consequences
- Revising and Reviewing the Welfare Plan
- Supportive Action Guidelines
- Managing Behaviour Proactively
- Classroom Plan
- Violent Behaviour
- Alternative Lunchtime Program
- Healthy Relationships Program
- Seasons For Growth
- Star/Pupil of the Week/Day
- Buddy System
- Peer Mediation
- Co-operative Learning
- Solving the Jigsaw
- Restorative Practices



WORKING BEES

Working Bees are held throughout the year (usually one per term) and parents are encouraged to attend. These working bees will help to make the school a more pleasant environment for your child. Dates will be announced in the school's Newsletter.

WRITING

Encourage all attempts your child makes and respond to what your child is saying in his/her message. If you can't read it, ask the child to "tell me all about what you have written".

Don't be critical of mistakes, be supportive and encouraging of the efforts made. Just as important for you to be seen reading by your child, it is equally important for him/her to see you involved in various writing situations, e.g. letters, notes, cards, shopping lists etc.

Just "as children learn to talk by talking, so children learn to write by writing" (Lorraine Wilson). This means that developing writers go through various recognized stages of 'print written' work.

These stages are:

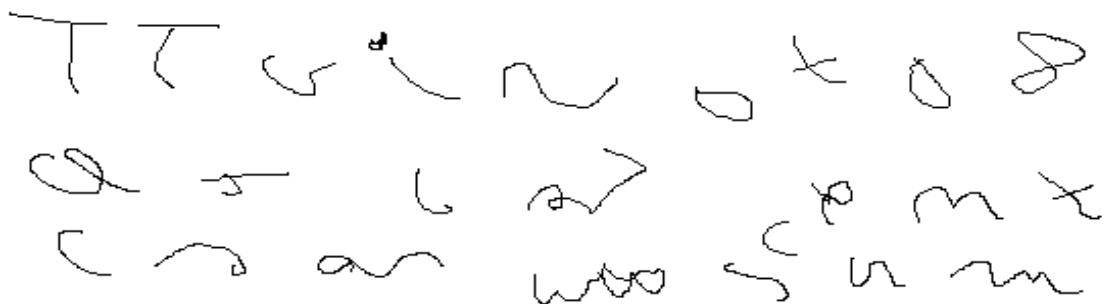
1. The Scribble Stage.



Here the child has reasoned that messages are presented to other people by putting squiggly lines on paper. The starting point may be anywhere on the page. Later the scribble will develop a left to right direction.

2. Personal or Non-conventional Symbols.

At this stage, some conventional letters may be included in the message, which is written without full stops or spacing.



This stage contains left to right direction, separate symbols, and the child can read back the writing.

3. Strings of Conventional Letters.

DLfem DLF lie be
thswcjm noz lby

The child strings together many letters from the alphabet in left to right direction. The symbols are repeated.

4. Group of Letters with Spaces Between.

wi fSTL Ak kpm th A
A G NIM qy fist and gel
gti nopt cum tptp

There may be no match between the letters used and the sounds of the words, but the child has some idea (or concept) of a "word".

5. Writing with a Developing Awareness of Sound-Symbol Correspondence.

mi mumi kpm with me to
the muzeam

(my mummy came with me to the museum)

Mixture of upper and lower case. The reader is able to interpret the message. As the child progresses through these stages, the teacher should take the opportunity to write the conventional form of the child's message so patterning is of a correct model.

What does all this mean for the teaching of writing in our schools?

- Children write as writers in the "real world" do.
- They rehearse:
 - draft
 - edit
 - proofread
 - share.
- Children write daily for a variety of purposes and a wide range of audiences.
- Children take responsibility and control of their own writing.
- Children have the opportunity to choose their own topics.
- Children write in a variety of styles and genres for different audiences - poems, letters, reports, etc.
- Children 'have a go' at spelling the unknown word.
- Children discuss their drafts with their peers and their teacher in a conference.

A conference is a teaching time in which the teacher/parent works with children at their individual level and pace.

SPELLING

Spelling is one of the skills involved in writing.

What We Need to Know:

1. Spelling needs to be related to writing.
2. Every writing time is a SPELLING TIME.
3. In the past, spelling was mainly taught from lists of words not necessary related to children's writing.
4. Heavy stress on spelling mistakes in the infant grades can easily cause children to lose confidence.

A well tested way to learn new spellings:

LOOK at the word and say it softly.

COVER the word and try to "see" it in the mind.

WRITE it from memory.

CHECK and repeat the steps if the attempt was wrong.

What Parents Can Do.

DO show that you care about spelling. Within the family, frequently ask, "Who wants to 'Have-a-go' at this word ...?"

DO encourage personal word lists - "Words I Have Learned to Spell".

DO find and play spelling and language games that you can enjoy.

DO encourage the LOOK, COVER, WRITE, CHECK method of learning to spell when children have developed some written words.

APPENDIX

PROGRAMS

The following programs are provided by this school.

Each has a written policy statement - copies of which may be obtained upon request.

1. INTRODUCTION

- 1.1 School Profile.
- 1.2 School Policy Statement.

2. STUDENT LEARNING

- 2.1 Art Craft.
- 2.2 Assessment and Reporting Policy.
- 2.3 Camping and Outdoor Education
- 2.4 Design, Creativity and Technology Studies
- 2.5 Early Years.
- 2.6 English.
- 2.7 Environmental Policy.
- 2.8 Excursions and Incursions.
- 2.9 Extension Program Policy (Gifted and Talented)
- 2.10 Health and Physical Education.
 - 2.10.1 Health.
 - 2.10.2 Physical Education.
- 2.11 Homework.
- 2.12 Information Technology.
- 2.13 Integrated Studies.
- 2.14 Learning and Teaching
- 2.15 Library.
- 2.16 Lote (Languages Other Than English)
- 2.17 Mathematics.
- 2.18 Music.
- 2.19 Reading Recovery.
- 2.20 Technical Support

3. PHYSICAL ENVIRONMENT

- 3.1 Community Use of School Facilities.
- 3.2 Facilities Program
- 3.3 Fire Safety/Emergency.
- 3.4 Fundraising.
- 3.5 Furniture and Equipment
- 3.6 Occupational Health and Safety.
- 3.7 Procedure for Preventing Falls of Greater than Two Metres
- 3.8 SMS (School Maintenance System)

4. WELLBEING

- 4.1 Anaphylaxis Policy
- 4.2 Anti – Bullying Policy
- 4.3 Asthma Management
- 4.4 Attendance Policy
- 4.5 Behaviour Management

- 4.6 Canteen
- 4.7 Drug Management Policy
- 4.8 Equal Opportunity
- 4.9 First Aid
- 4.10 Food and Nutrition
- 4.11 Head Lice (Parent) Management
- 4.12 Program for Students with Disabilities
- 4.13 Staff Wellbeing Policy
- 4.14 Student Wellbeing
- 4.15 Sunsmart Policy
- 4.16 Wellbeing Officer Program
- 4.17 Transition

5. **MANAGEMENT**

- 5.1 Accountability.
- 5.2 Administration.
- 5.3 Advertising/Sponsorship.
- 5.4 Casual Replacement Teacher.
- 5.5 Class Materials and Requisites
- 5.6 Cleaning
- 5.7 Codes of Conduct / Practice
 - 5.7.1 Community
 - 5.7.2 Parent
 - 5.7.3 Principal
 - 5.7.4 School Council
 - 5.7.5 Staff
 - 5.7.6 Student
- 5.8 Consultative Committee
- 5.9 EFTPOS
- 5.10 Formation of Classes.
- 5.11 Fraud Prevention Policy.
- 5.12 Home – School Communication.
- 5.13 Internet Use
- 5.14 Internet Banking
- 5.15 Investment.
- 5.16 Leading Teacher
- 5.17 Merit and Equity.
- 5.18 Newsletter.
- 5.19 Office Administration.
- 5.20 OSHC Policy.
- 5.21 Parent Involvement.
- 5.22 Parent Payment/EMA Policy.
- 5.23 Photocopying.
- 5.24 Police Checks.
- 5.25 Privacy Policy.
- 5.26 Professional Development.
- 5.27 School Uniform.
- 5.28 Staff Support.
- 5.29 Standing Orders - School Council.
- 5.30 Students in Training
- 5.31 Working with Children Check

PLEASE PROVIDE THE FOLLOWING:

1. An art smock (an old shirt with elastic in the sleeves is most suitable).
2. A reader bag for library (eg. 45cm x 3cm bag with a draw string top).

PS. Please ensure that all of your child's belongings are clearly named ie. All clothing, art smock, reader bag, lunch box, drink bottle etc. etc.

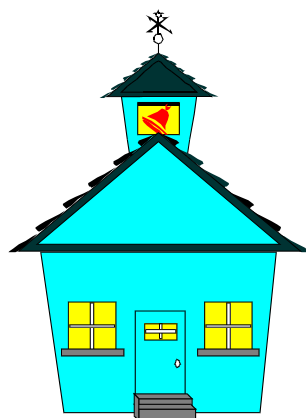
PLAYDOUGH RECIPE

1 cup plain flour
½ tablespoon cooking oil
½ cup salt
1 tablespoon cream of tartar
1 cup water (add gradually – you might find you don't need quite this much)
Food coloring

Mix all ingredients in a saucepan and stir over a medium heat until a stiff but workable consistency is achieved (3 to 5 minutes).

Wash saucepan immediately.

WELCOME TO SPECIMEN HILL!



Suggestions for Lunches:

- Fruit – fresh, containers, diced.
- Sandwiches/Wraps filled with grated carrot, cheese, lettuce
- A healthy muffin
- Healthy Salads

The school canteen provides a wide range of healthy lunches approved by the Healthy Choices Guide.