

CANTERBURY PRIMARY SCHOOL



PARENT HANDBOOK 2019

Molesworth Street, Canterbury.
Telephone: 9836 4537 / 9830 1963 Fax: 9888 5685
www.canterburyps.vic.edu.au

Principal: Mr David Wells

CANTERBURY PRIMARY SCHOOL



PARENT HANDBOOK 2019

Molesworth Street, Canterbury.
Telephone: 9836 4537 / 9830 1963 Fax: 9888 5685
www.canterburyps.vic.edu.au

Principal: Mr David Wells

CONTENTS

	PAGE No.
THE SCHOOL	2 - 3
SCHOOL PROGRAMS	4 - 6
STUDENT HEALTH AND WELLBEING	6 - 9
GENERAL INFORMATION	9 - 14
APPENDICES:	15 - 24
1 Guidelines for Parent Involvement	
2 Infectious Diseases Table	
3 School Communication Process	
4 Uniform Dress Code	
5 Child Safety Policy	

For further information, please visit the school's website
www.canterburyps.vic.edu.au



THE SCHOOL

VISION

To create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.

VALUES

Our values guide the decisions and behaviours of all members of our school community.

Respect - for ourselves and others	Caring for, understanding, accepting and appreciating ourselves and others.
Responsibility	Demonstrating ownership of our actions and words. Being accountable for our actions.
Integrity	Being honest, sincere and trustworthy.
Resilience	Bouncing back from difficulties and disappointments. Accepting challenges, trying hard and not giving up easily.

CONTEXT

Canterbury Primary School is a dynamic school, with high levels of student, parent and community engagement and participation. The school has a strong student-centred pedagogical approach with an emphasis on student voice and agency, and genuine, contextualised learning opportunities. A school developed 'Pedagogical Principles' model informs planning and teaching approaches to improve student engagement and achievement. Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an evolving 'Maker Culture' support high levels of autonomy and choice in learning. Local and global partnerships enhance opportunities for students to make connections and profile their learning.

STUDENTS

Class groups are generally formed on a single level basis, although throughout each day multi-age classes are formed to meet specific learning needs. In forming class groups consideration is given to the placement of each child. The aim is to provide the best possible educational and social environment for each child. Consideration must also be given to the representation of a full range of abilities across classes, class balance (gender, personality etc.) and the social compatibility of students (it is vital that students are given the opportunity to make new friends and acquaintances at each level. In working through this process, we are guided by School Council's *Formation of Classes Policy*, a copy of which is available upon request from the office.

STAFF

The number of staff is primarily determined by the number of students attending the school. The school has a Leadership Team of Principal, Assistant Principal and two Learning Specialists, a teaching staff of approximately 40, five teacher aides, two technical assistants, two business managers, two administrative assistants, a part-time first aid attendant and a part-time gardening/maintenance person.

PARENTS

Parent participation in and contribution to the life of the school is vital. A dynamic school community depends heavily on an active, involved and loyal parent body. At Canterbury, parents assist in many ways in the classroom, at working bees, on camps and excursions or in preparation and repair of materials and equipment. Other parents choose to be involved in the School Council and its various committees and working parties, or in the Canterbury Parents Association. See Appendix 1.

Volunteer workers undertaking school work on the school grounds on behalf of and with the approval of the School Council or Principal are indemnified as to their personal liability in similar terms to teachers.

Volunteer parents who help out at school camps, on excursions or incursions, or who host international students, are required to obtain a Working with Children Check.

Registers for Visitors (including Voluntary Helpers) and (those holding) Working With Children checks are maintained.

SCHOOL COUNCIL

School Council comprises 15 members (10 parents and 5 staff) and is responsible for the administration of school funds and supervising the use and upkeep of school buildings and grounds, determining the general educational policies of the school within DET guidelines, and increasing and strengthening the relationship between the school and its community. Members are elected for two year terms.

Council usually meets twice per term during the school year. Meetings are open to all members of the school community. Council operates mainly on a committee basis. School Council determines sub committees annually. Current committees are:

- Finance
- Education
- Buildings and Grounds
- Art Show
- Innovation and Learning
- Fair

As parents, your involvement in any of Council's committees is encouraged. See the Principal for further details.

CANTERBURY PARENTS ASSOCIATION

The Canterbury Parents Association plays an important role in the life of the school. Its aim is to help strengthen the links between home and school, to assist the staff and School Council in the smooth running of the school and to provide a means for parents to get to know each other. This association also raises funds to assist the operations of the school and the continued improvement of equipment and facilities.

The Association's activities are organised by a committee which meets regularly. These are open meetings at which any parent of the school is welcome. The Association works in close consultation with School Council and staff.

PARENT CO-ORDINATORS

A Parent Co-ordinator is appointed for each class in consultation with the class teacher. Parents are invited to express interest in being the Parent Co-ordinator for their child's class early in Term 1. If there are a number of parents willing to be involved, assistant co-ordinators may be appointed.

The Parent Co-ordinator is responsible for undertaking or delegating the following tasks:

- arranging a class or year level social function once a term to enable parents to become acquainted with each other
- arranging help in the classroom as requested by the class teacher, assistance with excursions and other appropriate activities
- maintaining the year level directory
- arranging support at working bees [e.g. barbeque]
- providing a communication link between parents and the school
- distributing information to the class as required
- welcoming new parents to the school community

SCHOOL PROGRAMS

The school's curriculum is based on Victorian Curriculum and is determined by the Victorian Curriculum and Assessment Authority.

Curriculum programs are provided through a mix of classroom and specialist teaching, and strongly supported by a well-equipped library, art and music rooms, and extensive resources and digital equipment.

We recognise the diversity of children's interests and abilities as well as individual learning needs and cater for these through a range of co-curricular programs:

- Perceptual Motor Program (PMP)
- Swimming
- Camping
- Bike Education
- Curriculum linked excursions
- Student-led Action teams
- Inter-school Sport
- School Choirs and Orchestra
- Access to Instrumental Music Tuition
- Prep – Year 6 Learning Support
- School Productions
- Maker Space and Kitchen

All students access specialist classes for at least one 45 minute session per week with additional activities offered as appropriate.

LIBRARY

The school has a well-resourced library where students can borrow books, research, and find a quiet space to read. Students in Prep-Year 6 have a timetabled session where they can borrow. The Library is also open during lunchtimes on Monday & Friday.

The Library is supported by a part-time library technician as well as a number of dedicated volunteers.

MUSIC

A full-time specialist music teacher provides regular sessions for all classes. The program provides a variety of aural, visual and movement activities with opportunities given for creating, rehearsing and performing music. Students have access to a varied and exciting range of tuned and non-tuned instruments which are used throughout the program. Students learn to use instruments with confidence and skill in their accompaniment and creative activities. The school has a junior choir which rehearse during school hours. The school also has an orchestra which rehearses before school on a weekly basis and performs to a wide variety of audiences.

Independently run after school music programs, for which additional tuition fees are payable, offer lessons in flute, bassoon, clarinet, trumpet, oboe, trombone, guitar, drums, saxophone, flute, keyboard and other instruments as required. External providers offer these classes and they should be contacted directly for further information: James Horsman on 0432 891 196 or Creative Music for Schools 9818 2333.

VISUAL ART

A full-time specialist Art teacher provides regular sessions for all classes. The essential components of the Art program are:

- creating and making
- exploring and responding

The seven main areas of the Art program are: painting, drawing, clay modelling, print making, threads and textiles, construction and collage (with a balance provided between two and three dimensional activities). These areas are taken individually or combined with the students working at a level appropriate to their needs.

PHYSICAL EDUCATION (P.E.)

Weekly Physical Education sessions are provided for all students. Sessions incorporate:

- **Bike-Education:** The Bike Education program, conducted over ten weeks, is offered at Year 5. This course covers practical riding skills, road laws and bike mechanics. Students participate in on-road activities as part of the program. As a conclusion to the Bike-Education program, students take part in two long bike rides, one on the Year 5 camp and the other in the local area.
- **Class teachers present a skill-based program designed by and reinforcing the work of the physical education teacher.**
- **Sport:** Sport is taken from Years 3 - 6. Years 3 and 4 concentrate on the skills aspects of several sports (cricket, netball, T-ball, softball, etc.) while in Years 5 and 6 the skills are applied in these major games.
- **Inter-School and Social Sport:** Year 6 students participate in District Inter-school Sport, providing opportunities to compete in a range of sports during terms 1 and 2. Year 5 students compete in Social Sport which is an introduction to Inter-school sport.
- **House Carnivals:** Years 3 - 6 students participate in cross country, athletics and swimming house carnivals throughout the year.
- **Swimming:** Year 3 students participate in a swimming program which covers stroke development, water safety and survival skills.
- **Water Familiarisation:** Prep, Year 1 and Year 2 students are offered a water familiarisation program every year in December.
- **Extra-curricular Sport:** Students in Years 5 and 6 have opportunities to participate in extra-curricular sporting activities throughout the year.

MANDARIN

A full-time specialist Mandarin teacher provides regular sessions for all classes. Every class will have at least 45 minutes of Mandarin per week.

In Mandarin, the emphasis is on listening and communicating using the language. Students learn to communicate about a range of topics related to their interests. The culture of China is integrated into the topic being learned to ensure that the language is taught in the context of the country and its people.

DIGITAL TECHNOLOGIES

Students have access to various digital tools such as iPads, laptops and interactive whiteboards. A BYOD program is offered to students in Years 3-6. All students must have a signed, current ICT usage agreement in order to gain access to the school's network and computer equipment. The use of ICT as a learning tool is incorporated purposefully into lessons with students able to access and present information in a variety of ways.

LEARNING SUPPORT PROGRAM

Additional support is provided either in the classroom or in a withdrawal situation in small groups. This program is offered to students deemed to have additional learning needs by the learning support staff in consultation with classroom teachers.

INTEGRATION OF STUDENTS WITH DISABILITIES

The Integration Program aims to increase and maintain the participation and achievements of students with disabilities in the school's educational program.

CAMPS

Students in Years 3, 4, 5 and 6 attend a school camp and students in Year 2 participate in a school sleepover. The camping program teaches students to explore new environments, and help build skills in organisation and independence as well as develop

co-operative abilities and further apply skills and understanding learnt at school. The 2019 camping program is as follows:

YEAR	CAMP	DATES	LEARNING
Year 6	Canberra	17-21 June (5 days- 4 nights)	Student Leadership
Year 5	Weekaway (near Lancefield)	10-13 December (4 days – 3 nights)	Bike Education Student Leadership
Year 4	The Island (Phillip Island)	13-15 May (3 days – 2 nights)	Outdoor Education
Year 3	Arrabri (Warburton)	24-26 July (3 days – 2 nights)	Outdoor Education First camp
Year 2	Sleepover at school	Term 4 TBC	First stay with school group away from home/parents

EXCURSIONS & INCURSIONS

The excursion program takes the students out of the school and into the community where appropriate and the Incursion program brings significant guests and performances into the school. Excursions are planned to coincide with class activities and to enhance the class program. Excursions motivate students to participate in and gain from a variety of learning experiences. Parents are advised of excursions in advance and parental consent is sought. Students without approval or payment will not be permitted to participate. Except in extraordinary circumstances, parents will not be contacted on the morning of an excursion if written authorisation has not been received. General parent authorisation is required for walking excursions in the school neighbourhood at the beginning of the year. Excursion costs are included in the Parent Financial Contribution schedule and are paid at the beginning of the year.

STUDENT HEALTH AND WELLBEING

ABSENCES

If your child is absent from school, **please log their absence on Compass as soon as possible** on the day, and prior to 9.40am, to advise the class teacher. If your child has a highly contagious disease (e.g. Chickenpox, School Sores or Slap Cheek) please advise the office by phone.

ANAPHYLAXIS

We have a significant and increasing number of students who can suffer anaphylaxis, a severe and potentially life-threatening allergic reaction, if exposed to allergens. Since 2008, parents are required by law to inform schools of their children's allergies. All schools are legally required to implement strategies to prevent these students' exposure to allergens.

Allergens can include eggs, peanuts, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat and other grasses, soy, certain insect stings and medications.

It is critical that the school community understands that touching or ingesting these allergens is life-threatening for some of our students. Shared food and food brought from home can unwittingly pose a severe risk. Your understanding is requested, especially if your child's class teacher asks that certain foods or allergens are not brought into classrooms, in your child's lunch.

CHILD SAFETY

Schools have a key responsibility in the prevention and reporting of child abuse and neglect. Teachers and principals are mandated to report physical and psychological harm which results from abuse or neglect, and sexual abuse, to the Department of Human Services and in some cases the police. All teachers are familiar with their mandatory reporting obligations and it is crucial for parents, guardians and other adults involved with the school to speak up if they are concerned about a child's welfare. If you have any concerns about a child at school please speak to the Principal or Assistant Principal immediately.

Staff use the Mandatory Reporting Flow Chart (see this [link](#)) as a quick reference resource to help guide them through forming a belief and making a report. Please familiarise yourself with this flow chart to help protect the children in our school community. Students are also made aware of processes to empower them to speak up when they have concerns. Students are referred to a flow chart developed specifically for students to assist them to speak up when they have concerns about another student at school (see this [link](#)). Canterbury Primary School now requires all people who engage in child related work with the students of the school such as teachers, external providers and parent helpers are required to read and agree to the Child Safety Code of Conduct prior to completing this work. This is built into the Compass Kiosk sign-in procedure for people onsite (e.g. volunteers and parent helpers).

You can find further information, including the Child Safe Statement of Commitment and Student Engagement and Wellbeing Policy on the school's website via this [link](#).

CONFIDENTIAL STUDENT INFORMATION

It is important that this information is kept current. Please advise the school immediately if your circumstances change (e.g. work, phone, address, home arrangements etc.) Please ensure that the person you nominate as your emergency contact is able to come to the school in the case of illness or accident when neither parent is available.

EDUCATIONAL PSYCHOLOGIST

An educational psychologist visits the school regularly and provides a range of services to students and their families. For further information contact the Assistant Principal.

FIRST AID AND ILLNESS

The First Aid Room is located next to the school office. The school employs a First Aid Attendant 10.00am – 3.00pm each day. Parents are contacted immediately in the event of a serious accident, illness (specifically vomiting) or head injury and are advised of any treatment administered. Parents will be contacted and requested to collect their child if the first aid staff believe that he/she is not well enough to remain at school. The first aid program is not able to provide treatment for a pre-existing illness or condition. If your child is unwell he/she should not attend school.

Please ensure that your emergency contact details provided to the school are kept current so that we are able to contact you in the event of an emergency.

FOOD AT SCHOOL

DET actively promotes the concept of healthy food for school children. Parents are requested to support this focus by:

- providing healthy lunch and snacks with minimal processing, fat, sugar and salt
- refrain from providing **any** food for sharing (**including birthday cakes or 'treats'**). Shared food may breach our healthy food guidelines, or cause allergic reactions in students such as anaphylaxis.

Canterbury Primary School promotes rubbish-free snacks and lunches to eliminate wrapping and packaging materials that impact our environment. A 'nude food' concept has been introduced where only unwrapped food should be included in lunch boxes. Parents can support this initiative by providing reusable named containers for all food brought to school.

HEAD LICE (PEDICULOSIS)

Under the *Health [Infectious Diseases] Regulations 2001*, a student with head lice must be excluded from school until the day after appropriate treatment has commenced.

A head lice examination program is provided by School Council and is funded through the First Aid component of the Parent Financial Contribution schedule. School Council strongly believes that, in conjunction with parent education and vigilance at home, head lice screening at school is an important element in any head lice program. The screening program, conducted by the school's first aid attendant, operates on the same basis as that previously offered by the City of Boroondara - class examinations in the event of any reported occurrence of head lice. If the examination reveals that a child has head lice, parents will be notified and the child excluded from school until the day after appropriate treatment has commenced.

Students cannot be examined by our staff without parental authorisation. The involvement of all students is essential for the continuity and effectiveness of this screening program. For information about head lice, see Appendix 2. Please check your child regularly for head lice. If your child has head lice, please notify the teacher immediately so that we can minimise the spread of the infestation.

INFECTIOUS DISEASES

The Department of Human Services specifies periods of exclusion required if a child contracts an infectious disease (see Exclusion Table in Appendix 2).

MEDICAL AND DENTAL SERVICES

The Department of Human Services School Nursing Program offers a range of health related services to students and their families. These include Prep health assessments, referrals and advice regarding illnesses, child safety and immunisation information. Information regarding visits by the school nurse is provided through the newsletter. For more information the Department of Human Services can be contacted on 9096 8653.

MEDICATION AND SPECIAL HEALTH NEEDS

If a child needs medication during the day, it is preferable that parents come to the school to administer it. If this is impossible, first aid staff will administer the medication only if you write a note and clearly label the medication with the child's name, dosage and the time it is to be given. Medication must be handed to the office and then passed on to the first aid staff. Medication must not be left in bags or lunch boxes.

If your child requires medication to control illnesses (such as asthma, epilepsy, diabetes or conditions causing hyperactive behaviour) or allergies, an individual Medication Authorisation Form, copies of which are available from the First Aid Attendant must be completed. A Medication Authorisation Form should provide details of the usual medical treatment needed, the treatment and action needed if the condition deteriorates and details of emergency contacts and doctors. In such cases an additional supply of medication in a container giving the name of the student and the dosage and any other relevant instructions should be provided to the school. Medication Authorisation Forms must be kept current and be renewed at the beginning of each year.

PHYSICAL SAFETY

Any hazard or risk to health or safety should be reported at the office where it will be recorded immediately in the Maintenance Register. This register is checked regularly and appropriate action is taken to eliminate any such risk. The Principal and a nominated Risk Management Officer co-ordinate an annual audit of the condition of buildings, equipment, grounds and playground equipment.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

Every child who enrolls in primary school must have a School Entry Immunisation Certificate. This certificate gives the school a clear record of every child's vaccination status and helps to ensure that, should a case of infectious disease be discovered in the school, the correct measures are taken. If you have misplaced your copy then you can download another copy from the Medicare website and it will be posted or for further information, contact the City of Boroondara Immunisation Office on 9278 4711.

STUDENT WELLBEING

Should you have any concerns about your child's welfare, happiness or comfort at school, please contact your child's teacher immediately. Student Wellbeing is the responsibility of the Assistant Principal who is available to meet with parents to discuss any concerns. Appendix 3 contains a useful guide called *The School Communication Process* designed to assist speedy resolution of any problems which may occur.

WORKING WITH CHILDREN CHECKS

Only parents with current Working With Children Checks are able to attend excursions, incursions and camps. The office maintains an up-to-date register of parents eligible to attend. Working With Children Checks are free (for volunteers) and the application can be started online by following this [link](#). Parents will need to finalise the application by taking required Proof of Identity documents to a participating Australia Post office.

GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Attendance Times

School attendance is compulsory by law for children over six years of age. Absences are to be logged on Compass by parents as soon as possible. Parents are requested to make sure their children arrive at school between 8.45 and 9.00am.

Regular and full-time attendance at school is vital if a child is to make appropriate educational, social and emotional progress. There is no adequate substitute for daily interaction with class and specialist teachers and peers and therefore worksheets will not be given in a child's absence. The school cannot meet its responsibility to provide a comprehensive and developmental educational program if a student does not attend regularly on a full-time basis. Please do not arrange family holidays during the school term.

Early Dismissal Before Holidays

School will be dismissed at 2.30pm on the last day of Terms 1, 2 and 3 and at 1.30pm on the last day of Term 4.

Late Arrivals and Early Departures

Students are not permitted to leave the school grounds during school hours without the written permission of their parents and in the care of an appropriate adult. Parents wishing to collect their children during school hours must notify the student's class

teacher in writing beforehand. Students must be collected from the school office and signed out on the Compass Kiosk at the office. Students arriving late must also be signed in on the Compass Kiosk. Students cannot be sent home alone during school hours.

DET regulations require that any parent wishing to withdraw their child on a regular basis (eg. for private tuition) must seek written approval from the Principal beforehand.

Prep Attendance

Prep students are not required at school on Wednesdays except for their allocated assessment time. From Tuesday 12th March, preps commence school full-time. Prep teachers will use Wednesdays to meet students individually to undertake detailed one-on-one assessment in English and Mathematics. This provides teachers the opportunity to establish each student's learning needs and patterns and to provide appropriate learning programs. Assessment appointments will be arranged early in the school year.

School Day

8.50am	- Coats and bags may be brought inside
9.00am	- School commences
11.00 – 11.30am	- Morning recess
1.00 – 1.10pm	- Supervised lunch eating in the classroom
1.10 – 2.00pm	- Lunch recess
3.30pm	- Dismissal

2019 Term Dates for Students

Term 1	Tuesday 29 th January* – Friday 5 th April (2.30pm finish on last day)
Term 2	Tuesday 23 rd April – Friday 28 th June (2.30pm finish on last day)
Term 3	Monday 15 th July* – Friday 20 th September (2.30pm finish on last day)
Term 4	Monday 7 th October* – Friday 20 th December (1.30pm finish on last day)

* **see student-free days below**

2019 Student-free Days

All Victorian Government schools are granted four pupil-free days to enable staff to undertake intensive professional learning and to support the implementation of whole school practices.

Tuesday 29th January
Wednesday 30th January
Monday 15th July
Monday 7th October

Please note: the Monday prior to Melbourne Cup Day is a normal school day.

STUDENT CODE OF CONDUCT

School rules are kept to a minimum and are designed for students' safety and wellbeing. Students are involved in the process of developing classroom norms. Every effort is made to develop these in a positive manner, based on balancing the rights and responsibilities of the individual with the wellbeing of other members of the school community. Students are at all times encouraged to accept responsibility for their own behaviour. Parents will be contacted in the event of a serious behaviour problem.

COMMUNICATION

Open communication between parents and teachers, home and school is an essential part of an effective and responsive school. If you have a problem or issue regarding the school or your child's education or wellbeing, please approach the school directly.

The only way to resolve a problem is to bring it to the school's attention as soon as possible in the appropriate way. Appendix 3 contains a useful guide called *The School Communication Process* designed to assist speedy resolution of any problems which may occur.

Assembly

A school assembly is held at 9.00am each Monday morning in the school gym. Parents are warmly invited to attend.

Compass

Compass is a web-based school management platform. Parents are provided with a family username and password and can log in to access timetable information, student reports, log attendance and book parent/teacher interviews. Please download the Compass app from the appstore or follow this link <https://canterburyps-vic.compass.education> to access it from your computer.

Community Noticeboard

There is a school community noticeboard at the front of the school. The weekly newsletter is posted along with any other announcements or advertisements that may be of interest to parents.

Information Evenings

Information evenings about various subject areas or other topics of interest are held throughout the year. Details are posted on the school website.

Newsletter

The school newsletter is posted on the school's website every Thursday afternoon and a notification (that the newsletter is available) is posted on Compass. The newsletter reports on events, activities, dates and programs and includes contributions from the principal, students, staff, School Council and the Canterbury Parents Association.

Notices

Notices on specific subjects are sent home as necessary.

Parent/Teacher Meetings

Parent Meetings are held in Term 1 and Parent Teacher Interviews are in Term 3. The latter provides a formal opportunity for you to discuss your child's progress with teachers.

You may discuss any aspect of your child's education which is of concern at other times by contacting the teacher to make an appointment. Due to a wide range of commitments immediately before and after school, it is essential that you make prior arrangements to meet with the teacher at a mutually agreeable time when the issue or concern can be addressed properly.

Student Reports

A report on each child's progress is provided at mid-year and again at the end of the year.

Messages for Students

Please ensure that your child is fully aware of all domestic arrangements for the day. While we will endeavour to convey urgent messages to students, we cannot guarantee that all phone messages will be successfully delivered.

Website

The school website www.canterburyps.vic.edu.au includes relevant information about the school and its programs.

Dogs

In the interests of safety and hygiene, **dogs are not permitted in the school grounds**. Please secure dogs to the external fences, well away from the school entry points.

EMERGENCY EVACUATION

Emergency evacuation plans are displayed around the school. Students are taught how to evacuate the school promptly and safely in the event of an emergency. Emergency drills are held on a regular basis. Parents in the school at the time of an evacuation must move directly to the school oval and report to the Assistant Principal. In the case of a lockdown, parents are to follow the instructions over the PA and supervising staff.

FUNDRAISING

Fundraising is vital to enable the quality programs, facilities and resources expected by our parents and students to be provided. Both the School Council and the Canterbury Parents Association undertake a range of fundraising activities to enable the school to continue to improve its facilities. Your support for and involvement in fundraising activities is vital to ensure that parent financial contributions can be minimised while still enabling the school to provide a quality and well-resourced education for your child.

HOUSE SYSTEM

The house system has been a tradition at Canterbury Primary School for over ninety years. Names and colours were changed in the early 1950's: Batman (Red), Fawkner (Blue), Flinders (Yellow), Henty (Green). The house system is designed to encourage the development of the school values. Students collect weekly house points in classrooms and houses are awarded a progressive trophy at Monday assemblies.

Students are allocated to a house on enrolment. Siblings are allocated to the same house.

LOST PROPERTY

Lost property is stored in cupboards located outside at the end of the main building, facing the gym. At regular intervals the Canterbury Parents Association gives un-named clothing to charity except for school uniforms in good condition which are washed and then sold through the second-hand uniform store. Please check the lost property cupboard for missing items and make sure that all items of clothing are clearly named.

LUNCH SERVICE AND FOOD SAFETY

Classroom Cuisine provides a lunch service to the school. Orders are made online by parents and delivered to the school each day before lunchtime. Classroom Cuisine's website (which has details about the company, instructions about how to order and a full menu with all ingredients listed) is www.classroomcuisine.com.au.

The school is unable to provide lunches for students who forget to either bring their lunch or place a lunch order.

During warm weather it is important to consider the contents of school lunches. If you include food in your child's lunch that is normally refrigerated, you are encouraged to put a frozen container, such as a frozen drink in your child's lunch box. Alternatively use an insulated lunch box or cooler or avoid including food such as yoghurt and ham. It is best to avoid perishable foods which have just been cooked or warmed such as hamburgers or eggs.

In the event that your child forgets their lunch or a lunch order has not been placed, the class teacher will refer to the student lunches form (completed by parents at the beginning of the year).

MEDIA AND STUDENTS

Parental approval is required before students can be photographed by the media. This approval is requested via student consent form which is distributed at the beginning of the school year. For safety and security reasons, the school does not permit a child's family name to be published in the media without explicit parental authority.

MONEY AND VALUABLES

Students are not encouraged to bring money or valuables (jewellery, radios, and electronic toys) to school. Students are permitted to have mobile phones at school for personal safety only if phones are kept secured in school bags and are not removed from bags at any time in the school or the school grounds. Responsibility for phone security rests entirely with students. Private property (including iPads for students) brought to school by students is not insured nor is the school or the DET responsible for any loss or damage. Students risk confiscation of their valuables, including mobile phones if this process is not adhered to.

OFFICE HOURS

The school office is open between 8.30am and 4.30pm. Telephone messages can be left at any time. Voicemail is available outside these hours.

OUTSIDE SCHOOL HOURS CARE PROGRAM

OSHClub operates the Outside School Hours Care Program. This program provides quality child care 7.00 - 8.45am and 3.30 - 6.00pm. A fee is charged for each session. Interesting recreational activities are provided in a caring environment. Students can attend on a regular or casual basis. To make arrangements for before or after school programs, please contact OSHClub on 8564 9000 or www.oshclub.com.au.

PARKING

Two minute drop-off bays are located in Molesworth Street and Leeds Street and parents are encouraged to use them. When using the drop off bays, **do not leave your vehicle**. If you need to come into the school do not use the drop off bays.

Molesworth Street is a one way street, travelling in a southerly direction towards Prospect Hill Road between the hours of 8.15 - 9.15am and 3.00 - 4.00pm. Please observe signs to ensure that children's safety is not jeopardised. The City of Boroondara requests that drivers in Leeds Street only travel in a westerly direction towards Molesworth Street to reduce traffic congestion and to improve the safety of children crossing Leeds Street.

The school precinct is regularly patrolled by City of Boroondara By-Laws Officers who will prosecute offenders. If you have an issue with traffic or parking in the school precinct, contact the City of Boroondara on 9278 4444.

PARENT FINANCIAL CONTRIBUTION SCHEDULE

The 2019 Parent Financial Contribution schedule is payable by Thursday 28th February.

While the DET provides in excess of 90% of the school's operating costs, its grants are inadequate to meet the cost of all the programs offered at Canterbury. Without your financial support through the School Payment Structure, donations and fundraising, the school could not provide the quality and range of educational programs and resources that you and the school expect for your child. Should the School Payment Structure present a financial concern please contact the principal to arrange a timed payment plan.

PLAYGROUND SUPERVISION

Students in the playground are supervised by teachers between 8.45am and 3.45pm on each school day. Students who arrive at school prior to 8.45am or remain in the playground after 3.45pm are not supervised. Students who arrive at school before 8.45am and or students not collected by 3.45pm may be placed in the Outside School Hours Care Program. In both cases the regular fees are payable. Should an emergency prevent you collecting your child by 3.45pm, ring the office and we will endeavour to advise your child of the situation and make appropriate arrangements.

The playground is supervised by five teachers during morning and lunch recess breaks. Each teacher carries a two-way radio. They are in contact with each other, the office and First Aid.

SECURITY

The school relies heavily on neighbours and school community members to be vigilant about its grounds and facilities. Please report any suspicious activity to police.

SKATEBOARDS & SCOOTERS

In the interest of student safety and public liability, skateboards, scooters, roller blades and bikes are not permitted to be ridden in the school grounds during school hours.

STUDENT BANKING

Parents are encouraged to open a school bank account for their child as a worthwhile learning experience promoting independence and responsibility. If you wish your child to have a school bank account, please follow this [link](#) and forward any initial queries to your [local branch](#). Bank books are collected each Wednesday morning.

SUN PROTECTION

Approved SunSmart hats, which are available from the Uniform Shop, **must** be worn in Terms 1 and 4 or when the UV index is above 3. It is recommended that students also have a small tube of sunscreen. Teachers remind students to wear their hats and apply sunscreen before going outside. Students not wearing an approved hat must remain in a designated shade area.

UNIFORM

All students are expected to wear the approved school uniform. The Uniform Dress Code is included in Appendix 4.

The Uniform Shop (located near the Discovery Centre) is open every Thursday morning 8.45 - 9.30am. Orders can be made online via the [link](#) on the school website and will be filled by volunteer parents. Parents will be notified via email when orders are ready for collection.

VISITORS

All visitors to the school during school time, including parents, must report to the office to register on the Compass Kiosk and obtain an identification slip to be displayed. Students know that people wearing visitor identification may be approached. Please assist us to maximise your child's safety by ensuring that you always register when visiting the school during school hours.

WEBSITE

The school website www.canterburyyps.vic.edu.au includes relevant information about the school and its programs.

WET DAYS AND DAYS OF EXTREME HEAT

On wet days or excessively hot days, students spend part or all of their breaks inside. Dismissal time remains at 3.30pm.

WORKING BEES

Regular working bees are organised by the Buildings and Grounds Committee of School Council. School Council encourages every family to participate in, or support, at least one working bee per year. Please assist School Council to continue to improve the school's grounds and facilities by attending your appropriate working bee.

APPENDICES

APPENDIX 1 – GUIDELINES FOR PARENT INVOLVEMENT

AREA	TYPE OF INVOLVEMENT	CONTACT PERSON and PROTOCOL/PROCEDURES
Excursions	Assist teachers and students on excursions/incursions.	Contact Parent Co-ordinator. Obtain Working With Children Check. Sign in on Compass Kiosk at the office on excursion day and display identification slip.
Camps (Years 2, 3, 4, 5 & 6)	Attend and assist teachers on camp.	Principal invites expressions of interest. Obtain Working With Children Check.
Sport	Water familiarisation (Prep - Yr 2). Year 3 Swimming program.	Letter sent home by Class Teacher requesting assistance.
	Athletic Sports, Cross Country, Junior Sports Day.	Expressions of interest invited by PE Teacher in Newsletter.
Bike Education (Year 5)	Assist with practical Bike Education activities.	Letter sent home by Class Teacher requesting assistance.
PMP (Prep & Year 1)	Assist with the perceptual motor program.	Return expression of interest to PMP Co-ordinator.
Parents Association	Participation in CPA activities. Attendance at meetings held twice per term.	Contact CPA President.
Uniform Shop	Assist with working in the shop on rostered days (Thursday)	Contact the organisers via cpsuniformshopsales@gmail.com
Sick Bay Roster	Wash bed linen.	CPA requests volunteers at beginning of year to join roster.
Working Bees	Assistance at year level working bees.	Buildings & Grounds Convenor invites parents by letter to participate.
School Council and Committees	Become a member of School Council.	Elections are held in February.
	Join a Council committee.	Contact School Council President.
Parent Co-ordinators	Provide a communication link between parents, teachers and the school.	Parent Co-ordinator convenor requests participation early in the year. Appointment by Parent Co-ordinator Convenor subject to Council ratification.
Art Show (Annual)	Participate as a member of the Art Show Committee to assist planning of Art Show.	Art Show convenor invites expressions of interest via Newsletter.
Fair (Biennial)	Participate as a member of the Fair Committee to assist planning of the Fair.	Fair convenor invites expressions of interest via Newsletter.

APPENDIX 2 - INFECTIOUS DISEASES TABLE

Published by the Communicable Diseases Section, Victorian Government Department of Human Services - January 2010
Minimum Period of Exclusion from Schools and Children's Services Centres for Infectious Diseases Cases and Contacts

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

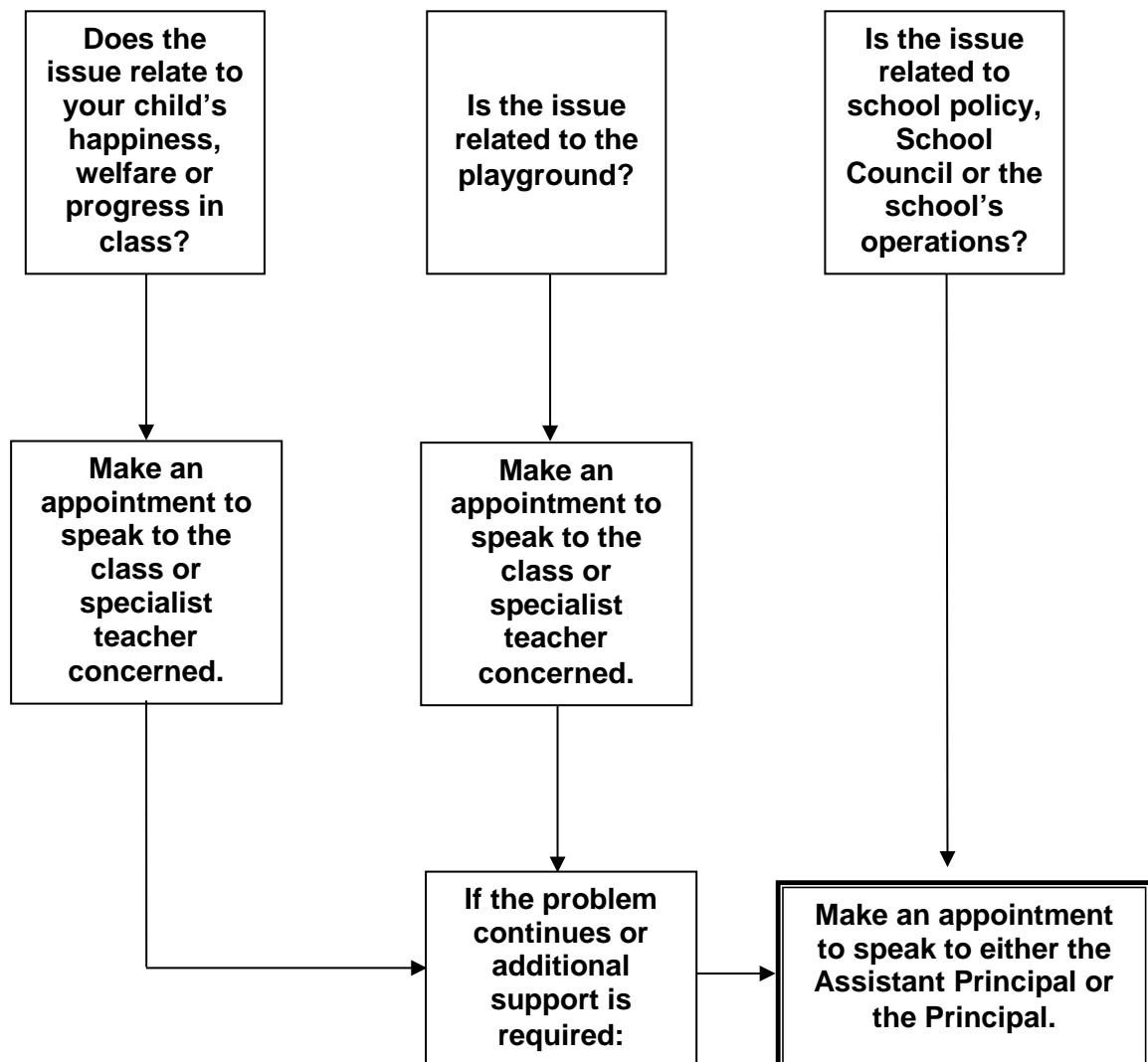
Conditions	Exclusion of cases	Exclusion of contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chicken pox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunized children, but may be less in previously immunized children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Until all blisters have dried	Not excluded
Haemophilus influenza - b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Headlice	See Page 24, 'Ringworm, scabies, pediculosis (head lice)	
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Herpes ('cold sores')	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and flu like illnesses (including H1N1 – Swine Flu)	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hrs of exposure, they may return to school

Continued on next page...

Conditions	Exclusion of cases	Exclusion of contacts
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Swine Flu (H1N1 virus)	See Page 22, Influenza and influenza like illnesses	
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Whooping cough	See Page 24, Pertussis	
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

APPENDIX 3 - SCHOOL COMMUNICATION PROCESS

From time to time, issues or problems may arise about aspects of school life. The only effective way to resolve such problems is to contact the relevant person at the school to seek a constructive resolution. This chart sets out the appropriate course of action to take in order to reach an effective solution.



APPENDIX 4 - UNIFORM DRESS CODE

SCHOOL UNIFORM

Girls:

Dress, Shorts, Skort, Short Sleeve Polo, Bootleg Leggings, Tunic, Long Sleeve Polo, Skivvy, Scotchies, Hooded Top, Plain Bomber Jacket, Rugby Top, Polar Fleece Top, Skivvy, Raincoat

Boys:

Shorts, Short Sleeve Polo, Scotchies, Long Sleeve Polo, Hooded Top, Rugby Top, Polar Fleece Top, Skivvy, Raincoat

Shoes

Acceptable footwear includes black shoes, closed toed sandals and appropriate runners.

Hats

Sun hats are compulsory during terms 1 and 4 ***including on dress-up days***. Children who have no hat or an inappropriate hat will be required to remain outside the staffroom at recess and lunch times. Hats must be SunSmart, these are available from the Uniform Shop.

Year 6 (Optional)

T-Shirt, rugby shirt

DRESS CODE REQUIREMENTS

This code does not apply on designated dress-up days.

General

- Children must wear safe and appropriate footwear.
- Hair must be neat and tidy and off the face.
- Hair accessories are to be red, green or white in colour.

The following are Unacceptable:

- Summer dresses or T-shirts with leggings or bike shorts visible below the hemline.
- Shorts that cannot be seen under tops.
- Thongs, slip-on or high-heeled shoes.
- Earrings with the exception of studs or small sleepers.
- Coloured nail polish
- Hair styled in an inappropriate manner
- Excessively worn or dirty uniforms
- Bare midriffs
- Items that are not part of the school uniform or not school uniform colours
- Inappropriate combinations of uniform as determined by the Principal.

Sporting Activities

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

Excursions

- Unless otherwise stated, school uniform should be worn.
- If a child is not in school uniform, clothes of a similar colour should be worn or secondhand items may be borrowed from the Uniform Shop.
- Children who are inappropriately dressed may not be permitted to participate.

APPENDIX 5 – CHILD SAFETY POLICY

PURPOSE

Canterbury Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Canterbury Primary School has a commitment to zero tolerance of child abuse. We support and respect all children as well as our staff and volunteers. Canterbury Primary School is committed to providing a child safe environment where children and young people feel safe, and their voices are heard when decisions are made that affect their lives. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We want all children at this school to be safe, happy and empowered. Every person involved in Canterbury Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. We have legal and moral obligations, which we follow rigorously, to contact authorities when we are worried about a child's safety.

SCOPE

This policy focuses on establishing mechanisms to:

- ensure all children feel safe and supported at school.
- prevent child abuse by identifying risks early, and removing and reducing these risks.
- ensure that processes and procedures are in place to protect children from child abuse.
- value and empower children in decision making processes.
- ensure that all staff (including contractors), volunteers, visitors to the school and parents/carers, understand the school's child safety guidelines and how to behave appropriately with and towards children.
- comply with Ministerial Order No. 870 and the Child Safety Standards
- comply with reporting obligations under child protection law and criminal law.

DEFINITIONS

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

Child abuse includes any act committed against a child involving:

- a sexual offence
- a grooming offence; or
- the infliction on a child of physical violence, serious emotional or psychological harm or serious neglect.

School staff includes individuals working in a school environment who are:

- employed under Part 2.4 of the Education and Training Reform Act 2006 (ETR Act)
- in the government teaching service; or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
- volunteers or contracted service providers (whether or not a body corporate or any other person is an intermediary).

Child-connected work includes all work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

School environment includes any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school;
- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

POLICY

Canterbury Primary School is committed to child safety. In its planning, decision-making and operations Canterbury Primary School will:

- Take a preventative, proactive and participatory approach to child safety;
- Value and empower children to participate in decisions, which affect their lives;
- Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
- Respect diversity in cultures and child rearing practices while keeping child safety paramount;
- Provide written guidance on appropriate conduct and behaviour towards children;
- Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;

- Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
- Value the input of and communicate regularly with families and carers.
- Canterbury Primary School's school council and leadership team will rigorously monitor the school's adherence to this child safety policy.
- All of our staff (including contractors and volunteers) must agree to abide by the school's Child Safety Code Of Conduct, which specifies the standards of conduct required when working with children.
- Canterbury Primary School has specific policies and procedures in place to support our leadership team, staff and volunteers to achieve our commitments.
- Canterbury Primary School is committed to supporting and enabling our staff and volunteers through provision of regular training and education on child abuse risks.
- Child Safety will be a standard agenda item for school council and school meetings.
- Canterbury Primary School has procedures in place to enable all staff and volunteers as well as parents/carers and children, to raise any allegations of child abuse or child safety concerns.
- The Assistant Principal will assume the role of the primary Child Safety Officer, acting as a source of support, advice and expertise to staff on matters of child safety.
- This policy covers all school environments both during and outside of school hours, including any physical or virtual place made available or authorised by the School Council or the Principal.
- In implementing the minimum child safety standards Canterbury Primary School will take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and make reasonable efforts to accommodate these matters.
- The school's mission statement 'Canterbury Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated', underpins our commitment to child safety and the Child Safety Standards.
- Canterbury Primary School will make reasonable efforts to communicate our child safety policies and procedures to the Canterbury Primary School community.

IMPLEMENTATION

Our Children:

This policy is intended to empower children who are vital and active members of the Canterbury Primary School community. We will involve them when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say. We will promote diversity and tolerance at this school and promote the cultural safety, participation and empowerment of all children. We will promote the cultural safety, participation and empowerment of Aboriginal children and Torres Strait islanders. We will promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds. We will work to ensure that children with a disability are safe and can participate equally.

Canterbury Primary School staff will endeavour to deliver appropriate education about child abuse awareness and prevention to the students.

Canterbury Primary School staff will endeavour to promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly for children.

Strategies for educating students will be articulated in the Canterbury Primary School Student Engagement & Wellbeing Policy.

- We take reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements, which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. When recruiting staff and volunteers we are aware that we have ethical as well as legislative obligations.
- All people engaged in child-connected work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this check.
- When employing staff we carry out reference checks and police record checks.
- All teachers employed at this school must be registered with the Victorian Institute of Teaching.

Staff and Volunteers:

This policy as well as our Child Safety Code of Conduct guides the school's staff and volunteers on how to behave with children in our organisation. All staff and volunteers must agree to the Child Safety Code of Conduct, which specifies the standards of conduct required when working with children.

Training and Supervision:

Training and education is important to ensure that everyone in our school understands that child safety is everyone's responsibility. Training includes developing skills to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, promote the cultural safety of Aboriginal children, promote the cultural safety of children from linguistically and/or diverse backgrounds and to develop their skills to make adjustments to provide a safe, inclusive environment for children with a disability.

New employees and volunteers will be regularly supervised. This is to ensure they understand the school's commitment to child safety and that everyone has a role to play in protecting children from abuse. It is also for the purpose of checking that their behaviour towards children is safe and appropriate with reference to the school's Child Safety Code of Conduct.

Allegations, Concerns, and Complaints:

Our school culture aims for all staff and volunteers as well as parents/carers and children to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We are aware that some people from culturally and/or linguistically diverse backgrounds may face barriers reporting allegations of abuse or that for some communication in English may be a barrier. We will endeavour to be sensitive to these issues and meet people's needs where possible. Canterbury Primary School has protocols and procedures in place to enable all staff and volunteers as well as parents/carers and children, to raise any allegations of child abuse or child safety concerns.

Depending on the severity and urgency of the matter any inappropriate behaviour will be reported through appropriate channels, which may include:

- The Department of Health and Human Services (DHHS) – Child Protection
- Victoria Police

Legislative Responsibilities:

Canterbury Primary School takes its legal responsibilities seriously including:

- *Failure to disclose:* Reporting child sexual abuse is a community wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to police.
- *Failure to protect:* A person in a position of authority in an organisation will commit this offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Child Abuse:

Canterbury Primary School takes all allegations seriously and has practices in place to respond quickly and thoroughly. Such issues can be reported to:

- The Principal
- The Child Safety Officer-Assistant Principal
- Teachers at the school.

Our staff have been trained to deal appropriately with allegations, as well as how to support or assist children who disclose child abuse or are otherwise linked to suspected child abuse. In such situations the school will follow actions outlined in the Child Protection Reporting Policy. This policy outlines our clear expectations for all staff and volunteers in making a report about a young person who might be in need of protection.

The DET guide 'Identifying and Responding to All Forms of Abuse in Victorian Schools' includes comprehensive, detailed guidance and support for all staff.

First and foremost, we will ensure that children are safe from harm after which we will follow the procedures outlined in this document. This process includes making appropriate reports, following up and ensuring that children and any others involved receive appropriate support. We record all allegations of abuse and safety concerns using the Child Safety Incident Report form. All information is considered confidential and written reports will be held securely. Any inappropriate behaviour will be reported to DHHS Child Protection/Police/Child FIRST Report depending on the severity and urgency of the matter.

We each have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose/protect). If an adult has a reasonable belief that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- A child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- Behaviour consistent with that of an abuse victim, is observed
- Someone else has raised a suspicion of abuse but is unwilling to report it
- Observing suspicious behaviour.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

Risk Management:

In Victoria, organisations are required to protect children when a risk is identified. In addition to general occupational health and safety risks, CPS proactively manages risks of abuse to children by removing and reducing these risks and follows the Child Safety Standards.

The school has risk management strategies to identify, assess and take steps to minimise child abuse risks, which include risks posed by physical environments and online environments.

The school's risk management includes:

- The Child Safety Code of Conduct – outlines acceptable and unacceptable behaviour with respect to child safety and child abuse. The Child Safety Code of Conduct is publically available.
- Appointing a Child Safety Officer
- Screening as part of the staff recruitment process
- Working With Children checks, Police Record checks, reference checks
- Sign in processes at the school office
- On and off site supervision of children during recess and lunch breaks as well 15 minutes before and after school – staff carry mobile phones
- ICT Acceptable Use Agreement for students
- Teacher supervision of student internet usage
- Protocols to ensure children do not move around the school individually during class time
- Out of bounds areas in the school to ensure that children are not placed at risk
- Staff and volunteer training
- Child safe environments information and awareness for visitors, staff, volunteers and contractors
- Adequate monitoring of visitors, staff, volunteers and contractors
- Refresher training for staff – see eLearning mandatory reporting module

FURTHER INFORMATION AND RESOURCES

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/chilsafestandards.aspx>

<http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>

<http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>.

'Identifying and Responding to All Forms of Abuse in Victorian Schools'

'Protecting children from abuse: for parents and carers'

Related Policies

- Child Protection Reporting Policy
- Bullying and Harassment Policy
- Duty of Care Policy
- Excursions/Incursions Policy
- Student Engagement and Wellbeing Policy
- Visitors and Volunteers Policy
- Working with Children Policy

APPENDIX

Appendix A: Child Safe Code of Conduct

REVIEW CYCLE

This policy was last updated on 25th May 2018 and is scheduled for review annually.

APPENDIX A: CHILD SAFETY CODE OF CONDUCT

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

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

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

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

Acceptable Behaviours:

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

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

Unacceptable Behaviours:

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

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