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HALLS GAP PRIMARY SCHOOL

Introduction

The staff, School Council and Parents of Halls Gap Primary School extends a warm welcome to you and your child/ren as members of our school community.

We trust that your child’s stay at Halls Gap will be happy and successful and that your involvement with our school community will be enjoyable and rewarding. We hope that, as parents sharing the education of your child, you will actively support our activities and functions.

Our school recognises that the best educational opportunities are provided when a positive relationship exists between school and home.

This booklet has been prepared to provide information about the school and its programs for parents and students. Please read it and on hand for future reference. If you have any questions or would like further information about any school activity, please speak with the Principal or staff at the school.

We look forward to working with you to develop exemplary programs for your child.

Term Dates for 2011

<table>
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<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Wednesday 1st February to Friday 30th March – first day for students Thursday 2nd February</td>
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<tr>
<td>Term 2</td>
<td>Monday 16th April to Friday 29th June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 16th July to Friday 21st September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 8th October to Thursday 21st December</td>
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School Times
The school day is divided into three sessions:

SESSION 1 9:00 am - 11:00 am

SESSION 2 11:30 am - 1:00 pm
The school has supervised eating time in classrooms from 1:00pm to 1:10pm

SESSION 3 1:45 pm - 3:15 pm, the end of the school day.

Active After School Sports will run during semester 1, 2012. Each term there will be two seven week programs which will commence for those students interested starting at 3.15pm. Qualified instructors will be engaged to run these programs, parental permission to be involved is required. Some programs will require parental support. Parents will need to collect students at 4.15pm. It is important that parents understand that these sessions are not supervised by teachers and that it is a privilege for students to participate. These sessions are dependent on the ongoing grant funding from the Australian Sports Commission. Students who cannot behave appropriately during sessions will be excluded from participating. Days and dates will be confirmed each term.

Voluntary Contributions
Each year the School Council sets a voluntary contribution levy. These are currently $30 per student per term. This can be paid as a lump sum, each semester or per term.

This subsidises such things as:

- School swimming, (hire of instructor, admission costs of students without seasons ticket and any certificates awarded)
- Some excursions, group days, sports days and cultural performances (entry price and transport costs)
- Student requisites – diary, reading cover, folders, writing books, pens, pencils, ruler, etc (these are issued as required by the classroom teacher).

In the past the school and School Council have subsidised the Senior Class camp. Recent camps have been to Hobart, Canberra, Melbourne, Little Desert, Sovereign Hill Ballarat and Cape Bridgewater. This year the camps will be - Canberra for years 5 and 6 students and Melbourne for years 3 and 4. The ‘Out There’ program (cluster initiative) will again run for 2012, more details will be provided when planning is finalised.
**Student Engagement**

**Definition**
Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students’ participation in education, including the academic, social and extracurricular activities of the school.

- **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school, and measures students’ sense of belonging or connectedness to school.

- **Cognitive engagement** relates to students’ investment in learning and their intrinsic motivation and self-motivation.

**Rationale**
The Department of Education and Early Childhood Development (DEECD) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

**Our Purpose**
Halls Gap Primary School is committed to providing a learning environment that is friendly, healthy, dynamic and respectful. We strive to provide an education that allows all students to achieve success and reach their full potential intellectually, creatively, physically and socially.

**School Profile**
Halls Gap Primary School is located in a picturesque setting adjoining the Grampians National Park. The school serves the local community with many of the school families involved in tourism, retail and Parks Victoria. Halls Gap PS strives to equip students with capacities to manage themselves and their relations with others, to understand and act effectively in the world, and to prepare them for success in education, work and life.

Three core interrelated strands encompass all areas of learning which form the basis for planning and programming at Halls Gap Primary School.

- **Physical and Personal Learning** – Health and Physical Education, Personal Learning, Interpersonal Learning, Civics and Citizenship.
- **Discipline Based Learning** – The Arts, English, Languages Other Than English, Humanities (Geography, History and Economics), Mathematics and Science.
- **Interdisciplinary Learning** – Communication, Design, Creativity and Technology, Information and Communications Technology and Thinking.

Early Years Programming and catering for individual learning needs are strong features across the school. Multi-age groupings operate in all curriculum areas from Prep to Grade 6.

The school broadens its curriculum options by utilising the services of the Mobile Area Resource Centre based in Great Western. Strategies used to enhance children’s learning include: cross-age tutoring, buddy system, multi age groupings, one on one intervention (Reading Recovery, SSLIP or others depending on requirements). Additional programs that assist in the all-round development of the child, including Junior School Council, Swimming Program (survival and competition), Athletics, CRE, cluster school activities, bike education, Zone sporting opportunities, extensive transition activities, camps and the annual School Concert. In recent years students have been invited to participate in the State Schools spectacular.

The school enjoys the added benefits associated with being nestled within the Grampians National Park. The school grounds provide both large open spaces for play and activities while maintaining the feel of being very much within a rich, natural environment. The school nature reserve provides an added dimension for activities and programs.

Halls Gap Primary School is a member of the Grampians Small Schools Cluster (Halls Gap, Pomonal, Great Western and Concongella). The cluster schools enjoy shared group days, cultural activities, sporting opportunities, camps, transition and networking opportunities.

School Council and parent groups are committed to the continuous improvements that support a community of active and engaged learners.

**Whole School Prevention Statement**
At Halls Gap Primary School we believe that a positive approach to behavioural management is essential to the development and maintenance of a school climate within which students develop independence, personal responsibility, self discipline and respect for self and others.
This is based on the following principles:

- All children have the right to be safe.
- All children have the right to work and play without interference.
- All children should be encouraged to be polite, courteous and well mannered.
- All children will be encouraged to exhibit pride in their school.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
- Principal and staff have an obligation to implement the engagement policy fairly, reasonably and consistently.

**To support students to develop an understanding of these principles students are expected to:**

- Move and play safely.
- Care for themselves, others and property.
- Resolve problems calmly, sensibly and fairly.
- Respect others through their speech and manners.
- Work as well as they can and allow others to do the same.

**Rights and Responsibilities**

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter required public authorities, including government schools and their employees, to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992, in conjunction with DEECD Disability Standards for Education 2005
- Education and Training Reform Act 2006
- Education Act 1958

The following policies need to be considered and consistent with implementing effective practice within our school community. The highlighted policies below are currently in place at Halls Gap Primary School, the school handbook contains numerous statements that refer to understandings shared within the school community for many of the other listed areas and some areas have clear guidelines that must be followed as issued by DEECD -

1. Anti-bullying and Cyber Bullying policy (*elements of this exist within other policy documents*)
2. Smoke Free Schools policy (*smoke free schools is a requirement*)
3. **Drug Education policy**
4. Attendance policy
5. **Complaints Resolution policy**
6. Uniform policy
7. Enrolment policy
8. First Aid policy
9. **Internet Usage policy**
10. Medication policy
11. Multi-Cultural Diversity policy
12. Asthma policy
13. Curriculum policy
14. **Emergency Management policy**
15. Equal Opportunity policy
16. Homework policy
17. Gifted and Talented policy
18. Occupational Health and Safety policy
19. Teaching and Learning policy
20. **Anaphylaxis policy**
21. Student Belongings policy
22. Assessment and Reporting policy (*school meets requirements as specified by DEECD*)
23. Disabilities and Impairments policy
24. Headlice Management policy
25. Privacy policy  
26. SunSmart policy  
27. Mandatory Reporting policy (DEECD specific guidelines are followed)  
28. Visitors’ Policy  

Rights and Responsibilities

Rights and Responsibilities of the Whole School

<table>
<thead>
<tr>
<th>Whole School RIGHTS:</th>
<th>Whole School RESPONSIBILITIES:</th>
</tr>
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<tbody>
<tr>
<td>To be free of harassment</td>
<td>To ensure others are not harassed</td>
</tr>
<tr>
<td>To receive support in difficult</td>
<td>To provide support to each other</td>
</tr>
<tr>
<td>situations from the school community</td>
<td>To build positive relationships with the school community</td>
</tr>
<tr>
<td>To be valued and treated with respect</td>
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Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Students have the RIGHT to:</th>
<th>Students have the RESPONSIBILITY to:</th>
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<tbody>
<tr>
<td>Respect, courtesy and honesty</td>
<td>Be respectful, courteous and honest</td>
</tr>
<tr>
<td>Learn in a purposeful and supportive</td>
<td>Behave in a way that is not disruptive to the learning of others</td>
</tr>
<tr>
<td>environment</td>
<td>Help keep the school environment neat, tidy and secure</td>
</tr>
<tr>
<td>Work and play in a safe, secure, caring,</td>
<td>Be punctual, polite and friendly</td>
</tr>
<tr>
<td>friendly and clean environment</td>
<td>Work and play safely with others</td>
</tr>
</tbody>
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Rights and Responsibilities of Staff

<table>
<thead>
<tr>
<th>Staff have the RIGHT to:</th>
<th>Staff have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect, courtesy and honesty</td>
<td>Be respectful, courteous and honest</td>
</tr>
<tr>
<td>Teach in a safe, secure, caring, friendly</td>
<td>Model respectful, courteous and honest behaviour</td>
</tr>
<tr>
<td>and clean environment</td>
<td>Help to keep the school environment neat, tidy and secure</td>
</tr>
<tr>
<td>Co-operation and support from parents</td>
<td>Establish positive relationships with students, staff</td>
</tr>
<tr>
<td>and other staff members</td>
<td>and members of the school community</td>
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<tr>
<td></td>
<td>Involve parents in their child’s education</td>
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Rights and Responsibilities of Parents

<table>
<thead>
<tr>
<th>Parents have the RIGHT to:</th>
<th>Parents have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect, courtesy and honesty</td>
<td>Be respectful, courteous and honest</td>
</tr>
<tr>
<td>Be informed of course and curriculum</td>
<td>Ensure that their child attends school</td>
</tr>
<tr>
<td>material, behaviour management,</td>
<td>Ensure that the physical and emotional condition of their child is at an</td>
</tr>
<tr>
<td>procedures and decisions affecting the</td>
<td>optimum level for effective learning</td>
</tr>
<tr>
<td>health and wellbeing of their child</td>
<td>Ensure that their child is provided with appropriate</td>
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<td></td>
<td>materials to make effective use of the learning environment</td>
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<td></td>
<td>Support the school in providing a meaningful and appropriate</td>
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<td>education for their child</td>
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Rights and Responsibilities of the Principal

<table>
<thead>
<tr>
<th>The Principal has the RIGHT to:</th>
<th>The Principal has the RESPONSIBILITY to:</th>
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<tbody>
<tr>
<td>Respect, courtesy and honesty</td>
<td>Be respectful, courteous and honest</td>
</tr>
<tr>
<td>Work in a safe, secure, caring, friendly</td>
<td>Ensure that the behaviour management policy is reviewed and maintained</td>
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<tr>
<td>and clean environment</td>
<td>Ensure that processes and procedures are clear and explicit</td>
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<tr>
<td>Co-operation and support from staff,</td>
<td>Support staff in implementing specified behaviour</td>
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<tr>
<td>students and parents</td>
<td>management guidelines</td>
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<td></td>
<td>Establish positive relationships with students, staff</td>
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<td></td>
<td>and members of the school community</td>
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<td></td>
<td>Facilitate parental involvement in the school</td>
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Shared Expectations
Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. To support a rich and varied educational environment the school has a clear set of values –

- Honesty - Being true to yourself, family, friends and teachers
- Persistence - Being confident, resilient and optimistic when striving to meet challenges
- Humour - To enjoy and celebrate with others
- Initiative - To contribute ideas, be flexible and demonstrate leadership
- Commitment - Being dedicated to do your very best
- Teamwork - Working with and sharing with others to enhance learning for everyone
- Respect - Treating self, others and your environment with care and respect.

School expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

School Actions and Consequences
At Halls Gap Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Giving positive reinforcement to improve self-esteem
- Acknowledging student achievements
- Encouraging friendships
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making
- Requiring children to accept responsibility for their actions
- Providing adequate supervision in the school grounds
- Encouraging understanding and awareness of the school rules

Sanctions
Serious and/or continued breaches of school rules may lead to suspension/expulsion procedures in line with DEECD guidelines. Accepted consequences for breaches of established rules will be appropriate to the infringement:

- A warning and a restatement of the rule
- Being required to repeat a given task to an acceptable standard
- Time out from activities
- Exclusion from the playground
- Contact with parents
- Behaviour Improvement Plan developed and implemented
- After school detention or lunchtime detention where appropriate
- Suspension
- Expulsion.

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.
Curriculum Provision

At Halls Gap Primary School a diverse curriculum in a rural school environment allows for personal attention for individual students in small classes. Halls Gap Primary is proud of its programs that are delivered in a safe, caring and supportive environment by a small team of dedicated teachers, parents and friends of the school.

Programs range from Small Schools Literacy Intervention Program (SSLIP), which assists students experiencing difficulties making those first steps in reading and writing, to extension activities and special interest programs for more able students.

**Early and Middle Years Programming**

Halls Gap Primary School is heavily committed to the implementation of Early and Middle Years Literacy programming. Children participate in daily two-hour literacy sessions, during which they are immersed in stimulating reading, writing, speaking and listening activities. This is an extremely busy part of the day that is rewarding for all students, parents and teachers alike.

Literacy and Numeracy are basic to all learning. Children need these skills in order to confidently learn in other areas of the curriculum and in everyday life. The Early Years Strategy is the Victorian Department of Education Early Childhood Development and Training’s plan to improve children’s literacy and numeracy learning in the early years of schooling. The strategies and advice outlined in this program form the basis for teacher planning and instruction at Halls Gap Primary School.

Reading is making meaning from print, which is all around us. This includes reading books, magazines, posters, etc, watching films and videos, and using computers. We use writing to communicate ideas and information. Through writing we explore ideas, record things we’ve done and still have to do, and share our thoughts, desires and feelings. Working in partnership with your child’s school, parents can develop shared understandings about learning. By bringing home and school experiences together, our children will have a very solid and secure foundation on which to build their learning.

**Home Reading**

In keeping with our commitment to home-school partnerships, the staff of Halls Gap Primary School places a great deal of emphasis on our home-reading program. Staff are happy to assist parents with home reading ideas if required, don’t hesitate to ask. It is only through co-operation between parents, students and teachers, and with REGULAR reading, that children are able to develop their reading skills.

**MARC Library**

The Mobile Area Resource Centre library is an important resource centre for children and teachers. Children are encouraged to borrow books regularly. This service comes to our school every second Thursday. As well as

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<th>References</th>
<th>Reference URL</th>
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providing a borrowing service, the MARC librarian provides a library skills development program and literary appreciation sessions for all students. Please remind your child or children to change their books regularly. Please help us to avoid overdue books by checking the return dates with your children.

Early Years Numeracy implementation is also an area of emphasis at Halls Gap Primary. Children’s individual learning needs are identified and teaching is based on those identified growth points.

**Learning Technologies**

Learning Technologies is an important part of programming at Halls Gap and is used to enhance learning across all curriculum areas. We are strongly committed to providing a technology rich learning environment for all students. Children have access to computers in their classrooms and all facilities are connected into the internet. The school introduced a netbook program for all students in years 4-6 during 2010 which will be continued for 2012. Programs are used to research information, solve problems and present work creatively. Both students and teachers have embraced the challenge of integrating information and communication technologies into the teaching and learning process. This will be further enhanced during 2012 as all students and families establish access and usage of the Ultranet. It is expected that during 2012 all parents will be able to monitor aspects of assessment and learning for their child/ren through a parent logon access component of the Ultranet.

**Health and Physical Education**

Physical Education and sport are valued curriculum areas at Halls Gap Primary. Students have opportunities to compete against students from other schools in our annual athletic sports and cross country run. Students are encourage to participate at Zone, Regional and State levels of competition. The Physical Education program is complemented by an outstanding camp and excursions program that aims to develop students’ understandings of the environment and wider community while encouraging cooperation and independence. The cluster ‘Out There Program Years 3-6’ will continue into 2012.

**Languages Other Than English - German**

Your child is given an opportunity to learn a second language at Halls Gap Primary. Students participate in weekly LOTE sessions with both spoken language and German culture studied.

**Disabilities and Impairments**

The process of obtaining resources for the Disabilities and Impairments program is quite involved and so it is expected that any parent who is seeking to enroll a student who has special needs will give the school plenty of notice so that the necessary applications can be prepared and processed.

**Homework**

Homework, other than home-reading and spelling, is not normally set for students in the earlier years of schooling. Tasks set for other children may be of a formal or informal nature and are related to the age of the child. Homework, particularly in Years 3 to 6, may take the form of written work, proof reading of written work, word study activities, share reading, completion of work set in class, research projects, mental math, puzzles or problem solving. This will vary from year to year.

Rather than being an onerous or unpleasant activity homework is designed to be an opportunity for parents to work with their children. When homework is set we appreciate parent support to see that it is completed satisfactorily. If you have any concerns in this area please discuss it with your child’s class teacher.

**Excursions and Cultural Activities**

Excursions and special visitors to the school, such as performance groups, are a vital starting point for our language experience program and for many other school programs.

Cultural activities are usually accessed through the cluster. Generally the cost of these is included in school fees.

Please note: Children will not be able to participate in an excursion if the required permission note and medical information and indemnity form have not been returned signed by a parent or guardian prior to the excursion.

Excursions within the town (walking only) are covered by a minor excursions authorisation which will need to be completed once each year. All other excursions will have an information letter to parents and an attached permission form sent out prior to the excursion. These are generated through the schools administration system. Other details will be included in the newsletter.

Year 3 –6 children attend an annual camp. The expected camping program for 2012 is – 5/6 Canberra with Stawell West Primary School, years 3/4 Melbourne trip (Halls Gap PS students only). A 1/2 camp may be held as a sleepover at school.

Year 3-6 students will be expected to participate in the ‘Out There Program’.
Special Programs and Extension Activities

Student Leadership
Our Junior Council plays an important role in the school and creates an opportunity for all students to have a say in decision-making. In addition to fostering a sense of belonging and developing the students’ organisational skills, the Junior Council encourages students to care for one another and to be aware of community issues. The major task they have undertaken is sponsoring an overseas child. While most of our senior students become involved in various leadership roles we do expect that Junior School Council take on various tasks on a regular basis.

School Buddy Program
Each year all students are paired with another student who then becomes their buddy for the twelve months. The buddy program fosters positive relations in a caring and supportive environment. The buddy program is vital in developing a strong sense of community and working together.

Co-operative Learning
At Halls Gap Primary we place considerable emphasis on co-operative learning activities and students making real decisions about their own learning. Our programs provide children with opportunities to participate in small group and whole class activities.

Annual School Concert
The annual school concert is held on the second last Thursday of term 4 (Thursday 13th, 2012). This is an opportunity to showcase the students’ performing arts skills. It is also the final official school function for the year with presentations being made to grade six students as well as book presentations to all students from the School Council. A merry gentleman also makes his appearance on the night.

School Council
The Halls Gap Primary School Council is an elected body that represents the community and teachers. Its functions are:

1. To work with the Principal and Staff to develop school policy and educational aims. This forms the basis of our School Strategic Plan.
2. To administer school finances.
3. To ensure buildings and grounds are maintained and improved.
4. To foster community interest in the school.

School Council is an extremely important decision making group and we encourage you to contact us if you are interested in becoming a member. The School Council meets twice each term.

School Council members also need to know what people in the community feel are important. Please get to know the members of your School Council and help them to make decisions that will influence your child’s education. Elections are held during March of each year. Half the elected representatives retire each year but they can seek re-election. New members are elected for a two year period.

The Halls Gap Primary School Council members for 2011/2012 are:

- Jill Faulkner – President / Finance Advice Group
- Dan Magill – Vice President / Parent Representative
- Pol Ripper – Parent Representative / Finance Advice Group
- Christine Nagy – Parent Representative
- Jill Reed – Fund Raising/Parent Representative
- Kellie Gehan – Parent Representative
- Franz Stoffel – Parent Representative
- Samantha Stoffel – Teacher Representative
- Judy Hilbig – Principal/Executive Officer

Fundraising
Halls Gap Primary School has a hard working, interested and supportive group of parents who work under the auspice of School Council to extend the involvement of parents in the school. Participation in our Fundraising Committee activities creates opportunities for members of our school community to become involved in the practical workings of the school. Funds raised have provided numerous resources that continue to support and enhance the learning program. If you would like to join the group watch the newsletters for information.

Throughout the year the school runs six markets.
Dates for 2012 -
- Jazz Festival – 12th February
- Labour Day – 11th March
We ask that parents mark these dates on the calendar as full school community support is essential. The first of these markets is held on the Jazz Festival weekend. The school undertakes a number of catering activities throughout this weekend (Friday, Saturday and Sunday), it is a very intense start to the year and certainly our biggest (often raising around $5000). The remainder of the markets are held on a Sunday starting at 8.00am with the schools responsibilities concluding around 2.00pm. Each of these markets requires several shift changes of which each shift requires a minimum of 4 (depending on market) to run; there are additional tasks such as setting up and ordering, collecting market fees, etc. As you can see these activities require the support of all families. The fundraising committee is currently reviewing the management and involvement the school can and would like to maintain. More information will be provided early in the year. School Council allocates the money and in recent years money has provided computers ($4000 per year), literacy resources (min $2000 per year), camping program (% of camps costs each year), musical equipment ($2000), mathematical equipment ($2000), furniture ($2000) and interactive whiteboard ($5000), photocopier ($2000). For 2012 School Council has allocated $10000 for playground development and additional funding for literacy, furniture, computers, photocopier, camps and presentation books.

**Admission Procedures**

Children who turn 5 years of age by the 30th of April 2012 will be admitted to our Preparatory Grade in 2012. Parents may enroll their child by calling at the school to collect and complete the detailed enrolment form. Please bring a copy of your child’s birth certificate extract and certificate of immunization with you for our records.

Prep children find the first few months of school very tiring. As a result the children in Preparatory class will not attend on Wednesdays during the months of January and February. They will commence full time schooling in March 2012.

**First Day Attendance**

On the first day it is a good idea to leave as soon as possible after you have placed your child in the care of the classroom teacher. Don’t be tempted to give your child too much lunch. Please wrap play-lunch separately and have clothes and belongings, particularly windcheaters, lunch boxes and drink bottles named.

Please note as we have a child with a sever allergy to nuts we ask that parents help us in both being aware of the current action plan for students when involved in the school program, and we do ask that you avoid products that include nuts. Raising awareness amongst your own children will also assist in the management of food products.

**School Organisation**

Each Monday at 9:00 am we have an assembly at the flagpole. It is important that children are punctual for this assembly, as announcements and presentations are made.

**Office Hours**

During 2012 we are trialing the use of the DEECD LAB for Administration purposes. It is planned that small schools within the Grampians Region fully utilize the LAB (Local Administration Bureau). This will allow for greater streamlining of finance and facilities administration. As Mrs Rudolph is retiring from Halls Gap it has been deemed an appropriate time for the school to trial this process. Ms Newton will be working with the LAB for areas that still require local action. Office times for Lynn will be published in the newsletter early term 1. For 2012 the newsletter will be printed on Wednesdays, all items will need to be lodged by the end of school day on the Monday prior to publication. At other times information can be left with the Principal or emailed to – hilbig.judy.a@edumail.vic.gov.au. Please note that at all other times the office is unlikely to be manned as teachers and principal will be involved in the teaching program. If you would like to receive the newsletter by email please provide your details to the school so your email addresses can be added to the bulk mailing list. If you do not wish to receive a paper copy of the newsletter please indicate. Excursion notes will still need to be completed as required by the DEECD.

**School Attendance**

In order for your child to reach their full potential at school it is critical that they regularly attend school. Research has shown than many children are put at educational risk if they miss more than 12 days of school in a year. We would strongly encourage you to organise holidays and shopping excursions, i.e. nonessential absences during weekends and school holiday times. Students’ absences are recorded on school reports sent home in June and December. Students achieving a high level of attendance are acknowledged at the school concert in December.

**Absences**

However, if your child is ill he or she should not attend school. Sick children will not be able to undertake normal class programs and their attendance at school can endanger the health of other students and staff. If your child is
away from school a note is required. Notes are kept and become part of the audit system required by the DEECD. When your child is at school in the morning, and is collected and will not be attending in the afternoon, please advise your child’s teacher so that we do not have unexplained absences. When collecting a child from the school during class time we ask all parents and guardians to ‘sign out’ the student so that we have a record of student movements.

**Illness or Accident at School**
If your child becomes ill at school or is injured, we will endeavour to contact you or your nominated contact person, so that arrangements can be made for collection.

**Student Records and Family Details**
In the interests of student safety it is vital that schools keep accurate records. Please ensure that you notify the school immediately should your personal/family details alter; particularly personal, work and emergency telephone contact numbers.

**Wet Days or Extreme Heat Days**
Children will not be dismissed early on wet days or on days of extreme heat. On wet days or days of extreme heat they will be supervised in the classrooms during lunchtime and the recess break. On normal summer days there are plenty of shady trees and classrooms are air-conditioned so normal school programs will operate. If the school is required to close due to a Code Red day being called, families will be notified as soon as possible so parents can make alternative arrangements for students.

**Personal Care**
Sound happy friendships develop when children come to school clean, neat and tidy.
From time to time head lice can be a problem in schools. The incidence of this problem can be reduced if all parents help by following these suggestions:

1. Check your child’s hair weekly.
2. Notify the school if any lice or eggs are found so that other parents can be asked to check and treat any problems.
3. Follow the recommended treatment using the shampoo/lotion that is available from your local chemist. Please note some commercial products do not eliminate lice or eggs – ask for assistance when purchasing treatments to ensure effective results.

Regular head lice checks are conducted by a nurse from the Northern Grampians Shire Council. All families are asked to complete a form authorising the nurse to inspect students’ hair. Should head-lice eggs be detected, a notification letter will be sent home immediately. Parents of children with live lice will be contacted and asked to collect their children and treat immediately. Children may return to school as soon as treatment procedures commence.

**School Uniform**
The wearing of school uniform helps to encourage pride in the school and assists in developing a school identity. School uniform provides a standard of dress among children and it also provides economical standard clothing.
Our school uniform is quite simple. Royal blue windcheaters with gold school logo and royal blue polo shirts with gold school logo. Blue and white checked school dresses, navy blue track trousers, shorts or culottes/shorts. Students require navy blue shorts or netball style skirt for inter school sporting events.

Halls Gap Primary School uniform is non compulsory but the wearing of it is strongly encouraged. It is extremely important that children come to school in neat, clean clothes everyday. Please do not allow children to wear thongs, crocs or surf sandals as they do not provide adequate protection. Sandals, leather shoes or sports shoes are suitable for school wear.

**Children must wear navy blue wide brimmed hats during Terms 1 and 4 in accordance with our Sunsmart guidelines.**
Wide brimmed hats are provided by the school as part of our uniform. Baseball caps are not acceptable as they do not protect the ears, neck and sides of the face. Students are provided with hats by the school.

Orders for school uniform items will be placed several times a year with our preferred supplier, Primary School Wear. Orders will be called for through the newsletter. A small number of new stock is kept on hand. A number of second hand items are also available from students that have out grown them or have moved on. Please contact the office for uniform requirements.
**School Bags**

It would be appreciated if you could ensure that your child has a suitable school bag to bring to school every day - one that is not too awkward to carry but will hold your child's lunch, articles of clothing, book cover and samples of work. When notices or newsletters are handed out students are expected to put them in their bag ready to be taken home.

**Lost Property**

Please name all personal clothing and equipment.

If property is lost ask your child to check all the pegs in the classroom. Boxes of lost property are kept on the shelf outside the junior classroom. Please check if you are missing items.

Please ask your children to bring home all extra clothing each day. We cannot help hand out items they are not accurately named.

**Lunch Orders**

Lunch orders will be available on Wednesdays only. A price list for lunch orders is available from the school. Lunches are supplied by the Bakery and Coolas Ice Creamery. Lunch orders are to be taken to the senior classroom and placed in the appropriate box.

**Lunch at School**

Children eat their lunch in their classroom under the supervision of a teacher. We have a dedicated eating time from 1:00pm to 1:10pm. While children can heat food in the school microwave we do ask that noodle cups and foods requiring boiling water are not sent to school – they create a safety problem when children are preparing foods.

**Safety at School – Student Welfare and Discipline**

We have a general school rule that we should not do anything that will cause hurt or worry to ourselves or to others. This helps to keep all students safe and happy. Please discuss this with your child. Our aim is to help children co-operate with others and be responsible for their own behaviour. A summary of the school’s discipline plan is included in the section above titled Student Engagement.

**Communication Between School and Home**

**The Weekly Newsletter**

An important method of communication with our school community is the Halls Gap Primary School Newsletter. We aim to provide as much information in the newsletter as possible. The newsletter will be issued on Wednesdays for 2012. It is important that you check important dates and events that need to be noted. Any parent or community notices to be included need to be at the school by 3.30pm Monday. A copy of the newsletter is displayed on the notice board at the front of the school. The newsletter can be received by email (please notify the school if you wish to receive it electronically), it can also be accessed via the school website.

**Notices**

Despite attempts to include most items of information in the newsletter, some other notices will be necessary – notes about excursions and events that occur in between newsletters. These notices and the newsletter will be given to the eldest child in your family attending our school, unless the notice only applies to a particular grade or part of the school. Please check with your child each day to see if any information has been sent home. Help your child to manage notes and newsletters by establishing an expectation that they take the initiative to hand them to an adult when arriving home after the school day. Notes are to be returned to the notes box currently on the stove in the small kitchen between the classrooms.

**Student Diaries**

Each student is provided with a diary which is used for home-school communication with the classroom teacher. It includes information on readers, spelling lists, homework, and general information. Please check your child’s diary daily. This is a communication book for both parents and teachers to use.

**School/Home Cooperation and Support**

Working together to ensure success.

Teachers at Halls Gap Primary School are very keen to involve parents in as many school activities as possible. We believe that it is most important for parents and teachers to work together in the education of all children.

**At school**

In strengthening the partnership between home and school, you may like to become involved in some of the following school activities –

- attending excursions
- attending annual Senior Class camp
• assisting with cooking/art activities
• hearing children read
• processing children’s stories
• helping with working bees, watering, or looking after the garden

• assisting with the Craft Markets held at regular intervals throughout the year (the major fundraising source for the school)

If you would like to help out or just be with your children whilst they participate in the many school activities see your child’s teacher.

At home -
It is vital for your child’s positive educational development that they know you are interested in their school work. Please hear your child read daily and share your interest in books that they have read. Encourage them with any homework they have and don’t hesitate to speak to the teachers or the Principal if you have any worries about any aspect of your child’s school life.

Parent – Teacher Interviews -
Formal parent/teacher interviews are held each year. Schools are required to report to parents through interview (once a year) and by written report (twice a year). You will be informed of dates and available times by note attached to the school newsletter. Each semester an Individual Learning Plan is developed for each child. These plans provide the basis for discussion and future planning for learning. You are in no way restricted to this time to talk with teachers. You are welcome to discuss with teachers any aspect of your child’s or children’s school life at any time throughout the year. Please contact the Principal or relevant teacher to make an appointment.

Specialist Student Services

Please contact your child’s teacher if you feel he or she need the services of any of the groups listed below:

Counselling -
Psychologists and social workers are available to talk to parents who have children with emotional or social difficulties. They also work with teachers in developing special programs for these children.

Health -
The visiting school nurse can be contacted if you have any medical concerns. Each Prep child will receive a full medical assessment during their first year at school.

Speech -
The services of a speech pathologist can be arranged if you have any worries or concerns about your child’s or children’s speech.

Medical / Dental -
These services are available at regular intervals to assist your children. Information and permission forms will be sent home prior to any visits. A fee is charged for families not holding a Health Care card. You would need to take your children into the van at either Stawell PS 502 or Stawell West PS. depending on where they are set up.

Education Maintenance Allowance

The Education Maintenance Allowance (EMA) is provided to assist some families with the costs associated with the education of their children. To be eligible for receipt of the EMA you must:
• be either a parent or guardian of a primary or secondary school student up to the age of sixteen, and
• be an eligible beneficiary of a Centrelink pension, allowance or benefit with the meaning of the State Concessions Act or be a Veterans Affairs (TPI) pensioner or be a foster parent.

The eligibility criteria must be met as at the first day of Term 1.

The EMA is paid in two instalments, with 70% being paid in the first instalment. One half of each instalment is paid directly to parents (through the school) and the other half of each instalment is paid directly to the school.

Application forms are generally due in to school around the last Friday in February. Please see the Administrative Officer for forms and details.

Travel Conveyance Allowance

To be eligible to receive conveyance allowance, a student must:
• be aged between five years (by 30th April) and 21 years
• live more than 4.8km by the shortest practicable route from the nearest school
• be enrolled at the nearest government school
be 4.8 km or more from nearest bus stop if a bus is being caught to school.
Reimbursement for private car travel to the nearest school is made on the basis of the one way distance travelled per vehicle and the number of students in that vehicle. Payment is made to the family operating the vehicle.
The vehicle rate is determined by the distance between a student's place of residence and their school.

If you feel you are entitled to the conveyance allowance, please fill in an application form and lodge it at school by about the middle of February.

Payment of private car conveyance allowances to schools will be made to schools once per term. The school will then make payments to parents.

**School Emergency Management Plan**

To ensure students are safe at all times the school has a detailed emergency/evacuation plan. All teachers are aware of the plan and the plan is practiced to ensure all students and staff fully understands the procedures. If you are visiting our school the procedure applies to everyone who is on site at the time of the evacuation.

If the event of an emergency that requires evacuation the following applies –

**Evacuation Plan and Checklist (the Incident Commander is the Principal or Teacher In Charge at time of the incident)**

**Steps for Evacuation**

1. Senior person on site takes charge and decides who does what
2. Indicate emergency using continuous blast of air horn or whistle or by informing all teachers
3. Call 000
4. Inform them of the nature of the emergency (i.e. “There is smoke in the building”)
5. Using all available staff/volunteers calmly move/carry/walk the children out of the building to your pre-determined outdoor assembly area if this is the evacuation option. In the event of a bushfire once assembled children and teachers proceed to Centenary Hall

Teachers – Close room doors and windows if time permits
Take class roll and sign out book (senior room teacher), first aid kit and emergency kit (middle room teacher)
Take mobile telephones
Leave room via nearest safe exit – DO NOT RUN
Assemble all children in the car park at the tennis courts, check rolls and proceed to next point if required

6. Incident Commander check toilets
7. Incident Commander conduct a final check of all rooms
8. Incident Commander make sure gates are unlocked and open
9. Incident Commander turn off power if time permits
10. Teachers remark the roll or recheck that all children are accounted for and notify Incident Commander of status
11. Remain there until the ‘all clear’ is given by the Incident Commander
12. Incident Commander call 000 and inform them of your location at the outdoor assembly area
13. Focus on safety and well-being of staff and children
14. Wait for emergency services to arrive

IN THE EVENT THAT EVACUATION TO THE VARIOUS POINTS IS NOT POSSIBLE THE KITCHEN ATTACHED TO THE GYM IS THE LOCATION POINT FOR EVERYONE TO GATHER. THE INCIDENT COMMANDER WILL MAKE THIS DECISION AND INSTRUCT STAFF. ALL OTHER INSTRUCTIONS AND PROCEDURES REMAIN THE SAME.

Please note if the emergency requires full evacuation due to bushfire the students will be evacuated to Centenary Hall and will remain with teachers unless directed by Emergency Services to relocate. Teachers will endeavour to contact all parents. Students must be collected by parents or parent nominated adult (Incident Commander must be sure this is parental permission, word of mouth will not be acceptable) as soon as possible. Students will not be allowed to walk or ride home.
HALLS GAP PRIMARY SCHOOL PRIVACY POLICY

1. Scope
This policy applies to members of school staff and the school council at Halls Gap Primary School. This policy will be made available on request.

2. Authorisation
This policy was adopted at Halls Gap Primary School council meeting.

3. Review date
This policy shall be reviewed on a regular basis and updated if required.

4. Background
All staff of Halls Gap Primary School are required by law to protect the personal and health information the school collects and holds.

The Victorian privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001, provide for the protection of personal and health information.

The privacy laws do not replace any existing obligations Halls Gap Primary School has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

5. Definitions
Personal information means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings.

Health information is defined as including information or opinion about a person’s physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person’s health status and medical history, whether recorded or not.

Sensitive information is defined as information relating to a person’s racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy personal information refers to personal information, health information and sensitive information unless otherwise specified.

Parent in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

Staff in this policy is defined as someone who carries out a duty on behalf of the school, paid or unpaid, or who is contracted to, or directly employed by the school or the Department of Education and Training (DE&T). Information provided to a school through job applications is also considered staff information.

6. Policy context
Personal information is collected and used by Halls Gap Primary School to:
- provide services or to carry out the school’s statutory functions
- assist the school services and its staff to fulfil its duty of care to students
- plan, resource, monitor and evaluate school services and functions
- comply with Department of Education and Training reporting requirements
- comply with statutory and or other legal obligations in respect of staff
- investigate incidents or defend any legal claims against the school, its services, or its staff, and
- comply with laws that impose specific obligations regarding the handling of personal information.

7. Collection of personal information
The school collects and holds personal information about students, parents and staff.

8. Use and disclosure of the personal information provided
Students and parents
8.1 The purposes for which the school uses personal information of students and parents include:
- keeping parents informed about matters related to their child’s schooling
- looking after students’ educational, social and health needs
- celebrating the efforts and achievements of students
Staff

8.2 The purposes for which the school uses personal information of job applicants, staff members and contractors include:
- assessing suitability for employment
- administering the individual's employment or contract
- for insurance purposes, such as public liability or WorkCover
- satisfying the school's legal requirements, and
- investigating incidents or defending legal claims about the school, its services, or staff.

8.3 The school will use and disclose personal information about a student, parent and staff when:
- it is required for general administration duties and statutory functions
- it relates to the purposes for which it was collected, and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

8.4 The school can disclose personal information for another purpose when:
- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety, or
- is required by law or for law enforcement purposes.

9. Where consent for the use and disclosure of personal information is required, the school will seek consent from the appropriate person. In the case of a student's personal information, the school will seek the consent from the student and/or parent depending on the circumstances and the student's mental ability and maturity to understand the consequences of the proposed use and disclosure.

Halls Gap Primary School will generally seek the consent of the student's parents and will treat consent given by the parent as consent given on behalf of the student.

10. Accessing personal information
A parent, student or staff member may seek access to their personal information, provided by them, that is held by the school.

Access to other information maybe restricted according to the requirements of laws that cover the management of school records. These include the Public Records Act and the Freedom of Information Act.

11. Updating personal information
The school aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the Principal.

12. Security
12.1 School staff and students have use of information and communications technologies (ICT) provided by the school. This use is directed by:
- Department of Education and Training's acceptable use policy for Internet, email and other electronic communications
- Department of Education and Training IT security policy.

13. Complaints under privacy
Should the school receive a complaint about personal information privacy this will be investigated in accordance with the Department of Education and Training's privacy complaints handling policy.