

Lysterfield Primary School

Parent Information Book

2023



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Lysterfield
PRIMARY SCHOOL
curious, confident, successful

Dear Parents,

It is my great pleasure to welcome you to Lysterfield Primary School. As your child/ren begin their Lysterfield journey, I look forward to sharing the successes of that journey with them and with you.

Lysterfield PS provides a positive and safe learning environment designed to support your child throughout their school life. We prioritise student wellbeing and a safe and secure learning environment, as they underpin student learning. Our highly dedicated and enthusiastic staff will work in partnership with you to help develop your child/ren into confident, curious, resilient, respectful and accepting members of our community.

Your role in supporting the educational, social and wellbeing goals of your child is a valuable one. Ensuring positive and productive communication between home and school will send the message to your child that school and education is valued and important. We encourage you to be an active participant in your child's education and we welcome your contribution.

We feel privileged that you have chosen Lysterfield PS for your child's education. We offer a comprehensive and extensive program that includes all areas of the Victorian Curriculum, including specialist teachers in the areas of Chinese – Mandarin, Visual Arts, Performing Arts and Physical Education. Our strong wellbeing focus enables our students to develop their interpersonal skills through a variety of formal and informal programs, including the Resilience, Rights and Respectful Relationships program, Circles Groups and Student Leadership. Student voice is a priority at our school and a way we can ensure students feel connected and engaged in their learning.

At Lysterfield PS we uphold the following beliefs:

- Children are at the centre of everything we do
- Curiosity and a Growth Mindset fosters lifelong learners
- Social and Emotional learning is important to develop the whole child
- The pursuit of excellence drives personal success

We look forward to working together to develop these beliefs and encourage your child to with their learning.

Kindest regards,

Adam Wight
PRINCIPAL

SCHOOL TIMES

Term Dates for 2023

Term 1	January 27 to April 6 (Students to start Monday 30 th Jan) School commences January 27 for teachers. January 27 is a pupil free day March 13 Labour Day Public Holiday
Term 2	April 24 to June 23 25 April Anzac Day June 12 Queen's Birthday Public Holiday
Term 3	July 10 to September 15
Term 4	October 2 to December 20 November 7 Melbourne Cup Day Public Holiday

School Timetable

Start of school day	9:00am
Recess	10:40am – 11:10am
Supervised Lunch	12:50pm-1:00pm
Lunch Break	1:00pm-1:50pm
Dismissal	3:30pm

Prep Start of Year Arrangements for 2023

- Monday 30th January – 9:00am – 12:30pm
- Tuesday 31st January – 9:00am – 12:30pm
- Wednesday 1st February – no attendance (Preparation/Testing)
- Thursday 2nd February 9:00am – 3:30pm
- Friday 3rd February 9:00am – 3:30pm
- From **Monday 6th February** preps will have full school days (9:00am – 3:30pm), excluding Wednesday.
- Preps will not attend on Wednesdays, until the week commencing **Monday 6th March**. This to allow for preparation and testing of students.

Students will be dismissed from designated areas at the rear of the school and must be collected by an adult.

Prep students **do not** attend school on Wednesdays until the week commencing Monday 6th March. We recommend that this day be used for students to rest and rejuvenate. Each student will be required to come to school for an hour on one of the Wednesdays prior to 8th March to complete individual interactive assessments with their teacher. You will receive further information regarding this testing at the start of the year.

CHILD SAFETY STATEMENT OF COMMITMENT

PURPOSE

Lysterfield Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and 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 Lysterfield Primary School will support 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 Lysterfield 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.

This Code of Conduct outlines expected standards for appropriate behaviour with and in the company of students, including online conduct. The policy is used:

- as part of induction training for new leadership members, staff and volunteers
- as part of refresher training for existing leadership members, staff and volunteers
- to inform parents/carers and other persons associated with the organisation what behaviour they can expect from the organisation's leadership, staff and volunteers
- to support and inform organisational protocols and reporting procedures should breaches of the code be suspected or identified
- to be included as a reference in employment advertisements and contracts to ensure compliance.

SCOPE AND IMPLEMENTATION

This policy applies to:

All personnel of Lysterfield Primary School that are responsible for supporting the safety, participation, wellbeing and empowerment of students by:

- adhering to Lysterfield's Primary School's Child Safe Policy at all times
- taking all reasonable steps to protect students from abuse
- treating everyone with respect

- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal students (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of Torres Strait Islander students (for example, by never questioning an TSI child's self-identification)
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of students with a disability (for example, during personal care activities)
- promoting the safety, participation and empowerment of students identifying as LGBTIQ+ (for example, by never questioning an LGBTIQ+ child's self-identification)
- promoting the safety, participation and empowerment of vulnerable students
- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to Lysterfield Primary School's Child Safety Officer, the Principal, and ensuring any allegation is reported to the police or child protection
- reporting any child safety concerns to Lysterfield Primary School Child Safety Officer, the Principal
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- encouraging students to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff, volunteers, visiting educators or tradespeople must not:

- develop any 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- exhibit behaviours with students which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put students at risk of abuse (for example, by locking doors)
- do things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of students (for example, personal social activities)
- use inappropriate language in the presence of students
- express personal views on cultures, race or sexuality in the presence of students
- discriminate against any student, including because of culture, race, ethnicity, gender or disability
- have contact with a student or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate
 - staff and volunteers with students who are enrolled at the school who have contact with Lysterfield Primary School students outside of the workplace, must adhere to all Lysterfield Primary School policies and codes of conduct when doing so

- staff or volunteers that work with enrolled Lysterfield Primary School students outside of the school, for example basketball or netball coach, must adhere to all Lysterfield Primary School policies and codes of conduct when doing so
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters, communication apps)
- ignore or disregard any suspected or disclosed child abuse.

FURTHER INFORMATION AND RESOURCES

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to Lysterfield Primary School Child Safety Officer, the Principal.

If you believe a child is at immediate risk of abuse phone 000.

- Further information on child safe standards can be found on the Department of Health and Human Services website www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations
- Additional resources for organisations in the child safe standards toolkit can be found on the Department of Health and Human Services www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards . In particular, An Overview to the Victorian Child safe has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: www.dhs.vic.gov.au/data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc
- **Registered schools** can contact the Department of Education and Training: child.safe.schools@edumail.vic.gov.au
- Licensed children's services enquiry line: 1300 307 415

REVIEW CYCLE AND EVALUATION

This policy was last updated on February 2022 and is scheduled for review in February 2023.

SCHOOL INFORMATION

History

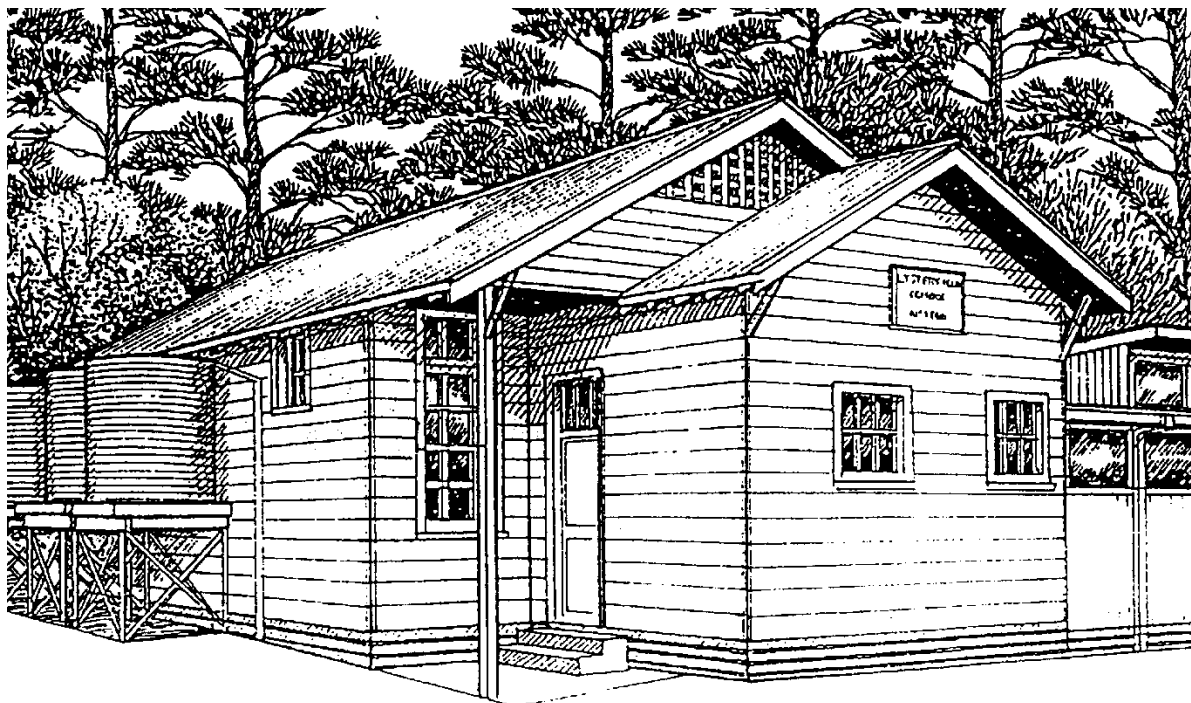
Lysterfield Primary School has a long history. We are currently in our 146th year as part of the Government Educational System.

A campaign for a school in Lysterfield, or Narre Warren North as it was then known, commenced in the early 1870s. In 1874 William Saurin Lyster donated 2 acres of land on the South side of Wellington Road for the building of a school, which opened on 9 April 1877.

First known as S.S. 1866 Narre Warren North, its name was changed to Lysterfield in 1879 in Lyster's honour. The school closed temporarily and reopened several times in various locations over a number of years.

In 1920, a new school building was erected on the site of the original school. School commenced in this building on the 24 September 1921 with 15 pupils.

In 1990, suburbia appeared to be catching up to our country school with 120 pupils attending. In 1997 our school relocated to its new home in Bellfield Drive, Lysterfield. With new housing flourishing, enrolments peaked in the high 600's. In 2022, there are 545 students in attendance, confirming that the spirit and strength of Lysterfield Primary School's community continues to thrive. Since the original building, we have added new rooms from community raised funds and synthetic play areas including a competition quality soccer pitch. In 2012 our new purpose built Senior School building was completed. This flexible learning space also ensures our year 5 & 6 students have a two-year transition process that prepares them for Secondary School.



Vision Statement

Lysterfield Primary School will provide a positive and safe learning environment that caters for a variety of learning styles. Our objective is to develop confident, well adjusted, resilient, lifelong learners capable of being responsible for their own opinions and actions whilst being positive contributors to the global society and a sustainable environment.

Inquire, Challenge, Engage

We are guided by the following principles:

- Children are at the centre of everything that we do.
- Curiosity and a growth mindset fosters lifelong learning.
- Social and emotional learning are important to develop the whole child.
- The pursuit of excellence drives personal success.

We uphold the following values:

- **Curiosity:** I ask questions to learn.
- **Acceptance:** I am tolerant and sensitive to others.
- **Respect:** I show respect to others, the environment and myself.
- **Resilience:** I show grit and perseverance.
- **Integrity:** I am honest and responsible for my actions.

Curriculum

Creating curious learners....

The school curriculum is a statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions. Enabling students' progress along this learning continuum is the fundamental role of teachers and schools. Curriculum covers all the arrangements the school makes for students' development and learning. It includes course content, student learning and activities, teaching approaches and the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

The Victorian Curriculum is used as a framework for Curriculum development and delivery from Prep to Year 6 in accordance with DET policy and guidelines.

To facilitate this implementation an assessment schedule and tracking of student data will reflect the Victorian Curriculum:

- A whole school domain based two year cycle will be implemented in line with the Victorian Curriculum
- Term overviews will be developed by teaching teams to reflect the learning to be covered in the term ahead aligned with the Victorian Curriculum
- Specialist Programs are provided in Visual Arts, Physical Education, Performing Arts and Mandarin.

Students are also engaged in learning about significant issues and rich concepts through Inquiry learning. Inquiry learning focuses on moving students beyond just acquiring curriculum knowledge into the realms of critical thinking and understanding. Inquiry learning is about

triggering and activating a student’s curiosity. It provides opportunities for students to develop and apply understandings about their world. An inquiry-based approach to curriculum encourages students to question, explore, gather, process, refine and present information about concepts they are investigating. In developing their ideas about the way the world works, our students explore, organise and represent their understandings and relate their knowledge and inquiry skills to real-life contexts.

The benefits of an inquiry-based approach to teaching and learning include;

- forming **creative and critical thinkers** which leads to **deep understanding**
- developing **‘life long’ skills** in thinking, questioning and seeking explanations
- going beyond simply finding an answer, but engaging in **questioning, reflection and thinking** about how, and what they have learned, and the next step in the investigation
- engaging learners in constructing their own understandings, developing solutions to problems, and **creating new innovations**
- providing learners with the opportunity to reflect on **prior knowledge as a starting point** for learning
- providing opportunities for learners to **reflect on their learning journey**
- relating to the **real world** and having links to the **life experiences of learners**
- engaging learners socially through a **collaborative** approach to learning
- providing opportunities for the **purposeful use of technology**

Parents are encouraged to participate in the life of the school through classroom assistance as well as attendance at Parents and Friends’ Association, School Council, parent information nights, celebration events etc. Teachers value and appreciate this involvement.

LEARNING AREA	DELIVERED THROUGH
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts 	Visual Art and Performing Arts
English	English
Health and Physical Education	Health and Physical Education Year level sport Huff’n’Puff PMP
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship (Yr 3-6) • Economics and Business (Yr 5-6) • Geography • History 	Interdisciplinary
Languages	Mandarin – Chinese
Mathematics	Mathematics
Technologies <ul style="list-style-type: none"> • Design and Technologies 	Across the Curriculum

<ul style="list-style-type: none"> Digital Technologies 	
CAPABILITIES	DELIVERED THROUGH
Critical and Creative Thinking	Across the Curriculum
Ethical	Across the Curriculum
Intercultural	Across the Curriculum
Personal and Social	Across the Curriculum Rights, Resilience & Respectful Relationships Whole School Circles Program Buddies Program (Prep & Year 5) MacqLit LLI Program

Extra-Curricular Activities

Lysterfield prides itself on providing a number of extra-curricular activities. Students may be selected or indicate an interest in participating in the following:

- Technology Club (including robotics) Years 3 – 6
- Dance Club – Years 3 – 6
- Knitting club
- Guitar, keyboard, tuned and untuned percussion
- Library
- Lunchtime sporting competitions throughout the year Years 3 – 6
- Art Club
- Rubik's Cube Club
- Gardening
- Perceptual Motor Program (PMP) Preps
- Camps (years 3/4 and 5/6)
- Sustainability and Environmental Science
- Lego Club

Student Wellbeing

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours that can negatively affect the learning environment of the self and others.

School Rules

- We show respect for ourselves, others, the community and the environment.
- We move and play safely.
- We resolve problems, calmly, sensibly and fairly.
- We do our best and allow others to do the same.
- We show friendship, care and acceptance.

Student Rights and Responsibilities

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of race, sexual orientation, religious beliefs and physical appearance
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification
- To have specific needs addressed
- To be responsible learners and assist in the creation of a safe learning environment
- To follow class and school rules
- To respect their own property, that belonging to others and school property
- To respect and value other opinions

Staff Rights and Responsibilities

- To work in a healthy, safe and non-discriminatory environment.
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To work effectively in a supportive, safe and stimulating environment
- To treat students with respect, dignity and fairness
- To teach appropriate curriculum, content and follow school and department policy and procedures
- To work collaboratively with colleagues
- To work in partnership with parents, carers and members of the wider school community
- To behave and dress in an appropriate and professional manner
- To promote a positive image of the school in the community

Parent/Carers Rights and Responsibilities

- To be informed about student behaviour and consequences
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying)
- To be active partners in the learning and development of their children
- To positively support class/school behaviour expectations
- To ensure students are punctual and attend school regularly
- To support the school's dress code
- To use appropriate grievance procedures
- To promote a positive image of the school in the community
- To respect privacy and confidentiality
- To work with the school in the best interests of the child

Student Support Services

At different times during a child's journey through school it might be necessary to have further assessments completed to identify the academic needs of students. Student Support Services are a branch of the Department of Education that provide students and families with access to speech pathologists, psychologists and social workers. These assessments allow the school to more accurately identify the strengths and weaknesses of children and to identify the supports required to assist all children to achieve growth.

Additional Support

At times throughout their school lives students may have to manage friendship issues, grief, family breakdown, trauma and other social difficulties. To ensure we provide students with a well-rounded education we will continue to offer wellbeing support to our students through the provision of both a psychologist and a school counsellor. If you believe your child might benefit from seeing either a counsellor or psychologist, or you have questions regarding this program, please contact your child's teacher or the Assistant Principal.

Student Leadership

The aim of our Student Leadership Program is to inspire and encourage students to make a positive contribution to our school, local community and world by being motivated to take action and make a difference. A large number of students are given opportunities to develop their leadership skills through a wide range of roles and responsibilities, such as, speaking at assemblies, writing items for Newsletters and local papers, Community visits, conducting meetings, fundraising for charity, caring and organising our Recycling program.

The leadership teams include:

- School Captains and Vice Captains
- House Captains
- Sustainability Leaders
- School Leadership Group
- Student Voice Council leaders & Representatives
- I Sea I Care

All year six students are encouraged to nominate for a leadership position. Peers, as well as staff vote, elect the positions of School and House Captains and Student Voice Council leaders.

Teachers select Year 6 students to head our Leadership Teams.

Student Voice Council

Student Voice Council was initially introduced in 1992 to increase student participation in the decision-making processes of the school. Representatives are elected from each year level from Years 1 to 6.

Students have already contributed significantly to short and long term planning. Student Voice Council plays a leading role in monitoring our shared value system.

Circles

The Circles Program runs across the school with mixed groups of students from Prep to Year 6 working with a designated teacher. The activities are fun and cooperative and led by the older students. It is an opportunity to sit together in a circle with a mixture of friends from across the school and play games, discuss feelings and how to solve minor issues such as making friends, joining in games, dealing with disappointment and anxiety. The students look forward to this time and get to know a variety of students from other levels.

The activities are designed to increase:

- Understanding and valuing of self
- Understanding and valuing of others
- Positive relations

Children who have high self esteem are more likely to:

- Take pride in their success
- Be optimistic
- Enjoy learning
- Manage their emotions
- Help others

Children who have low self esteem are more likely to:

- Avoid challenges
- Be emotionally unpredictable
- Feel different
- Be pessimistic
- Lack confidence

During Circles sessions:

- Children are equally valued
- Everyone is accepted
- All games are co-operative
- Everyone has equal opportunity to contribute
- Thoughtful reflection is encouraged

Restorative Practices

Restorative practices are a strategy used to solve problems at school by seeking to repair relationships that have been damaged through conflict in the playground or classroom. The practice involves all parties in solving problems and encourages listening to and appreciating other peoples' points of view. The major focus of a restorative approach is that it serves to rebuild relationships after they have been damaged through peoples' choices.

The rationale behind this approach is that when offenders reflect upon their harm to victims:

- They become remorseful and act restoratively.
- Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
- This can lead to healthier interpersonal relations among members of the school community and more effective learning.

Head Start

At the beginning of each school year, we commence with our Head Start program. This program provides opportunities for our students to recognise and regulate emotions, develop empathy for others and understand relationships. It incorporates Respectful Relationships, Growth Mindset and The Learning Pit to establish and build a framework for positive relationships, working effectively in teams and developing leadership skills, while setting a foundation on how to handle and work through challenging situations constructively.

Buddies

All Prep students at Lysterfield are given a Grade Five buddy during Term 1. The benefits of a buddy system are twofold - the older children learn to take on responsibility, while the younger children know that they have a fellow student they can confidently turn to for support.

Buddy systems help to promote friendship and support between older and younger peers through regular collaboration between their classes, creating a sense of whole-school community. They also create friendships that enable both older and younger buddies to bond more closely with their school, increasing the likelihood of more positive school behaviour for all students.

Perceptual Motor Program (PMP)



The Perceptual Motor Program (PMP) is a movement-based program which helps younger students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

Based at the school, the program uses a variety of equipment and focuses on engaging the students in semi-intensive activities.

All Prep students attend PMP sessions once a week, commencing in Term Two.



We rely on the assistance of volunteer parents for these sessions.

Sustainability and the Environment

“Lysterfield – Caring for current and future environments”

Since 2014, Lysterfield has been participating in the “Sustainable Schools Program.” This program involves the wider school community and has helped raise awareness of many environmental issues.

As a Resource Smart School, we take action to minimise waste, save energy and water, promote biodiversity and reduce greenhouse gas emissions. This is a Victorian Government initiative that helps us become more sustainable – reducing our costs and creating real-life learning opportunities.

Reducing Waste

We minimise waste sent to landfill by composting all food scraps and recycling paper. Our school rule, “No wrappers outside,” helps our environment by Keeping Lysterfield Clean and preventing it from going down the drains and harming sea creatures.

Saving Energy

Solar panels on our roof reduce our carbon footprint. Light switches have signs reminding the teachers and students to switch off.

Saving Water

Water tanks have been installed to water our plants around the school.

SCHOOL ADMINISTRATION PROCEDURES

Late Arrival

Children arriving **after the commencement of the school day (9.00am)** are required to be **signed in at the office and obtain a late arrival slip** to be handed to the class teacher. It is **most** important that you make every effort to have your child at school by **8.50am**. A late arrival can not only disrupt the routine of a class but can also cause anxiety to your child as they try to join in activities already commenced. A late arrival can also result in your child not receiving vital information/instruction that is given at the beginning of the school day.

Early Dismissal

If you need to pick your child up early, other than the normal dismissal time, you must sign your child out at the office.

If a person other than a parent is collecting the child during school hours, the school requires prior written notification to the office (not the class teacher). Please email the office to authorize the person who is picking up your child/ren.

The above procedures are to safeguard your child's welfare.

Late collection of children

Yard duty teachers are on duty until 3.45pm. If children are not collected before this time, they may be taken to the Out of School Hours Program (Team Kids). Please note that families will incur a charge if this occurs.

Curriculum Days

Please note that children do not attend school on these days.

In 2023, the first day of Term 1 (Friday 27 January), will be a pupil free day. Students will begin school on Monday 30th January, 2023.

The remaining pupil-free days will be advised during the year.

Communication

Compass Attendance Requirements

Going to school everyday is the single most important part of your child's education, they learn new things everyday – missing school puts them behind.

If your child is sick or absent, you are required to notify the school as soon as possible on the day of **absence**, by adding an attendance note to Compass. ***From the home page on your phone at the bottom of the screen + Attendance Note and follow the prompts.*** If you require assistance please contact the school office.

Notifying the school of your child's absence either prior to or on the day of the absence via Compass ensures the safety and wellbeing of your child/ren and fulfils your legal responsibility. The teacher is able to see the reason you have entered.

From the end of Term 2, 2018 all Victorian government schools have been required to contact parents/carers as soon as practicable on the same day of an unexplained student absence. If your child is absent on a particular day and you have not contacted the school to explain why, the absence will be marked as unexplained and you will receive an SMS at 9.30am.

The Lysterfield Primary School Attendance Policy which outlines the school's processes and procedures for monitoring, recording and following up of student absences is available on our school website: <https://www.lysterps.vic.edu.au/school-policies>

Contact details and emergency contacts

There are times when we will need to contact you, if your child is unwell. Please ensure your contact details are up to date. If not, please contact the school on 9752 7953 or lysterfield.ps@education.vic.gov.au so we can update your records. Remember to include parent/carers' name, address, phone numbers, email address and emergency contact details. On Compass the only changes you can make are your mobile number and email. **Please note in the event of an emergency we only contact emergency contacts when the parents cannot be reached.**

Newsletter

The newsletter is the journal of the school and contains many items of interest including information from the classes, specialist teachers, parents and the community. By reading the school newsletter, you keep informed of the many activities and developments in the school as they happen.

Newsletters are published weekly and alternate between whole school and level newsletters. Whole school newsletters include principal and assistant principal reports and include information about whole school activities and events. Level newsletters are specific to a particular area of the school (eg. Junior school) and include information specific to a year level. This may include what is being taught, student awards, birthdays and classroom notices.

All school newsletters are available on our website and providing we have your email address, we will send you a weekly newsfeed via Compass.

Parent/Teacher Communication

Open communication between parents and teachers helps build a strong partnership in the improvement of educational outcomes for your child/ren. We welcome your visits to school and value the opportunity to share information. Please note that during class time, teachers are focused on teaching and looking after their grade and parents will not be permitted to visit the classroom.

Use of Compass is the preferred method of online communication between teachers and parents. Please be aware that during the day teachers rarely check these as they are completing other duties such as teaching, running clubs and doing yard duty. Teachers will respond to online communication within 48 hours. For urgent matters please contact the office by phone.

If you wish to book an appointment to talk with your child's teacher, you can call the office to request an appointment.

Student Progress and Reporting

There is an opportunity each term for parents to meet with or receive feedback from, their child's teacher in relation to their progress at school.

Term	Activity and Purpose	Participants
1	Meet the Teacher Sessions: parents to share information about their child with the class teacher	Parents and teacher
2	Written Report: outlines the progress a child is making against the Victorian Curriculum	Teacher prepares and is sent home to parents
3	Student-led conferences: Students lead a discussion, supported by their teacher, to share their learning with their parents	Student, parents and teacher
4	Written Report: outlines the achievement of a child against the Victorian Curriculum, at the expected standard for the end of a school year	Teacher prepares and is sent home to parents

Visitor Protocol

All visitors are required to report to the administration office prior to undertaking any activity within the school.

The Department of Education and Training (the Department) has implemented an OHS Management System (OHSMS) that requires all volunteers at Lysterfield Primary School to undertake an induction prior to volunteering. Volunteering includes, but not limited to the following:

- Classroom Helpers
- Sport days
- Excursions/Incursions
- Parents Association
- School Council
- School Production

As part of the induction you will need to present a current Working With Children Check. Inductions are valid for 12 months.

You will need to sign into the Compass Kiosk and you will be assigned a "Visitors lanyard" which you must wear at all times within the school when children are in attendance.

Visitors will be required to report to the administration office at the end of their visit to return their lanyard and to "sign out" from the Compass Kiosk.

Visitors within the school who have failed to follow this process will be directed to the Administration Office.

The schools emergency management procedures will ensure that visitors within the school at the time of any emergency or practice drill will be recognised and be appropriately catered for.

Head lice

Head lice affect people of all ages regardless of cleanliness but are most common in kindergarten and primary school children, where they spread more easily through close contact. If you find lice in your child's hair please notify your child's teacher, the first aid attendant or the office so that a notification can be sent home to children in the grade.

Children are excluded from school until the day after treatment has commenced. A consent form to allow the first aid attendant to check your child's hair is completed upon enrolment and is valid for the duration of your child/ren attending Lysterfield Primary School. If further information/advice is required in managing head lice, please contact the first aid attendant. All notifications are treated with sensitivity and confidentiality.

Illness/Medications

Whenever a child becomes ill at school, he/she will be cared for while a parent or emergency person is contacted. Once again, up-to-date contact details and information are important.

If a student feels unwell they will be sent to the office and then taken to the first aid room where staff will:

- assess a range of signs and symptoms
- take action based on the signs and symptoms
- treat minor injuries only. For more serious injuries a level 2 first aid trained staff member will provide assistance.
- immediately seek emergency assistance where necessary. All teachers have the responsibility and authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- contact parents/carers to request that they take their children home where necessary.
- Any student with injuries involving blood must have the wound covered at all times.

Where any medical condition exists which is relevant to the child's welfare and comfort at school, information needs to be provided to the class teacher and first aid attendant, if appropriate. Please refer to the 'Student Health – Exclusion Table' in Appendix A. If your child suffers from any ongoing condition e.g. asthma, diabetes, epilepsy, anaphylaxis; Completion of an Action Plan is to be provided to the school.

Any medication to be taken during the day must be handed to the office to be passed on to the first aid attendant and not left in the student's bag. Medication must be in its original

packaging with the child's name written on it. Written permission recording date, dose and time of administration is required for staff to administer medication. **A medication authorisation form must be completed.** (A copy of this can be found on the school website, as well as from the office or sick bay).

Students in year 4-6 with asthma are encouraged to carry their own puffers and spacers. Younger students will receive assistance when presenting to sick bay for their Asthma needs. Parents are requested to ensure an asthma plan is completed, providing details of treatment at the beginning of each school year or when changes in treatment occur.

If your child attends sick bay (for any reason) it will be displayed on your child's profile within the Compass portal. In the case of a head injury, parents will receive a phone call to discuss best treatment for individuals.

Immunisation

The Health Act introduced in 1991, requires all children starting in primary school to have an Immunisation Certificate.

Parents are required to provide an Immunisation Certificate that gives details of the immunisation status of each child at the time of enrolment. An Immunisation History Statement from the Australian Childhood Immunisation Register (ACIR) can only be accepted by the school if it contains the statement "This child has received all vaccines required by 5 years of age".

To obtain an Immunisation Certificate contact The Australian Childhood Immunisation Register on 1800 653 809

www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register or go to the online Medicare site: and selecting Australian Childhood Immunisation Register.

Accidents

In the event of an accident, we will make every effort to contact you, or a nominated emergency person, while taking any emergency action required. Wherever possible, except for necessary First Aid, you will be consulted before any medical action is taken.

You can assist by ensuring that the school always has up-to-date address and telephone numbers for parents and emergency contact persons. Please keep the school informed when changes occur in employment and/or telephone numbers. Any changes must be made in writing via email at Lysterfield.ps@education.vic.gov.au At the beginning of each school year and mid year, this information is sent home for confirmation.

A First Aid Attendant is on duty each day during morning tea and lunch times, for students requiring additional first aid. Teachers carry first aid supplies whilst on yard duty, to provide treatment to small bumps and injuries, when needed.

School Injuries and Insurance

Parents and guardians are responsible for paying the cost of medical treatment for injured students, including any transport costs. If you are a member of an ambulance or health insurance fund, you may be able to claim transport or other expenses from the fund.

The Department of Education and Early Childhood Development does not hold accident insurance for school students.

Other insurance cover available is available through independent third party insurers. Interested families should contact their own insurance companies for further information.

Supervision

Children are supervised at school from 8.45am until 3.45pm each day. Parents are asked to ensure that children are not left unattended at school before or after these times. At Lysterfield Primary School every effort is made to ensure the safety of your child at all times. Teachers are on yard duty at all times that children are in the yard, and are supervised in classrooms or other learning areas.

SCHOOL COUNCIL

Lysterfield Primary School has an elected group of interested parents and teachers called the School Council. The current School Council President is Nick Hubert.

School Council has a number of important tasks:

To determine policies by which the school will be conducted.

- To manage the school's facilities.
- To oversee the school's finances.
- To act as a link between the home and the school.

School Council also has sub committees – Finance and Parents Association.

SCHOOL FINANCIAL PROCEDURES

Money

On the occasions when payment is required for an activity, you will be notified via the Compass portal.

Please ensure payments and permission forms are completed by the due date to ensure your child's attendance in activities. Payments received after the due date **will not** be accepted. Exceptional circumstances will be considered prior to any child being excluded from the planned activity.

EFTPOS facilities are also available at the office. As the office can be busy between 8.45am and 9.15am you may be asked to wait a few minutes prior to being attended to. The minimum EFTPOS transaction amount is \$15.00.

Parent Payments

The money required to maintain the school, provide requisites and resources to various curriculum areas comes from three areas:

- Government Grants
- Parent Payments: Curriculum Consumables Contributions & Other Contributions eg Student Wellbeing Programs, ICT, First Aid Equipment, School Grounds Improvement & Maintenance
- Fund Raising

Each of these funding sources is essential in order to maintain and develop our school and its learning programs.

Excursions/Incursions

They are designed to enrich and motivate students with their learning. Teachers plan suitable excursions/incursions (in school activities) and camps to fit in with the school's educational program.

Parents are advised of all planned activities in advance. Students are not permitted to attend an excursion without permission signed by a parent/guardian. Consent and payment are completed via the Compass app.

Please ensure payment due dates are met, if payment and consent are not received by due dates may result in students being excluded from activities.

GENERAL

Bikes and Scooters

In order to promote road safety and ensure that all children at Lysterfield Primary School are at the least possible risk, we ask for your cooperation in the implementation of the following guidelines:

- Approved helmets MUST be worn.
- Bikes/Scooters must be roadworthy.
- Road rules must be observed.
- Bikes/Scooters must not be ridden in the school grounds.
- Bikes/Scooters must remain in the bike shed during school hours

For safety reasons students observed riding without a helmet or within the school grounds, will have their bike/scooter looked after until an adult can collect it.

Scholastic Book Club

Scholastic book club is held every term. Items can be ordered and paid for online by families. The S.R.P. allows Lysterfield Primary School to benefit from all family purchases, with 20% of sales being donated back to the school. This is then used to purchase additional learning resources.

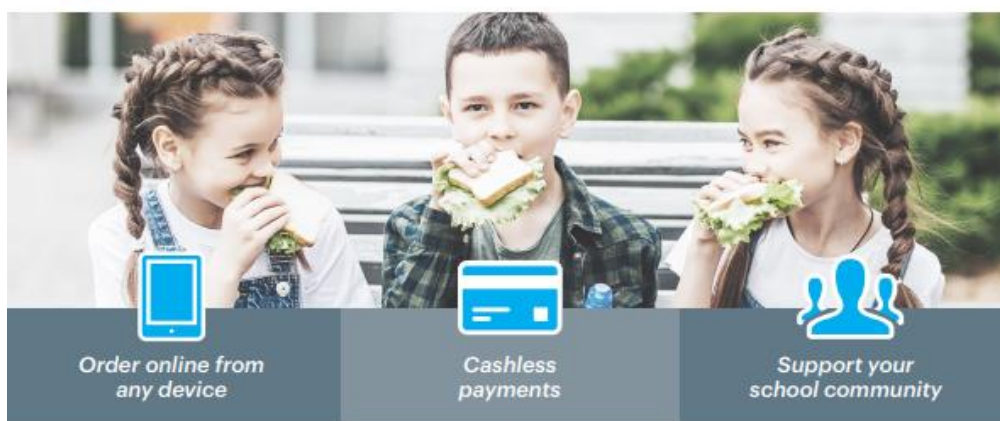
Canteen – H & H Catering Pty Ltd

Yen, of H&H Catering Pty Ltd is our Canteen Manager, who makes many of the dishes on offer providing healthy lunches for our students. Our school canteen is open Wednesday, Thursday and Friday for online lunch orders via QuickCliq. Orders must be placed by 9.00am, late orders cannot be accepted. Students are unable to purchase their lunch over the counter. Over the counter sales at recess and lunch time for frozen and snack lines are available, please ensure your child/ren does not bring large amounts of cash to school.

If your child/ren will be absent on the day you have placed a lunch order, you are able to cancel the order before 9.00am and receive a credit within QuickCliq. We **cannot** transfer the order to another day. Detailed below you will find how to install the QuickCliq app:



quickcliq.com.au



Getting started is easy. Simply scan the QR Code

- It's free to set up & easy to use.
- Register at quickcliq.com.au
- SIGN UP & complete the registration form.
- Receive a link via email to **ACTIVATE** your account before logging in.
- **ADD STUDENT** (your child's details), select their school & save to your account.
- **ADD CREDIT** to your online wallet before ordering or pay as you go using a credit or debit card.
- Select **MEAL ORDER** & you're good to go.

Orders can be placed up to 28 days in advance. You can view your completed orders via the *Active Orders* or *Transaction History* tabs in your account.

Register today to discover the QuickCliq advantage

- ✓ Tired of scrounging around for loose change every morning before your kids run off to school? With QuickCliq, lunch money is a thing of the past.
- ✓ One family, one account – you will have one unique and secure login to manage all your children's orders, even if they attend different schools. QuickCliq saves you time and gives you complete visibility over your family's needs.
- ✓ QuickCliq is designed with mobile access in mind. Simply login to add credit to your online wallet, or pay as you go using your credit or debit card. All from the convenience of your smartphone or tablet.
- ✓ To top up your account you have three options; Direct Debit / Credit Card / PayPal.



Did you know your school is a QuickCliq school?

Sign up & register today at quickcliq.com to get started.



Support when you need it: Monday to Friday, 7.30am–4.00pm
1300 11 66 37 | support@quickcliq.com.au



Car Parking

The car park is for staff parking only. Parents are requested to take care when parking on streets around the school, observe parking restrictions and consider the safety of all children. There is one designated car space for people with disabilities. Please make contact with the office if you wish to utilize this space.

House System

Lysterfield operates a House System with every child within the school belonging to one of the four Houses. Siblings are usually in the same House and new students to the school are allocated a House on enrolment.

WADHERRANG (yellow)

A local indigenous name for the platypus, selected due to the explorer, Charles Sturt, leading expeditions via westward flowing rivers.

MARLU (red)

A common indigenous name for the kangaroo that originated in WA. This was selected because Flinders found and name Kangaroo Island.

GUUGUUBARRA (green)

A common indigenous name for the kookaburra based on the sound a kookaburra makes. Captain James Cook had no real connection to animals (in a positive way), but identified his appreciation for the Australian Birdlife.

WARRIN (blue)

A local indigenous name for the wombat.

Throughout the year, students are awarded House points as a way to reinforce our value system, which contribute to deciding the champion House for that year. Many of the schools sporting events, such as athletics and cross country, are also conducted within Houses with perpetual trophies awarded to the House with the most points on the day. This system is reward based and students develop a sense of pride for their particular House.

Lost Property

All lost property is stored outside the First Aid room. Lost property is sorted by a staff member regularly, named items are returned via the classroom. At the end of each year all unclaimed lost property will be donated to a charitable organisation.

REMEMBER: It is your responsibility to name your child's clothing and belongings.

PERSONAL GOODS BROUGHT TO SCHOOL AT OWNER'S RISK: Private property brought to school by students is not insured, nor is the Department of Education and Early Childhood Development responsible for any loss. Expensive toys and mobile phones should be left at home. Should parents choose to send their child to school with a mobile phone, parents will need to comply with all aspects of the school's mobile phone policy.

Mobile Phones/devices/smart watches

If there is a specific need for a child to bring a phone/device/smart watch to school. All phones/devices/smart watches brought to school by students must be turned off and handed into the office at the commencement of the day and collected at 3.30pm. The school accepts no responsibility for the security of children's phones/devices/smart watches. Please refer to Mobile Device Policy – Student Use: <https://www.lysterps.vic.edu.au/school-policies>

Uniform

The wearing of school uniform at Lysterfield Primary School is compulsory. If children are out of uniform a note of explanation will be required.

Uniform items, hats and bags are available from:

Klad Sport

Uniform Shop Hours Monday –Thursday: 8.30am – 5.00pm Friday: 8.30am – 4.30pm & Saturday: 10.00am – 1.00pm

Klad Sport Pty. Ltd. are located at 8 MACRO COURT ROWVILLE VIC 3178.

9763 0266

GARMENT	COLOUR
T/Shirt	Red with embroidered logo
Short Sleeve Polo Shirt	Red with embroidered logo
Long Sleeve Polo Shirt	Red with embroidered logo
Sports top	Sublimated top with logo and House colour
Shorts- Rugby	Navy Blue
Shorts- Gabardine	Navy Blue with side zip pocket
Summer Dress	Navy Blue, White/Red check
Polar Fleece Full zip Jacket	Navy Blue with embroidered logo
Bomber Jacket	Red/Navy Blue with embroidered logo
Waterproof Jacket	Navy Blue/Red piping with embroidered logo
Track Pants – straight leg	Navy Blue
Tracksuit Pants	Navy Blue/ Red piping
Girls Bootleg Pants	Navy Blue
Skorts	Navy Blue
Tunic	Navy Blue/Red/white Check
Tights	Navy Blue
Slouch Hat or Bucket Hat (S,M,L)	Navy Blue with logo
Legionnaire Hat	Navy Blue with logo
Library Bag	Navy Blue with logo
Beanies	Navy Blue
Art smock	Navy Blue
School Bag with warranty	Navy Blue/Red with logo

* Art smocks are required for all year levels

*Klad Sport accepts cash, EFTPOS or credit card payments.

Hats

The wearing of legionnaire, bucket or wide brimmed hats is compulsory from 15th August to end of April. Only school hats may be worn at school. School uniform beanies are acceptable for terms 2 and 3. Baseball caps are not accepted as part of the dress code.

Footwear

Physical Education lessons require suitable running shoes.

SUPPORT SERVICES

Counselling, Guidance and Clinical Services

These services provide valuable assistance and expertise to pupils, teachers and families, with respect to learning delays, disabilities and social/emotional issues.

An Educational Psychologist and social worker are available for referrals when required through school application. For other supports, please consult with the Assistant Principal who may be able to provide further information on services available. Access to these services is via referrals made by teachers in consultation with parents/guardians and the Assistant Principal.

Visiting School Nurse

A government appointed School Nurse visits Lysterfield Primary School once a year.

The services provided include:

- Health assessment of students in their first year of school with parent consent. This consists of:

Information provided by a parent/guardian recorded in a questionnaire,

Information from the teacher where there are school concerns,

Testing of vision and hearing,

Clinical observations and examination as indicated.

- Accepting referrals from teachers, parents/guardians and students where there are health concerns.
- Health assessment of students recently arrived in Australia.
- Follow up of children with additional needs.
- Information to help teachers understand children's health needs.
- Health promotion and resource activities.

Out of School Hours Care (OSHC) Program

Lysterfield Primary School's out of school hours program is run by Team Kids.

Team Kids is the nation's leading provider of quality, safe, fun and professional OSHC programs. All programs meet National law and regulations and comply with National Quality Framework.

Team Kids' staff are committed to providing the highest quality in programming and childcare at Lysterfield Primary School. Each day, the children receive healthy snacks and participate in a range of fully supervised activities. Upcoming activities are detailed in the school newsletter.

Team Kids hours are: Before school: 7.00am – 9.00am

After school: 3.30pm – 6.00pm

To be eligible to receive a discount on OSHC fees, families are required to be registered for Child Care Benefit (CCB) and Child Care Tax Rebate (CCTR). For further information on CCB Rebate or CCTR, please contact **The Family Assistance Office** on **13 61 50**.

To enrol in Outside School Hours Care (OSHC), please visit the Team Kids website

www.teamkids.com.au or contact Customer Service Team on 1300 035 000.

For further information you may also contact Kristen Burke (Lysterfield Team Kids Co-Ordinator) on 0484 300 209 during service hours.

APPENDIX A

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	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 Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	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
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	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
13	Human immunodeficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	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 exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial—other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	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
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	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
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

Regulation 111

A person in charge of a primary school, education and care service premises or children's services centre must not allow a child to attend the primary school, education and care service premises or children's services centre for the period or in the circumstances:

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/cdpc/hwth/hwcdpc/www2.health.vic.gov.au

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.

APPENDIX B



Medication Authority Form

for a student who requires medication whilst at school

This form should be completed ideally by the student’s medical/health practitioner, for all medication to be administered at school. For those students with asthma, an Asthma Foundation’s *School Asthma Action Plan* should be completed instead. For those students with anaphylaxis, an ASCIA *Action Plan for Anaphylaxis* should be completed instead. These forms are available from section 4.5 *Student Health* in the Victorian Government School Reference Guide: www.education.vic.gov.au/referenceguide.

Please only complete those sections in this form which are relevant to the student’s health support needs.

Name of School: _____

Student’s Name: _____ Date of Birth: _____

MedicAlert Number (if relevant): _____ Review date for this form: _____

Please Note: wherever possible, medication should be scheduled outside the school hours, e.g. medication required three times a day is generally not required during a school day: it can be taken before and after school and before bed.

Medication required:				
Name of Medication/s	Dosage (amount)	Time/s to be taken	How is it to be taken? (eg orally/topical/injection)	Dates
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication

				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication

Medication Storage

Please indicate if there are specific storage instructions for the medication:

.....

.....

.....

Medication delivered to the school

Please ensure that medication delivered to the school:

- Is in its original package
- The pharmacy label matches the information included in this form.

Self-management of medication

Students in the early years will generally need supervision of their medication and other aspects of health care management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should follow agreement by the student and his or her parents/carers, the school and the student's medical/health practitioner.

Please advise if this person's condition creates any difficulties with self-management, for example, difficulty remembering to take medication at a specified time or difficulties coordinating equipment:

.....

.....

Monitoring effects of Medication

Please note: School staff *do not* monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

Privacy Statement

The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.

<u>Authorisation:</u>
Name of Medical/health practitioner:
Professional Role:
Signature:
Date:
Contact details:
Name of Parent/Carer or adult/independent student**:
Signature:
Date:

If additional advice is required, please attach it to this form

**Please note: Adult student is a student who is eighteen years of age and older. Independent student is a student under the age of eighteen years and living separately and independently from parents/guardians (See Victorian Government Schools Reference Guide 4.6.14.5).