The information in this handbook is provided as a guide to parents who are enrolling their children at Hampton Park Primary School for the 2015 school year.

All information is accurate at the time of printing but may change as the school continues to develop its programs and policies. Updated versions of this handbook will be added to the school’s website:

www.hpps.vic.edu.au
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MESSAGE FROM THE PRINCIPAL

Dear Parents and Families,

On behalf of the school community I extend to you a warm welcome to Hampton Park Primary School. I am confident that your child will enjoy their time with us at Hampton Park and will grow academically and socially as a result of the comprehensive curriculum we provide to all students.

The Prep Transition program provides an excellent introduction to our school not only for your child, but also for you. We provide the children with an opportunity to become familiar with the school environment and the staff who they will be working with when they begin school. We also provide you, the parents, with information about the school and how best to support your child as they embark on a new stage in their lives.

I am sure that you would agree that one of the most important roles of education is to help prepare children to grow as effective and valuable members of society. At Hampton Park Primary School we believe that education is the joint responsibility of the school and parents. We recognise that each child will develop and grow according to their abilities and interests. We also know that encouragement, support and assistance provided by teachers and families will make a significant difference to the rate at which they learn.

Your involvement in the school not only assists us in supporting your child in their learning, but also demonstrates to them how highly you yourself value education.

A good start at school is extremely important for all children. We hope that this handbook provides you with the information you need in order to help your child make an excellent start at our school.

Leonie King
Principal
SCHOOL PROFILE

Hampton Park Primary School was established in 1922 and was the first school in Hampton Park which is in the City of Casey in Melbourne’s south eastern suburbs. The school has a current enrolment of 345 students who come from diverse socio-economic and ethnic backgrounds.

A strong sense of community is promoted, characterised by the school’s friendly, welcoming and caring environment.

At Hampton Park Primary School we place great importance on:

- Providing a safe and secure environment
- Developing each child’s potential through personalising their learning which is supported by an Individual Learning Plan
- Working in partnership with families
- Developing positive attitudes to learning
- Striving for excellence in everything we do
- Fostering co-operation with all members of the school community
- Developing independence
- Involving parents in classroom programs and co-curricular activities

Hampton Park Primary School has adopted the Walker Learning Approach to teaching and learning throughout the school. The Walker Learning Approach:

- Is based upon decades of research about play-based and personalised learning
- Combines the need for children to be active participants in their learning, through hands-on and creative exploration and investigation
- Includes explicit teaching and development of literacy and numeracy skills and knowledge
- Enables the development of vital social, emotional and life skills

The school has a balanced and comprehensive curriculum which is based on the AusVELS which incorporates the Australian Curriculum. We offer a range of specialist programs including Art, Physical Education and Science which students participate in each week.

Hampton Park Primary School is a KidsMatter school, which ensures we focus not only the academic needs of our students but also on their social and emotional wellbeing. Our Student Wellbeing approach also includes working with students in the Program for Students with a Disability and monitoring their progress through the use of comprehensive individual learning plans.
OUR MOTTO
Persistence | Creativity | Excellence

OUR SCHOOL VALUES
These values apply to all members of the Hampton Park Primary School community:

- **Respect**: To be thoughtful and caring towards others and the environment around us
- **Cooperation**: To work together as a school community to achieve a common goal under all circumstances
- **Friendliness**: To look out for one another, to take an interest in how others are feeling and to know how to be a good friend
- **Best Effort**: To give our best effort 100% of the time in whatever we do

OUR EDUCATIONAL VALUES
At Hampton Park Primary School we place great importance on providing a rich, varied and challenging educational experience for our students.

To ensure that all students progress at their optimum level, teachers will:

- **Value each individual student** in the classroom and understand their backgrounds, interests and perspectives
- Help every student succeed by **understanding their individual learning needs** and providing a program to support these needs
- Build **strong literacy and numeracy skills** in recognition of the importance these skills have in underpinning learning
- Value active involvement and have **high expectations** of all students
- Use assessment practices that reflect learning objectives and **provide constructive feedback** to the students which will drive future learning.
PREPARING YOUR CHILD FOR SCHOOL

Starting school is one of the most significant social transitions made by young children and parents can do much to make this transition a smooth one.

Children develop at different rates and start school with varying levels of ability, social skills and independence. At Hampton Park Primary School we take this into account when planning programs and activities.

There are many ways that parents can prepare their children for school and help make the transition as successful as possible. For example:

- Preschool or kindergarten is the ideal way to prepare your child for school, but where preschool has not been possible, playgroups or playing at home with other children can provide opportunities for children to learn the art of socialising and independent behaviour. If your child has not attended any formal pre-school programs, we encourage you to join our Little Owls Playgroup for the remainder of 2014 so they can develop the skills and confidence that will assist them to make a smooth transition into Prep next year. The playgroup is held each Thursday morning at 9:00am in the school hall.

- Hampton Park Primary School offers a transition program for next year’s Prep students. We highly recommend that your child participates in this program, but if your child is unable to attend, we encourage you to bring them to school before the first school day of next year to help them become familiar with the school environment.

- After reading through this handbook, please talk to your child about what they can expect at school. Explaining the structure of a normal school day will help your child to have realistic ideas about school and help them to be less anxious about beginning school.

- Before school begins in 2015, help your child practise getting ready for school so that he or she knows what they need to do each morning when coming to school
For the safety of your child, it is helpful for them to understand the following:

- Know and recognise their name
- Drop off and pick up arrangements for school
- They should go to the office if not collected after school

Encourage your child’s independence by teaching them to:

- Put away their toys
- Care for their property
- Dress and undress themselves
- Put their own shoes and socks on
- Practice good toileting habits – hygiene
- Blow their own nose
- Zip and unzip their schoolbag
- Open and close their lunch box as well as opening or unwrapping food items
- Listen carefully
- Follow simple instructions
- Understand the terms back, front, behind, up, down, in, out, under

Your child is ready for school each day if he or she:

- Has had a good night’s sleep
- Is clean and dressed comfortably in school uniform
- Has had a nutritious breakfast
- Has been to the toilet
- Is leaving home in a happy frame of mind
THE FIRST DAY OF 2015 AND SCHOOL TIMES FOR PREP

- All Prep children will begin school on Thursday January 29th, 2015 (2015 Term dates can be found on Page 15)

- Please bring your child to Rooms 2 and 3, which are located in the Learning Centre, at 8:50am, so they can be ready for the school starting time of 9:00am.

- When you and your child have greeted the teacher, say goodbye brightly and then go. If you feel like crying, please wait until you’re away from the classroom. If you linger over the goodbye and appear hesitant, your anxiety will spread to your child.

- If your child starts crying, take your cue from the teacher. Repeat your farewell greeting, and then leave. The teacher will comfort your child and have them settled within minutes.

- All parents are welcome to come and have a cup of tea or coffee in the staffroom and meet the Principal, Assistant Principal and parent representatives of the School Council.

- School finishes at 3:20pm and students will be brought out of their classrooms by their teachers. Please wait outside the building in the shade sail area.

**Prep Entry Assessment will take place each Wednesday during February.** These dates are:

- February 4th
- February 11th
- February 18th
- February 25th

Only five children will be rostered on to be tested each Wednesday. We will contact you closer to the date when it is your child’s turn for testing. Therefore, **your child will be required to stay home on the Wednesdays that they are not needed for testing.** Testing usually runs for about one hour and is an important part of your child’s primary school preparation.

From March 2nd all Prep children will be required to attend school every day of the week.

**During the whole of Term 1 it is expected that children will be collected by a parent or other authorised adult at the end of each day.**
KATHY WALKER PLAY-BASED LEARNING APPROACH

Each classroom has been set up with discovery areas in which the children will undertake their investigations every Tuesday, Wednesday and Thursday. At the start of each investigations day there is a Tuning In session. Tuning In is where the rostered focus children have the opportunity to share their learning, their discoveries, their achievements and their future projects with the class. The teacher will also help them make links between their investigations and the formal learning we will be doing during the day.

After Tuning In, students are given the opportunity to start their investigations and explore the different areas of their classrooms. Students can work individually, in small groups and in teams. Each area has different types of materials, items and books for the students to use during investigations.

During investigation time the teacher will pay additional attention to each focus student talking, helping and prompting them with their learning. The teacher may set them goals and expectations or may leave the student with some ideas on how to expand their investigation.

After approximately one hour students are asked to stop and come back together as a class to start their reflection time. At this stage the focus students will share their experiences and creations with the class. Students will link their investigations to the learning they are focusing on during formal class time.

The reporter and photographer roles allow students to extend on their literacy and numeracy skills during investigations. They are given a focus for what they are to report on or to photograph the links with the learning objectives laid out in the Statement of Intent displayed on the class noticeboard.

Within each classroom there is a fortnightly roster where each student is allocated a day when they will be one of the focus students. The focus students will be sharing their learning not only during investigations, but also throughout the day.

In this way each child will have a specific day during which they receive additional one on one time with the teacher.

You can learn more about the Walker Learning Approach by:

- Attending the annual information session offered by the school
- Speaking with your child’s teacher about the details of this approach to learning
STUDENT ENGAGEMENT AND WELLBEING

Hampton Park Primary is committed to providing a safe, secure and stimulating learning environment. The physical and psychological wellbeing of our students is of utmost importance.

The school recognizes that students reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

The school fosters an environment in which the students have respect for themselves and others, taking responsibility for their behavior. Students agree to work in line with the school’s values – Respect, Co-operation, Friendliness and Best Effort.

Student Rights

All students have the right to:
- Be respected and valued
- Work in a safe and secure environment free of intimidation and harassment
- Participate fully in the school’s educational program

Student Responsibilities

All students have a responsibility to:
- Participate fully in the school’s educational program and attend school regularly
- Display positive behaviors that demonstrate respect for themselves, others and property
- Understand the consequences of, and accept responsibility for their own behavior

School Values

At Hampton Park Primary School students agree to work in line with these school values:

**Respect:** Self, others and property
To be thoughtful and caring to others and the environment around us.

**Co-operation:** Staff, peers and community
To work together as a school community to achieve a common goal, under all circumstances

**Friendliness:** Towards everyone
To look out for one another, to take an interest in how others are feeling and to know how be a good friend.

**Best Effort:** Classroom, yard and community
To give our best effort 100% of the time in whatever we do.
Peer mediators

Peer Mediation is a program that operates at the school during recesses. Senior School students take on the important role of assisting students from Prep to Grade 2 with minor playground issues or disputes.

Students are identified by wearing bright yellow vests and circulate within the playground offering assistance where required.

Peer Mediators are trained to understand the difference between minor playground issues and those that need to be referred to the yard duty teacher.

Resolution of discipline matters

The procedure for dealing with an indiscretion will focus on children being accountable and taking responsibility for their behaviour. Restorative justice practices and the reflection process, using the 5Ws, are used to resolve discipline matters.

In both playground and classroom incidents:

- Parents may be notified and requested to attend an interview with the student and class teacher, student wellbeing teacher, Assistant Principal or Principal
- Students may be withdrawn from the classroom or playground
- Students may have privileges withdrawn
- Suspension from school in accordance with DEECD guideline may be implemented

In exceptional circumstances, these consequences may not be followed in sequential order.
GENERAL INFORMATION

Attendance

Attending school every day is important for a student's education. This may seem to be stating something extremely obvious, but there is now a lot of data available to support what teachers have long known. Absence from school means that learning opportunities are reduced and this can ultimately lead to poorer student achievement. Additionally, the impact of high levels of absenteeism will be felt long after the student has left school.

The Department of Education and Early Childhood Development (DEECD) requires parents or guardians to supply a written explanation for the absence of any child. Children should not be absent from school except for illness or extremely pressing family circumstances. Class teachers are willing to provide work for a child who is away for an extended period. Each term, the school will send a reminder to any parents who have not provided reasons for their child’s absence from school as we are required to maintain accurate records.

Absence from school and class clearly affects the absent student, but also impacts on the teacher’s ability to plan and present class work in a sequential and organised way. This can affect the progress of all students in the class, not only those missing, and can make classroom management difficult. Put simply, students with high levels of absence tend to achieve lower academic results. Twelve days absence by a student in one year requires action to ensure the student doesn’t fall behind in their studies.

Assemblies

Assemblies are held at 9:00am every 2nd Monday and at 9:00am on the last day of each term. Parents and friends are most welcome to join us at assembly. Details of when assemblies are held are on the front of the fortnightly newsletter. We ask that you help the children to concentrate by gathering behind the children. We encourage both students and parents to remain silent during assembly.

Asthma Management

All children with asthma must provide the school with an Asthma Management form completed by a doctor. If your child suffers from asthma, please collect a form from the office and return this to your child’s teacher on the first day of school.

Students who require the use of Ventolin or other asthma medication are required to have their own spacer at school to ensure the correct administration of the medication in hygienic conditions.

Banking for Students

If parents wish their child to have a school bank account it can be arranged by the School Secretary or through the Commonwealth Bank. Deposits must be brought to the school office each Tuesday for processing at the school by the Secretary. A commission is returned to the school by the bank.

Booklists and Shared Materials

Booklist items are the ones which the child receives in hand and become their personal property. These are supplied by a stationery company, to be determined by the School.
The school operates an ‘Open Day’, usually in January, for parents and guardians to pay their Voluntary Contributions, Subject Levies and check the class lists.

The shared materials are the ones used by children and teachers in Library, Physical Education, Mathematics, English, Science, Technology, History, Geography and Art and as such, do not become personal property. The levy for these items is $80.00 per child.

Parents must supply an art smock for each of their children. This could be an old shirt or dress and should have elastic fitted to the cuffs. Art smocks are also available from PSW, the school’s uniform supplier.

**Breakfast Club**

A Breakfast Club is run at the school on Tuesday and Thursday mornings, beginning at 8:15am and finishing at 8:45am. The Breakfast Club is open to all students and their parents. The Breakfast Club is run by staff members and volunteers.

**Canteen**

The canteen operates every day of the week, during recess and lunch time. An updated menu and price list is included with this booklet and available on the school’s website and from the office. (Please note that the menu is updated throughout the year) Orders are to be written on a paper bag, together with the child’s name, room number, grade with the correct money enclosed. The bags are placed in lunch order baskets in the classrooms and sent to the Canteen by 9:30am every morning. We ask Prep parents to wait until Term 2 to provide their child with canteen money so they can get used to lining up and waiting their turn.

**Contacting the School** (Additional contact details on Page 17)

Contact can be made with the school in a number of ways:

- **Through the General Office**
  If you need to talk to the Principal or Assistant Principal, staff in the General Office will take a message and the Principal or Assistant Principal will return your call. Messages may be left for teachers at the Office and teachers will return your call as soon as they can. Parents may phone 9799 1440 or directly approach the office.

- **Urgent Messages Only**
  Urgent messages may be left for children at the office. For example, your car breaks down and you are unable to pick up your child. To minimise disruption please ensure messages are for emergency reasons only.

- **Through Your Child’s Teacher**
  Minor concerns such as lunch arrangements, money for excursions, reasons for absences, etc. can be directly related to the class teacher or passed on through your child via a note. The best time to see the teacher is before 8.45am and after 3.30pm or by arranging a suitable time. During instruction time is not a convenient time to speak to teachers.

- **All major concerns relating to teachers and students should go through your classroom teacher first and then the Principal or Assistant Principal.**

**Custody Restrictions**

The Principal must be informed of any custody restrictions or intervention orders which relate to your child and copies of the relevant paperwork must be supplied to the school.
Emergency Contacts

Parents are asked to immediately notify the school if they change their home address or phone number, work address or phone number, or the nominated friend or relative who would act on their behalf in an emergency. It is essential that the school be able to contact you or your nominated friend or relative should your child become seriously ill or be injured whilst at school.

Excursions

Excursions are an important part of our educational program. They provide experiences for the child which relate to classroom programs and often form the basis for further extension. For each excursion, children must return the signed permission notice. Without this notice, children cannot attend the excursion.

If your child is to bring money to school for excursions or other school events, please place it in the envelope supplied by the school and label it with your child’s name, grade and the purpose for the money.

Illness

Children should not be sent to school when they are ill, however, when a child becomes ill at school we place him or her in the Sick Bay and contact parents at the phone number given to us on the emergency form that parents have completed on enrolment. Therefore, it is extremely important that this information is kept up to date.

During a child’s life at school it is possible that they will contract some of the common diseases of childhood and other more general illnesses.

The following table shows how long your child should be absent should they become ill:

- **Chicken Pox**: 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.
- **Conjunctivitis**: Exclude until the discharge from eyes has ceased
- **Diarrhoea**: Exclude until there has not been a loose bowel motion for 24 hours
- **Hand, Foot and Mouth Disease**: Exclude until the blisters have fully dried
- **Head Lice**: Exclude until head lice treatment has been administered and no live insects are detected
- **Hepatitis A**: Exclude until a medical certificate of recovery is received, but not before seven days after onset of jaundice or illness
- **Influenza (Flu)**: Exclude until symptoms have eased and your child is feeling well or on doctor's advice
- **Impetigo (school sores)**: Exclude until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores and exposed surfaces such as scalp, face, hands and legs are properly covered with watertight dressings.
- **Measles**: Exclude for at least seven days from the appearance of the rash or until a medical certificate of recovery is produced
- **Mumps**: Exclude for 9 days or until swelling goes down (whichever is sooner)
- **Ringworm**: Exclude until appropriate treatment has commenced and is supported by a medical certificate
Rubella (German Measles): Exclude until fully recovered or for at least 4 days from the onset of the rash

Scarlet Fever: Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well

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

Insurance

Hampton Park Primary School does not have a whole-of-school student accident insurance policy in place due to the enormous costs involved. Parents and guardians are responsible for paying the cost of medical treatment including ambulance transport if their child is injured. Student Accident Insurance is available from some insurance companies and we encourage parents to investigate this option.

Lost Property

All clothing, drink bottles, lunch boxes, school bags and so on should be clearly labelled with your child’s name. Any lost property can be claimed from the lost property area next to the sick bay or ask at the office.

Lunch and Snacks

It is expected that children will have breakfast before coming to school each day. Children should bring a healthy snack, such as fresh fruit or vegetables, for recess at 10:40am.

Lunch is eaten at 12:50pm and is supervised by teachers in classrooms. A small, nutritious lunch will ensure that your child finishes and that no food is wasted. No glass bottles or cans please. To combat litter in the playground, please help by sending food in reusable containers, rather than disposable wrappers. Children are encouraged to have a drink of water available during class time to ensure adequate fluid intake and the school supplies a drink bottle to each student for this purpose. This drink bottle will be named and is expected to remain at school.

Medication at School

If the situation arises whereby your child has to take medication at school, a parent or guardian must complete a Medication Authorisation Form available at the office. Prescribed medicines will be administered to students by the office staff who are all first aid trained. Medications will be kept securely in the office.

To assist teachers and office staff, parents should supply such medicine or tablets in a container which gives the name of the child, the dose and the time it is to be given. The name of the medicine should be clearly marked on the container, particularly when it is to be kept at school for a number of days.

Mobile Phones and Other Electronic Devices

If a student brings their mobile phone to school, the mobile phone must be brought to the office and kept there until the end of the day when the child can pick the phone up. Students are not allowed to have mobile phones in the classrooms.

We recommend that students do not bring electronic games to school as we cannot accept responsibility if they are lost or damaged. The school supplies cameras for students to use during
class time and therefore it is not necessary for students to bring cameras to school. Please note that there are strict guidelines regarding photography in schools. It is important that the teachers are able to control and monitor the use of cameras during school time in order to comply with these guidelines.

Money at School

Please monitor how much money your child brings to school, especially if you wish to give your child spending money for the canteen. If money is sent to the school for excursions or other events, please place it in the excursion envelope provided with all relevant details completed.

Please Note: Money is to be given directly to the office and this will be accepted before and after school. Closing dates and times for payments are strictly adhered to, to ensure final planning can take place.

Where financial difficulties arise, appropriate arrangements may be discussed with the Principal, so that a Late Payment form can be lodged or a payment plan can be put in place.

Newsletter

A fortnightly newsletter is emailed to parents usually on a Thursday. Copies of all newsletters are also available on our website www.hpps.vic.edu.au. In the interests of environmental sustainability, we generally don’t print copies of the newsletter. If you don’t have access to the internet and would like a printed copy of the newsletter, please contact the office to make arrangements for a printed copy to be made available to you.

Office Hours

Monday – Thursday     8:15am - 4:15pm
Friday                8:30am - 4:00pm
Outside of these times, the phones will be diverted for you to leave a message.

Parent Helpers

We encourage parents to become involved in the school as parent helpers. We would love to have parents come into classes and listen to children read or assist in other ways in the classroom.

All adults working in schools require a Working with Children Check, which is a very simple process to go through. There is no cost involved, other than for your photo to be taken, and application forms are available http://www.workingwithchildren.vic.gov.au/home/resources/forms/

Parent Teacher Interviews

Interviews are conducted in Term 1 to enable parents and teachers to meet and exchange information essential for your child’s learning and development. A second interview is conducted in mid-year after the half yearly reports have been issued. This provides an opportunity for you to discuss your child’s progress with his or her teacher. However, if a particular problem arises and you wish to discuss this with your child’s teacher, the Principal or the Assistant Principal, you are most welcome to arrange an appointment time at the office. Reports will be sent home twice each year…once at mid-year and again in December.
Parking

Please obey all parking regulations in the vicinity of the school. This will ensure that no child’s life is endangered by anyone double parking or being too close to a school crossing. Parking restrictions are set and monitored by Casey Council. The Staff Car Park must not be used to drop off and pick up students as it is unsafe to have students walking through a carpark with moving cars. Please note that parking is available in Kerrison Drive and access to the school grounds can be gained via a pathway next to the rear car park.

Punctuality

Classes at Hampton Park Primary begin at 9:00am. In order to assist students to be ready to begin class on time, teachers open their classrooms at 8:50am so that students can bring in their bags, check the communications board in their room, change readers and be seated ready for their first lesson to begin when the final bell goes at 9:00am.

When students arrive late to school, they miss important information at the beginning of the day which generally results in the students falling behind in their work. In addition to impacting on their own learning, students who arrive late to school also disrupt the learning of other students by interrupting the teacher’s instructions and the general flow of the lesson. Please assist your child to arrive at school on time every day.

School Council

The School Council is the governing body of the school and involves parent participation. It is largely responsible for the organisation of and improvement to, the facilities of the school. Decisions made by the School Council are made based on continued consultation with the Principal and Staff.

Meetings are held on the 3rd Thursday of the month during term time at 3:45pm. Parents are encouraged to discuss with School Council members any concerns they may have regarding school policies or facilities. This is essential if the School Council is to reflect the wishes and attitudes of the entire school community.

School Crossings

School crossings must be used by the children when crossing the roads. The crossings on Somerville Road and Regans Road are supervised before and after school by Casey Council crossing supervisors. Children and adults are expected to follow the supervisor's instructions when using the school crossing.

School Times

8:50am: Students arrive at school and go to their classroom
9:00am: School Begins
10:40am: Recess
11:10am: Class time
12:50pm: Eating time
1:00pm: Lunchtime
1:40pm: Class time
3:20pm: Students dismissed
Supervision of Students

Teachers are on yard duty to supervise students in the morning from 8:45am and after school until 3:35pm each day unless you are notified otherwise.

**Please note that the schoolyard is not supervised by staff before 8:45am or after 3:35pm.**

Please assist us to keep your children safe by coordinating your drop off and pick up times with the school’s starting and finishing times.

The Hampton Park Community House provides before and after school care and their bus will drop students at school in the morning and pick them up after school. Please contact the Community House on 9798 0343 for prices and enrolment forms.

**Term Dates for Students - 2015**

Term 1: 29 January to 27 March  
Term 2: 13 April to 26 June  
Term 3: 13 July to 18 September  
Term 4: 5 October to 18 December

**Toys and Valuables**

The school cannot accept responsibility for expensive toys brought to school in case they are lost or damaged. Any items brought to school must be clearly named.

Please do not allow your child to bring articles to school which could cause harm to others, e.g. toy guns, water pistols, knives, arrows, large marbles.

**Uniform**

The school uniform is compulsory for all students. The Uniform Shop is located at PSW, Unit 2/10-12 South Link, Dandenong South.

Phone: 8768 7490.  
Shop Hours: Tuesday, Wednesday, Friday 8.30am – 5:00pm  
            Thursday 8:30am – 7:00pm  
            Saturday 8:30am to 2:00pm  
            Sunday and Monday - Closed

Please check the PSW website as opening hours may change throughout the year [www.psw.com.au](http://www.psw.com.au)

All students are required to wear black school shoes to school. Runners may be brought to school for PE and sport sessions, but students must change back into their school shoes at the conclusion of these sessions.

Please refer to the School Uniform Policy for full details of the school uniform.

**Visitors**

Parents and other visitors are asked to go directly to the office on arrival to ‘sign in’ and collect a visitor’s badge. This is an important aspect of our school security plans and we ask that you assist us in this matter. All volunteers assisting in the school must have a current Working with Children Check and a copy must be provided to the school.
SCHOOL POLICIES

Hampton Park Primary School has a range of policies covering all aspects of school operations, including student wellbeing and curriculum. These policies are regularly revised and updated to ensure they are compliant with the requirements, guidelines and recommendations provided by:

- The Victorian Registration and Qualifications Authority (VRQA)
- The Department of Education and Early Childhood Development (DEECD)
- The Australian Curriculum, Assessment and Reporting Authority (ACARA)

On the following pages are some of the policies which are particularly relevant for families as they join the Hampton Park Primary School learning community.

These and other policies can also be found on the school’s website www.hpps.vic.edu.au

The Policies included in this handbook are:

- Ambulance Policy
- Animals in Schools Policy
- Bullying Policy
- Extreme Weather Policy
- Sunsmart Policy
- Uniform Policy
AMBULANCE POLICY

RATIONALE:
At times of accidents or illness, the school may be required to call an ambulance to transport a staff member, student or community member to hospital. As the ambulance service is a potentially expensive option for families, and as the ambulance service is a vital community resource which should not be used in a frivolous manner, processes for requesting the attendance of the ambulance service must be followed.

AIMS:
To ensure that all members of the school community understand the school’s position and processes regarding the attendance of the ambulance service.

IMPLEMENTATION:
- All staff and families will be encouraged to be members of the ambulance service as a means of assisting families to minimise potential costs of ambulance transport. Annual reminders will be printed in the school newsletter.
- At times of accidents or illness, the First Aid trained staff member/s in attendance may confer with the principal (or next most senior staff member available) and make a decision as to whether or not they should request the attendance of the ambulance service.
- In making the decision to request ambulance attendance, the health and safety of the patient will be the only determining factor. Ambulance membership, or potential costs to families will not be a point of consideration. Such a decision will always be made with a conservative ‘better safe than sorry’ attitude.
- Parents (or next of kin for an adult) will always be contacted as soon as possible so that they may be in attendance when the ambulance arrives.
- The principal (or next most appropriate staff member available) will be responsible for contacting the ambulance service.
- A safe entry point will be made available for the ambulance, and students will be kept away from any accident scene.
- The school’s administrative staff will ensure a printout of a student or staff member’s details will be available to ambulance officers upon arrival.
- If a parent or other emergency contact is not present when the ambulance is ready to depart the school, a familiar staff member will always accompany a student to the hospital if the attending ambulance officers approve.
- Staff members accompanying a student to hospital will be collected by the school, by another adult, or will be returned to school via taxi which will be paid for by the school.
- The principal will ensure that the school is provided with details of the hospital to which the patient is being transported in case they need to inform parents or next of kin, or in case they have to arrange the collection of the accompanying staff member.
ANIMALS IN SCHOOL POLICY

RATIONALE
A policy for the use of animals in school reinforces in students the need to safely care for the needs of living things.

PURPOSE
1. Provide a safe and healthy learning environment for all students and staff when animals are on the school premises.
2. Ensure all animals are treated humanely and safely and the animal’s needs are met at all times.

IMPLEMENTATION
1. Staff and students provide safe care and handling for animals whether kept as school pets, brought into the school with handlers or enter the school grounds voluntarily.
2. Staff must check DEECD Guidelines when organizing animal visits and be aware that all handlers are fully trained and have a full understanding of DEECD and Wildlife Guidelines.
3. Staff are aware of any student with animal related allergies. This must be taken into account when planning activities or visits involving animals.
4. Where we have a student allergic to an animal (e.g. dog), Hampton Park Primary becomes a “No dog school”.
5. Families are asked not to bring animals or pets into the school grounds unless approval has been sought from Sub-school Leaders. All animals when on school premises must be restrained by the owner.
6. Teachers should seek approval from their Sub-school Leader if wishing to house animals in their classrooms on an on-going basis. Sub-school Leaders to refer the request to Leadership before formal approval is given and ensure that all relevant policies and guidelines have been adhered to. Relevant paperwork must be given to the Assistant Principal. The request may need to be handed to the Management Committee for further discussion and recommendations.
7. Victorian Schools Animal Ethics Committee (VSAEC) has responsibility for determining what activities involving the use of animals are permissible in schools. In determining these activities, VSAEC is guided by relevant legislation and codes. Teachers are also required to go through a process of deciding whether the use of animals is justified, see Policies and Guidelines.
8. Individuals or organisations bringing animals to school for a lesson or exhibit who do not require VSAEC approval or notification are:
   - when the pet is under the owner’s control at all times
   - performances by outside agencies that have animals as part of their exhibits
   - animal welfare organizations bringing animals to school e.g., RSPCA
   Staff are to ensure appropriate student/teacher behaviour around animals at all times.
9. Guide Dogs and trained Care Dogs are exempt from the Animals in School Policy when in the hands of a trained owner or handler.
10. The Animals In Schools Policy applies during school hours, and when students are on school excursions (including overnight experiences) or sporting activities (unless otherwise permitted by the Principal)
11. Any exemptions to the Animals in School Policy due to parent or student disability or health condition, must be applied for in writing to the Principal.
BULLYING AND HARASSMENT POLICY

POLICY STATEMENT

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

Aims:

- To reinforce within the school community that no form of bullying is acceptable
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator
- To seek parental and peer-group support and co-operation at all times

What are bullying, cyber bullying and harassment?

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile phones, weblogs and websites, online chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (online personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Hampton Park Primary School will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

GUIDELINES

A schoolwide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the bullying and harassment policy at the commencement of their time at the school. These will be available in hard copy from the office, website and in the parent handbook.

All complaints of harassment will be heard in confidence and taken seriously.
Hampton Park Primary School will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

All complaints will be investigated and there may be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyber bullying) and Harassment Policy, guidelines and procedures

**PROGRAM**

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Bullying and Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school’s induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DEECD materials

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school’s Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Early Childhood Development (DEECD) guidelines.
EXTREME WEATHER POLICY

RATIONALE:

Extreme weather can present as a hazard to students’ and staff members’ health and wellbeing. Extreme weather is considered to be weather conditions too cold, wet, hot, windy or unsafe.

PURPOSE:

1. To provide a safe and healthy school environment that takes into consideration the needs of all students, staff and visitors including those who may suffer from pre-existing conditions.

2. To provide guidelines and processes to accommodate extreme weather conditions.

IMPLEMENTATION:

1. All staff to be aware of and inform themselves of current impending weather conditions throughout scheduled breaks in a typical school day, on all outdoors activities within and outside of the school grounds.

2. Staff to listen for when and where an extreme weather timetable (i.e. supervised indoor recesses) will be implemented.

3. An extreme weather timetable will be called by the Principal, Assistant Principal or nominated person.

4. The Principal or Assistant Principal may decide on days of impending extreme heat to:
   • lengthen the first recess to 40 minutes and shorten the lunch recess to 30 minutes of outside play
   • allow students to have a longer outside morning recess and an extreme weather timetable for the shorter lunch recess
   • call an extreme weather timetable for the entire school day

   This decision will be based on current weather conditions and information from the Bureau of Meteorology. The decision will be made and monitored and if weather conditions change, the decision will be updated and staff informed.

5. Extreme weather timetables will be called in the event of, but not limited to, rain, storms, high winds, heat (above 37 degrees).

6. When planning outdoor activities, staff must make allowances for extreme weather conditions based on predicted weather conditions or time of year.

7. An extreme weather timetable is prepared by Sub-school Leaders relevant to the grade levels they lead. This timetable is given to all staff and clearly labeled and displayed in the relevant Sub-school area and staffrooms. Classroom teachers are responsible for organizing appropriate indoor activities (board games, DVDS etc) for the children in their grade during extreme weather timetables and duty staff will then supervise and monitor.

8. All teaching and non-teaching staff are aware of and implement their duty of care when extreme weather timetables are called as per Hampton Park Primary School’s Staff Handbook.

9. Students and staff must follow the Sun Smart guidelines of wearing an approved hat when outdoors in the months of September to April. At other times of the year students and staff will be reminded of the need to apply adequate sun protection when necessary.

10. Students and Staff will have access to appropriate sunscreen (SPF 30+) and be given opportunities to apply before any outdoor activity. Students with allergies are encouraged to supply their own sunscreen.
11. On days of impending extreme hot weather, students are advised to use the shaded areas of the playground, to drink water on a regular basis and to inform staff if feeling unwell.

12. Physical Education Staff to make appropriate decisions in regards to the type of and location of activities on days of extreme weather or impending extreme weather.

13. Staff who work outside (gardeners, PE teacher, yard duty teacher etc) should ensure they follow Sun Smart guidelines, including appropriate wide brimmed hats, sunscreen use (SPF 30+) and adequate hydration.

14. The School Council should ensure there are sufficient shelters and trees to adequately shade the school grounds, particularly in the following spaces:
   • where students congregate for lunch
   • the canteen
   • outdoor lesson areas
   • popular play areas
   • assembly areas
   • sporting grounds/pools
   • staff to advise and encourage students to use these areas

15. As part of OH&S risk control and role-modelling when the UV Index is 3 and above, staff are encouraged to:
   • wear sun-protective hats, clothing and sunglasses for all outdoor activities and duties
   • apply SPF 30+ broad-spectrum, water-resistant sunscreen
   • seek shade whenever possible.

   When the UV Index is 3 and above, families and visitors participating in and attending outdoor school activities should also be encouraged to use a combination of sun-protection measures.
SUNSMART POLICY

Hampton Park Primary School is an accredited SunSmart school

This policy applies to all school events on and off site.

RATIONALE
A healthy balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health.

OBJECTIVES
This SunSmart Policy has been developed to:

- Ensure all students and staff maintain a healthy UV exposure balance.
- Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Work towards a safe school environment that provides shade for students, staff and the school community at appropriate times.
- Assist students to be responsible for their own sun protection.
- Ensure that families and new staff are informed of the school’s SunSmart policy.

IMPLEMENTATION
Staff are encouraged to access the daily SunSmart UV Alert at sunsmart.com.au (or on their own school website) to find out daily sun protection times to assist with the implementation of this policy.

Parents and teachers will be encouraged to act as positive role models for children in all aspects of SunSmart behaviour.

The school newsletter and school assemblies will be used to highlight and reinforce the SunSmart Policy.

SunSmart practices are to be implemented throughout the year, with particular emphasis on the period between September 1st and April 30th.

From September 1st to April 30th in Victoria
When average UV Index levels reach 3 and above, a combination of sun protection measures are used whenever outdoors including:

1. Shade
   - A shade audit is conducted regularly to determine the current availability and quality of shade.
   - The school council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. lunch, canteen, outdoor lesson areas and popular play areas.
   - The availability of shade is considered when planning excursions and all other outdoor activities.
   - In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
   - Students are encouraged to use available areas of shade when outside.
   - Students who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.
2. Clothing
Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.

3. Hats
Students and staff are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed hats, whenever they are outside. Because a baseball cap does not offer enough protection, students wearing a baseball cap will have the same consequences as not wearing a hat.

4. Sunglasses
Students and staff are encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

5. Sunscreen
- SPF 30+ broad spectrum, water resistant sunscreen is available for staff and student's use. [supplied by school and/or families]
- Sunscreen should be applied before going outdoors and reapplied every two hours if outdoors.
- Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).

From May to August in Victoria
When average UV Index levels are below 3, sun protection measures are not used from May until August unless in alpine regions, near highly reflective surfaces such as snow or outside for extended periods.
UNIFORM POLICY

RATIONALE

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

AIMS

- To promote equality amongst all students
- To further develop a sense of pride in, and identification with our school
- To provide durable clothing that is cost effective and practical for our school environment
- To maintain and enhance the positive image of the school in the community

GUIDELINES FOR ACTION

1. A Dress Code shall be maintained that provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
2. All students in Prep to Year 6 adhere to the School’s Dress Code.
3. The Dress Code applies during school hours, and when students are on school excursions or sporting activities (unless otherwise permitted by the Principal)
4. The wearing of ‘sun-smart’ hats is compulsory from 1st September – 30th April (see hats). Hats are not to be worn inside.
5. The Student Dress Code will be published in the newsletter at the start of each year.
6. The Principal is responsible for implementation of the Dress Code Policy. Breaches of this policy will be treated as a misdemeanour, consistent with the school’s Student Engagement and Well Being Guidelines.
7. Parents seeking exemptions to the Dress Code Policy due to religious beliefs, ethnic or cultural background, student disability, health condition, must apply in writing to the Principal
8. The only logo permitted on all clothing is the school logo.
9. The school will only approve hats that have safety cords that are designated to release if caught.
10. The school will recommend that parents provide their child with school bags that minimise the risk of back injury to students, such as those endorsed by the Australian Physiotherapy Association.
The school uniform consists of the following items:

**Boys**
- Red polo shirt or skivvy
- **All black** shorts, trousers or tracksuit pants
- Red crew necked Windcheater
- School bomber jacket

**Girls**
- Red Polo shirt or skivvy
- Red & White gingham dress (bike shorts in school colours are acceptable under the dress)
- All black shorts, tracksuit pants or black slacks
- All black skirt or skorts
- Red crew necked Windcheater
- School bomber jacket

**Please note:**
- Denim pants are not acceptable
- Black leggings worn instead of trousers are not acceptable

**Footwear**
- Black leather school shoes either lace up or Velcro fastenings
- Girls can wear black T-Bar shoes
- Students should bring runners to change into on the days they have sport and PE

**Socks** – plain white, black or red

**Scarves** – must be in school colours

**Optional Wear – Year 6 Windcheater, or polo shirt** (for current year, as approved by the Principal), to be worn by Year 6 students only.

**Headwear**
- Hats – From 1st September – 30th April all students in Prep to Year 6 are required to wear a sun hat. Sun hats, such as a Legionnaire’s or slouch hat, must protect student’s head, face, neck and ears. Sun hats must be red. From 1st May – 31st August, Beanies are permitted. Beanies must be all red or all black.
- Headscarves and hijabs must be in one of the school colours - red or black or white.
- Baseball caps are not permitted.

**Jewellery** – stud earrings and sleepers worn in the ears, plus watches, are the only acceptable jewellery, e.g. large hoops and earrings that dangle from the ear may not be worn, for safety reasons

**Cosmetics** – Cosmetics, including nail polish may not be worn at school, unless for designated occasions, with the approval of the Principal.
SCHOOL CONTACT DETAILS

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