

Footscray Primary School

Learning for Living



Parent Information Handbook

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Our School's Mission

Our mission is to develop students who are internationally-minded, active, compassionate and life-long learners who strive to achieve their personal best.

Our vision for the personal and academic development for all students is fostered by:

- An authentic, comprehensive and balanced curriculum personalised for all learners.
- A safe, supportive and engaging environment.
- Developing a deep level of understanding by exploring internationalism and responsible citizenship and sustainability.
- Developing genuine partnerships with our community.

Our School's Values

Personal best – Striving to do our best, achieving our goals and celebrating our successes.

Responsibility – Taking ownership of behaviour and actions and setting a positive role model for others.

Cooperation – Working together, communicating effectively and supporting and challenging each other appropriately.

Respect – Maintaining integrity by being honest and courteous at all times and acknowledging beliefs and rights of others.

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Welcome to Footscray Primary School

On behalf of the students, staff and School Council, I would like to welcome you and your family to Footscray Primary School.

Footscray Primary School values developing strong social supports and relationships with individual students, members of the school and the wider community. This is facilitated through a broad range of programs which are woven into the fabric of its exemplary P.Y.P curriculum which has been designed to suit the needs of individual students.

The school is authorised and evaluated to provide the Primary Years Program of the International Baccalaureate which underpins delivery of our curriculum through the Victorian curriculum. The PYP is described on the following page and is detailed extensively on the IBO website www.ibo.org. We also implement a bilingual approach in Vietnamese to learning that is transdisciplinary in nature. Three aspects of language and learning development are identified, although it must be emphasised that language development is a process of constructing meaning in which all three aspects are emphasised, learning language, learning through language and learning about language are operating at one time.

Our approach to health and wellbeing promotes the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world. Students are supported to achieve because they:

- feel included and appreciated by peers and teachers
- are respected for their different abilities, cultures, gender, interests and dreams
- are actively involved in their own learning and
- have positive expectations from others that they will succeed.

This School's mission supports and validates the school's motto of 'Learning for Living' and its core values of achievement, responsibility, cooperation and respect underpin everything we do. These practices and values are embedded within the Primary Years Programme curriculum and the new Australian Curriculum Standards which are currently being implemented at Footscray Primary School.

Our central purpose is to provide quality learning experiences through a child-centred curriculum. In order to achieve this we believe:

- We have **high expectations** for ourselves and each other.
- The needs of children need to come first and every child can and wants to learn.
- Everyone in the community is special and important.
- Each of us **work together** to improve our personal best.
- Learning is active, authentic, meaningful and creative

Footscray Primary School is a Professional Learning Community and collaboration is central for us to develop highly effective teaching and learning programmes.

Philip Fox
Principal

Learner Profile



The Learner Profile supports the achievement of our mission. The highlighted words connect strongly to the PYP attitudes. We strive for our students to live and act the Learner Profile and Attitudes over their seven years of schooling. At Footscray Primary School we want our students to strive to be:

1. Inquirers - They develop their **natural curiosity**. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

2. Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

3. Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

4. Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in **collaboration** with others.

5. Caring - They show **empathy**, **compassion** and **respect** towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

6. Thinkers - They exercise initiative in applying thinking skills critically and **creatively** to recognise and approach complex problems, and make reasoned, ethical decisions.

7. Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the **perspectives**, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating **a range of points of view**, and are willing to grow from the experience.

8. Principled - They act with **integrity** and honesty, with a strong sense of fairness, justice and **respect** for the dignity of the individual, groups and communities. They take **responsibility** for their own actions and the consequences that accompany them.

9. Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

10. Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the **independence** of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their belief.

The Primary Years Program

Footscray Primary School

The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.



At Footscray Primary School, students are encouraged to develop their skills and attitudes in accordance with the PYP Learner Profile, with the aim that students become: **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective.**

The Learner Profile has become part of the school's classroom practice, assessment and reporting practices, daily life, management and leadership.

School Philosophy

In our philosophy we acknowledge that a special relationship exists between the school and its community and that this is important. Schooling is a shared responsibility and therefore we provide many opportunities for parents, friends and carers to work with us to provide an excellent educational program.

We pride ourselves on providing a safe and caring environment where children experience opportunities to achieve success in all areas of the curriculum.

We recognise that we need to equip children to be able to handle the current issues in their lives as well as to prepare them for a technology-rich future. Parents play a primary role to support the social, emotional and cognitive development of their children through responding to their early needs.

The school plays a major role in the social and emotional health of each child. We ensure we address such issues as:

- making and maintaining friends.
- respect and consideration for people and property.
- flexibility, adaptability, sensitivity and empathy.
- tolerance and cooperation.
- an ability to make informed judgments.
- an understanding of and adherence to the laws of society.

Footscray Primary School is a happy school because the children are aware of their rights and responsibilities as well as having a clear sense of purpose in relation to their place in the school.

School Programme

Footscray Primary School provides a rigorous curriculum through the Primary Years Programme (PYP) of the International Baccalaureate which is underpinned by the Victorian Curriculum. The Victorian Curriculum and the PYP support students in developing a set of knowledge, skills and behaviors which will prepare them for success in a world which is complex, rapidly changing, rich in information and communications technology, demanding high-order knowledge and understanding and increasingly global in its outlook and influences.

Teaching and learning programs are structured using the Primary Years Program and the Victorian Curriculum to cover areas including:

- English and Vietnamese (Literacy) - including Reading, Writing, Spelling, Listening and Speaking
- Mathematics (Numeracy) - number and measurement
- Science
- Technology – including Multi-Media and Computer Education
- Studies of Society and Environment (SOSE)
- Health and Physical Education – including Swimming, Interschool Sport and a comprehensive camping program
- The Arts – including Performing Arts and Visual Arts

Students have the opportunity to learn through two languages, English and Vietnamese. We develop authentic connections to learning a language through the units of inquiry. The teachers plan together to make authentic connections to the curriculum.

Learning Vietnamese and supports our Sister School Programme with the Phuoc Tien Primary School in Nha Trang. Students in Years 5 and 6 also have the opportunity to undertake a study tour to Vietnam for two weeks - one week attending school in Nha Trang and a second week touring the local provinces.

Every child has the opportunity to be involved in additional school programs including the Junior School Council, The Green Team, Parent Garden Club, Computer Clubs and Vietnamese Clubs

The PYP and Inquiry Based Learning

The IB Primary Years Program is a guided inquiry approach to learning and teaching. Inquiry-based units of study, known as *Units of Inquiry*, are the focus for learning in homeroom classes and when appropriate they are integrated into other curriculum areas. Students experience what it is like to think and act like a historian, scientist, engineer or a mathematician. Within each Unit of Inquiry students and teachers identify together what they want to know, what they already know, what they need to know and how best they might find that out.

In the inquiry-based classroom there is increased emphasis on real life situations, decision-making, problem solving, research and action. Students are actively:

- exploring, wondering and questioning
- identifying what it is they want to know and do
- experimenting and playing with possibilities
- researching and seeking appropriate information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories
- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems
- thinking about ways of applying their newly gained knowledge to other situations.



There are five essential elements of the Primary Years Programme:

Knowledge

Significant and relevant content we wish the students to explore and know about, taking into consideration prior experience and understanding.

Knowledge in the PYP is developed through six *Units of Inquiry* in each grade Prep-6, under the headings of Six Transdisciplinary Themes. These themes are used to integrate subject knowledge across the main curriculum areas of: Languages, Mathematics, Social Studies, Science and Technology, The Arts, Personal, Physical And Social Education (PSPE). *Units of Inquiry* are:

- are significant for all students
- give students opportunities to explore challenging, relevant and engaging knowledge.
- encourages knowledge to be looked at in a transdisciplinary way.
- can be revisited throughout the student's years of schooling.

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Concepts

Powerful ideas that have relevance within and extend beyond subject areas. Concept driven learning promotes deep understanding. The concepts are:

Form	What is it like?
Function	How does it work?
Causation	Why is it like it is?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are the points of view?
Responsibility	What is our responsibility?
Reflection	How do we know?

Skills

The skills are those things that students need to be able to do to succeed in a changing challenging world. Students need to master a range of skills to prepare themselves for their future education and for life in general. A comprehensive set of Social Skills, Research Skills, Thinking Skills, Communication Skills, and Self-management Skills are taught through structured inquiry experiences in the Units of Inquiry.

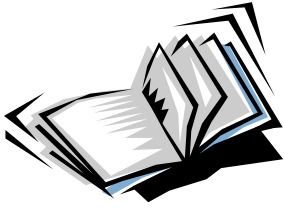
Attitudes

Dispositions that are expression of fundamental values, beliefs and feelings about learning, environment and people. It is important that they recognise the importance of Attitudes alongside Concepts, Knowledge and Skills as being an integral part of the curriculum. The PYP promotes: tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, co-operation, confidence, commitment and appreciation. There are many opportunities throughout the curriculum to develop and promote positive attitudes.

Action

So what? We have learnt about all of this stuff so how am I going to apply these knowledge, skills or understandings? Demonstrations of deeper learning in responsible behaviour through responsible action. Action brings all of the elements together.

The School places a strong emphasis on developing literacy and numeracy skills through contextualised learning.



We devote ten hours of uninterrupted time Literacy each week. Specific support is provided to students in the early years to ensure that they gain the literacy skills needed to ensure success at school and in life. For students 'at risk', an intervention program is provided across the school. We also implement 5 hours of numeracy learning each week.

Learning programs are designed to ensure each child has access to relevant experiences and that all children experience positive outcomes. Children's individual differences are taken into account and they are encouraged to attempt new experiences by building and developing their skills and knowledge in a positive, supported environment.

Staff endeavors to ensure that learning is both enjoyable and meaningful and that children are encouraged to take responsibility for their own learning by being involved, not just in the learning phase, but also in the planning, evaluation and reflection as they progress through school.

It is important that your child is brought to school at 8.45am each day, when teachers are on duty in the yard. We encourage the children to put their bags in the cloakroom area and hand in notes, etc, to the teacher before 9.00 am. This allows the educational program for the children to commence as soon as the bell rings. Consistent lateness results in the children missing some of their curriculum program, and feeling anxious when they arrive after the other children. We appreciate parental support in this matter.

A copy of your child's timetable will be forwarded to you early in the school year.



Bell Times



9.00 am	School starts promptly
9.00am	First Session
10:00am	Second Session
11.00am	Lunch eaten in classrooms under teacher supervision
11.15am	Lunch
12.00pm	Third Session
1.00pm	Fourth Session
2.00pm	Recess
2.30pm	Fifth Session
3.30 pm	Dismissal

School Uniform

The school has a Compulsory School Uniform Policy (available on our school website). All students are required to wear the school uniform. Hats must be worn during term 1 & 4.

Your child will take part in daily Physical Education activities. It is essential that they wear clothes that allow them to move freely when running or climbing on equipment. Your child also needs to wear well-fitting shoes with covered toes to support their safety.

Students with long hair may be required to wear a hair tie at the discretion of a staff member and according to the safety needs of a particular activity. Thongs, singlet tops and halter neck/singlet dresses are not appropriate school wear and are not permitted.

Uniforms can be purchased from the school office on Monday afternoons 3.00pm - 4.00pm and Thursday mornings 8.30am - 9.30am. Families may also email their uniform orders to school and pay online to have items sent home with their child. School council is currently reviewing our uniform suppliers and are looking into the possibility of having uniforms available for families to purchase directly from the supplier.

Please ensure that **all clothing and hats are clearly named** with your child's name and that your child recognises their own belongings.

What Your Child Will Need

You will need to provide the following items:

- School bag – large enough to carry books and a lunch box;
- Lunch box – please wrap play lunch and lunch separately;
- Fruit & a plastic drink bottle
- Art smock (an old shirt, big t-shirt or apron);
- Appropriate clothing for Physical Education activities, eg. shorts, a T-shirt, sandshoes/sneakers and a sun hat during hot weather;
- Bag of spare clothes for those small accidents.



SunSmart



The school supports the **Sun Smart** program. Terms One and Four have been identified as the periods in the school year in which children are most at risk from harmful UV rays. During these Terms all children should wear a sun hat to and from school and during all recess breaks. To further ensure sun protection, we strongly recommend the application of sunscreen before school.

Sunscreen may be sent to school for re-application. If your child does bring sunscreen to school, please ensure it is of the 'roll on' variety (named please) and that your child is able to apply it her/himself. Please discuss with your child the importance of playing in the shade on hot days and having frequent drinks of water.

During Terms 2 and 3, please use your discretion about your child wearing a hat. Weather at these times can also be warm and sunny.

Wet & Hot Weather

If it is too wet for children to play outside, an announcement will be made and teachers will arrange to share supervision of children in the classrooms. Children will be dismissed at the normal time of 3.30 pm. In the event of extremely hot weather, students will be kept indoors and will participate in quiet activities under teacher supervision.



Yard Duty

Teachers are on duty to supervise students 15 minutes before and after school and during recess and lunch breaks.

Canteen

The school canteen is available from 8:30am to 4:00pm school days. Lunch orders can be made at the canteen or online, orders must be lodged by 9am and are collected by the students from the canteen at 11am. Purchases can also be made at recess and lunchtime.

fpsscanteen.com.au



Fruit & Water Policy



All students are encouraged to drink water regularly during the day. Therefore, we request that children have their own plastic water bottle to keep in the classroom.

Camps & Excursions

The educational programs planned at this school have a special emphasis on actively involving students in their own learning. Excursions and Camps are an important way of attaining this involvement.

From time to time the children will go on excursions so that they will have direct experiences related to their class studies. They are carefully planned so that students will have new, shared learning experiences. These excursions are an integral part of your child's education which are built on at school, it is essential that all children attend.

There is an extensive camping program at the school which includes both local and overseas study tours. The program begins at the Prep/1 level with a school barbecue and is built on at Year 2 when students are invited to have a 'sleep-over' at school. Years 3-6 participate in local camping excursions which generally run over 2 nights and alternate between rural and seaside locations.

We also offer students in Years 5 & 6 the opportunity to participate in a study tour to Vietnam over two weeks. The first week is spent at Nha Trang visiting our Sister School, Phuoc Tien Primary School, and the second week is spent visiting areas including Ho Chi Minh City, Hue and Hoi An. All accommodation is in 3 and 4 star hotels with a high ratio of teachers to students. Parents are also welcome to participate in this opportunity. Students from Year 5 and 6 apply for these.

A parent fundraising program for All Abroad enables all students to participate in the Excursion and Camps program when costs may have prohibited this.

Emergency Information



Emergency information is contained on forms held at the school. Please notify the school of any changes to address, phone number, doctor, work etc, as they occur, as it is important that we have accurate information for our records.

Please make sure that you give the school two current emergency contact numbers of persons, other than yourselves, who have permission to collect your child in an emergency. This information is **VITAL** in cases of emergency. Please inform the school immediately if these emergency numbers change.

Student Absences

It is important that your child attends school every day, but if they are sick, home is the best place to be. If your child is absent, please advise the school via the COMPASS app or the absence line ph. 9687 1910. Parents may also enter future absences on COMPASS.

When your child has been absent from school, you are legally required to supply the school with an explanation. This is vital communication from the home as we are required to follow up all unexplained absences.

Parents and carers will be contacted if continued absences are recorded, or after three consecutive days without notification to the school.

Late Arrivals

Students arriving late to school should be escorted directly to their classroom by their parent/carer. The teacher will update the attendance roll with the student's arrival time.

Early Departure

If you need to collect your child early, you must visit the School Office to complete the 'Early Leavers Pass'. Please ensure you communicate with your child/ren regarding pick up arrangements.

Personal Property

Parents should be aware that private property brought to school by students is not insured, nor is the Department of Education and Training or the school responsible. All valuable items should be kept at home.

If your child brings a mobile telephone to school they will be asked to leave it at the office on their arrival at school. The phone can be collected at the end of the school day.

Lost Property

All items of lost clothing are put in a central lost property basket, which is kept at the breeze way near the Year One Classrooms. Please check regularly for lost articles.

If they are marked with a name, they can be returned to their owner. (A biro or permanent marker works quite well). Un-named items not claimed at the end of each term are laundered and made available for sale as second hand uniform or sent to charity.

Communication

The school uses a variety of channels to communicate:



Compass: Via the app or the website at <https://schools.idlf.com.au/>



Website: <http://www.footscrayps.vic.edu.au/>



Facebook page – search Footscray Primary School

Interviews

Parent/Teacher interviews are held twice during the year (early Term 1 and Term 3). If parents/carers wish to see teachers at other times, we ask that you contact the classroom teacher or office to arrange an appointment.

Newsletter & Notices

The school newsletter is sent via Compass. Please read the newsletter, as it contains important information about current and future events. You can also view recent newsletters on the school website www.footscrayps.vic.edu.au.

Throughout the year various notices are also sent home. Please look out for these.

School Assembly

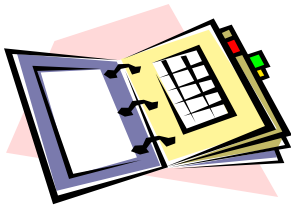
Whole School Assembly is run by year levels. These are held on a Friday at 3.00pm several times each time. Whole School Assemblies are held at the beginning and end of term. Important notices and 'Students of the Week' are usually featured. Awards are based on children demonstrating the 'Learner Profile'. Assemblies will usually be held outdoors in the COLA area. We will communicate with families when assemblies will be held via the school newsletter and COMASS.



Your Child's Safety

The safety of your child is very important to us.

The children are not permitted to be in the school buildings when a teacher is not there – before school, at recess and lunch breaks and after school. Children are not to be in the school grounds prior to 8.45 am and after 3.45 pm (unless they are with their parents) as the school grounds are not supervised before and after these times. Teachers are involved in classroom preparation or curriculum planning and evaluation at these times and are not available to supervise children.



Parking & the School Crossing

In the interest of your child's safety, please observe the following points:

- Do be careful where you park when dropping off or collecting your child/ren from the school. **DO NOT** double park;
- The staff car park **is not** an area for dropping off and picking up students;
- The staff car park is locked from 8.45 am to 9.30 am and from 3.00 pm to 3.45 pm every day;
- Be aware of the dangers of turning and pulling out of the kerb when children are outside the school grounds.
- The speed limit outside our School is 40km.

No Smoking



Smoking is banned in all school buildings and grounds. This is the policy of the Department of Education and Training. This ban applies to all staff, parents and visitors on a twenty-four hour basis. The School Council appreciates the difficulty this places upon people who smoke but asks for your cooperation in maximizing our community health and wellbeing.

Visitor Badges

For security reasons, all parents and visitors must report to the School Office upon entering the school to obtain and wear a visitor badge.

Transfers

When you are leaving the suburb or district and need to change your child's school, please let the School Office know promptly. Arrangements will be made for your child to transfer to her/his new school.

Parents and Friends

We welcome the participation of all parents and friends in the life of the school. During the school year, teachers will be asking for help with:

- Assisting in classrooms;
 - Reading;
 - Writing;
 - Mathematics;
- Helping with supervision on school excursions
- Running a Parent Club during lunchtime
- Classroom Representatives
- Being part of the Leadership Conference or ICT Learning Conference
- Grounds maintenance
- School community events

Any time you can give to the school is **greatly appreciated** by both the teachers and the children. Parents also have the opportunity to participate in the decision-making processes at the school through School Council and its Sub-committees.

School Council & Council Sub-Committees

The School Council is a legal body responsible for the school's general education policy. Its further responsibilities include the maintenance and improvement of buildings and grounds, maintaining an overview of all monies coming into the school from the Department of Education and Training and parental sources and the stimulation of community interest in the school.

We invite parents/carers to become actively involved in the school's operations by joining one of the following Sub-committees:

- Finance & Fundraising
- Sustainability & Facilities
- Education & Policy
- Wellbeing and Community
- Out of School Hours Care
- Road safety & active transport
- Reconciliation Action Group



Essential Education Items

Parents are asked to pay the Essential Education Items fee to the school. The contribution amount is approved by School Council for each year and is payable per child.

This contribution helps towards the purchase and maintenance of classroom learning materials, resources and consumables that your child requires for the school year, art supplies, digital media equipment, interest, photocopying, online subscriptions, African Drumming, incursions and excursion for the year, Early Years resources, PYP (Primary Years Programme),

To assist families, we offer a range of payment options, which can be discussed with our Business Manager at the office.

School Levies

The Department of Education and Training provides funding to each school through the SRP, (Student Resource Package). However the School needs to supplement this funding for the materials the students use in their educational program.

PLEASE NOTE: If you are experiencing financial difficulties or would like to arrange a payment plan please see the Business Manager through our school office or call 9687 1910.

Essential Learning Levies for Years Foundation to Year 6

Essential Education Levy including Excursion Levy (Years F to 6)	\$470.00
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Optional Education Items will also be offered to all students on a user pays basis, separately to the above levies. Permission notes and payment requests for these will be issued with plenty of notice and payment options.

Camps, Sports & Excursions Fund (CSEF)

The Camps, Sports & Excursions (CSEF) is provided to assist eligible families with the costs associated with participating in camps, sports and excursions at school.

To be eligible for receipt of the CSEF you must:

- be either a parent or guardian of a primary or secondary school student, **and**;
- be an eligible beneficiary of a Centrelink pension, allowance or benefit within the meaning of the State Concessions Act 2004 **or** be a Veterans Affairs (TPI) pensioner **or** be a foster parent, **and**;
- submit an application to the school by the due date.

Consequently parents/guardians are able to access the CSEF if they have a current Health Care Card or Pension Card.

The school will notify families when applications are open. The CSEF is an annual payment to the school of the eligible applications. In 2018 the payment was \$125 per student for primary school students.

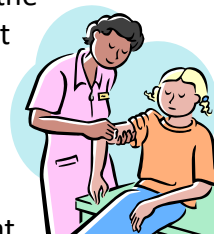
Please see <http://www.education.vic.gov.au/about/programs/health/Pages/csef.aspx> for further information.

Please note that the school is not able to process late applications.

Immunisation

All new enrolments must provide their Immunisation History Statement at the time of enrolment provide by Medicare. This is a mandatory requirement by the Department of Education. A copy of your child blue/green book is not sufficient.

While immunisation is not compulsory, but parents need to be aware that their child/children would be excluded from school during an outbreak of measles, diphtheria, polio etc. if our records indicate that immunisation is incomplete.



If your child is not immunised or immunisation is incomplete, you are still required to provide either an Immunisation History Statement or Conscientious Objection letter from Medicare. Please contact Medicare to request a copy.

Medication

If your child needs to take medication on an ongoing or temporary basis, parents must complete a Medication Authority Form which details administration of the medication during school hours. Medication is only administered by specific first aid personnel.

Head Lice

Please check your child's hair regularly. Lotions are available from your local chemist or the Council. Children with an infestation must stay home until the hair is treated.

Infectious Diseases

The law states that a child must be excluded from school if s/he has:

- Chicken Pox..... until fully recovered
- Measles..... at least seven days
- German Measles..... until fully recovered and at least four days
from the onset of the rash
- Whooping Cough 5 days after commencing antibiotics.
- Hepatitis..... medical certificate needed
- Impetigo (school sores) until treated, must be covered while treated
- Ringworm..... medical certificate needed
- Mumps..... until fully recovered
- Scabies medical certificate needed
- Head Lice until treated
- Vomiting.....48 hours from the last instance



Wellbeing & Discipline

The school has a firm, but fair approach to student welfare and discipline. Our Student Engagement Policy promotes self-discipline, positive interaction and behaviour and encourages students to take responsibility for their own actions.

Our Student Code of Conduct clearly states the rights and responsibilities of each individual and stipulates logical, graded consequences for unacceptable behaviour.

Parents will always be notified if there has been a concern about behavior so we can work together to support the child.

Learning at Home

Homework should be regarded as an extension of your child's learning. It should be enjoyable, challenging and strengthen an interest in learning. It should provide opportunities in which the parents/carers and the child can share what the child is doing at school. Please see our website for more details about our policy



Outside School Hours Care

Outside school hours care at Footscray Primary School is provided. The operation times are 7.30 – 8.45 am and 3.30 – 6.00 pm, Monday to Friday. More information will be provided at Foundation transition sessions.