Seabrook Primary School
Learning with Confidence

Parent and Student Handbook 2014
83-105 Point Cook Road, Seabrook VIC 3028
Ph: 03 9395 1758 / Fax: 03 9395 1761
**IB Mission Statement**

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

- our parents
- our teachers
- our community
- our future

**Seabrook Primary School Mission Statement**

Seabrook Primary School aims to deliver best learning and teaching practice which supports and develops learners who are knowledgeable and seek to display an international perspective. Teachers, students and the wider community assist in the development of life-long learners who contribute responsibly to the global community. Our teaching and learning mission is to provide challenging, rigorous and significant programs incorporating an international perspective.

Our community nurtures the individual talents of children so that they become critical and compassionate thinkers, and life-long learners, individuals who are open to the differences that exist in our global community.
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OVERVIEW

Seabrook Primary School is an internationally minded community that provides a supportive, nurturing and challenging environment that encourages high expectations for success. Our aim is to develop inquiring, knowledgeable and caring young people who are lifelong learners by providing for individual differences and learning styles. We are committed to providing a safe, secure and harmonious school, where each student’s self-esteem is fostered by positive relationships with students, staff and the wider community. We share our cultural diversity to nurture growth, responsibility, and productivity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our academic, physical, social and emotional accomplishments.

Seabrook Primary School has over 900 children, 70 staff (teaching and non teaching). Our school features a courtyard design of 14 permanent classrooms, a new 6 home base learning community, a growing cluster of portable classrooms, an administration wing, art and library wing and gymnasium centre. Our school facilities include a music room with stage into the gymnasium, an automated library, classroom laptops and desktops computers and a fully equipped canteen area. The school is housed on one site, with excellent facilities - gym, music room, 2 art rooms and a library on one site.

Seabrook is a multicultural community with children coming from at least 89 different countries. We value and promote international mindedness throughout our school programs.

Great emphasis is placed on creating a caring environment for students, staff and parents by
• encouraging open communication
• building links between home and school
• developing a school culture that promotes equity for all members
• fostering mutual respect
• promoting self-esteem
• seeking community opinion
• promoting personal qualities of honesty, thoughtfulness, politeness and consideration for others

Our aim is to adopt a “forward thinking” approach to curriculum development and delivery through the Primary Years Programme so that our students will be engaged in a curriculum that prepares them for their future. We design curriculum so that learning is engaging, relevant, challenging and significant. We emphasise personalised learning and goal setting.

Our staff offers a wide range of expertise and a diversity of skills in curriculum. We offer a comprehensive curriculum which includes English, Maths, Science, Humanities, Health, Physical Education, Visual Arts, Dance and Drama, Italian and Technology Studies. Specialist teachers provide programs in the areas of Visual Arts, Library, Physical Education, Music and Italian.

To enhance students’ learning to their full potential we offer the following programs -
• literacy and numeracy throughout the school using a staff coaching/mentoring system
• inquiry learning which incorporates Creative thinking, Philosophy, De Bono’s Thinking Hats, Mind Mapping,
• Peer support program
• a differentiated curriculum through personalised learning and goal setting
• Art Gallery in the administration block
• out of hours sports clinics, music classes, chess
• camping and swimming programs
• access for all through a network computer system and wide range of ICT tools

The school community is eager to promote a Sun Smart policy and provide large shade areas for children. Plantings will continue be undertaken over to ensure the provision of shade protection with shade/sails areas. School Council aims to further develop the play and sporting areas in the future.

We aim to build strong relationships amongst students, staff, parents and the wider community. We respond to the diverse learning needs of students by encouraging continuous improvement across our learning community and regular evaluation of our school programs.
To improve student engagement and wellbeing Seabrook Primary School has focused on and implemented the following initiatives:

- Existence of 3 learning communities to provide care and information to all year levels
- Owing to the large numbers, a split timetable has been operational so that students in years P-2 have their own recess and lunch break and years 3-6 have separate break times. This provides safe and harmonious play environments for all students out in the yard.
- Promoting ‘It’s not OK to be away’ approach and monitoring student attendance regularly by following student absentees through the three Assistant Principals.
- Constructing and implementing essential agreements and consequences in all areas of the school between teachers and students.
- Developing, where appropriate, student behaviour plans.
- Developing, where appropriate, individual learning plans.

**A MESSAGE FROM THE PRINCIPAL**

This information booklet publication aims to provide the basic necessary information you will need to start at Seabrook Primary School. The teachers and School Council are committed to providing the highest quality educational opportunity for every child. We aim to create an environment where all members of the school community are valued and can work together in a co-operative manner. Enjoyment and success are an integral part of school life.

Included within this document are: Learning and Teaching policies, Student Dress Code and Behaviour Codes, Canteen and general information, and a variety of surveys. Our aim is to support the needs of the children and their families. Please return the surveys so that we can put programs in place that reflect your needs. We ask for your support in our aim to enforce our compulsory school uniform and a harmonious, safe school environment. Our 4 year Strategic Plan, which is available upon request, our term by term curriculum overviews and curriculum priorities based on the International Baccalaureate (IB) Primary Years Programme (PYP) provides every parent/guardian with an overall picture of Seabrook’s aims and future directions for your child’s education.

These next years will be very exciting at Seabrook as we continue our work with the International Baccalaureate (IB) in embedding the philosophies and practices of the PYP and AUSTRALIAN CURRICULUM. 2011 sees our school strive towards full authorization through the International Baccalaureate (IB). The INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT is central to the culture and value statements Seabrook has practiced since the school’s inception in 1997. The IB’s Mission Statement helps the PYP School to understand their role in the critical educative process.

Welcome to Seabrook Primary and we look forward to your feedback and support as we share the responsibility of working together to provide a rewarding and productive future for our children.

*Susan Lee*
Principal
SCHOOL HOURS AND TERM DATES

2014 Term Date
Term 1: 29 January to 4 April
Term 2: 22 April to 27 June
Term 3: 14 July to 19 September
Term 4: 6 October to 19 December

Prep starting days for Term 1:  
- Some Preps start THURSDAY 30 JAN (Parents will be notified)
- All Preps attend school FRIDAY 31 JAN

Preps will start at 8.50am and end at 3.10pm as do all children.

Please Note: All Preps do not attend school on Wednesdays for the first 6 weeks.

Bell Times  
- Class Commences for all students is 8.50 a.m.
- Class ends for all students at 3.10 p.m.

PLEASE NOTE:  
Unless otherwise communicated:  
End of term dismissals will be:

Terms 1, 2 & 3 - 2.30pm
Term 4 - 1.30pm

School Contact Details  
Seabrook Primary School  
83-105 Point Cook Road SEABROOK VIC 3028  
PHONE: 03 9395 1758   FAX: 03 9395 1761   EMAIL: seabrook.ps@edumail.vic.gov.au   WEBSITE: www.seabrook.vic.edu.au

School Administration  
Principal - Mrs Susan Lee
Assistant Principals:
Prep Learning Community - Mrs Ann O’Connor
Junior Learning Community - Mrs Carmen Sacco
Senior Learning Community - Ms Dolores Giordimaina

School Council President - Mrs Ann-Marie Lloyd

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GENERAL INFORMATION

PARKING
Limited on-site parent parking is located by the tennis courts on Point Cook Road. A pick-up and drop-off zone is located here but parents are asked to limit their time to a minute to allow other drivers’ access. Parents are requested to take care when parking and reversing leaving clear access. Please also be considerate of other pedestrians using the area, especially children entering this area who are harder to see.

Limited parking is available on some side streets around the school but please consider the rights of residents and observe the street signage as they are enforced by local authorities. The other two car parks on site are for staff and delivery vehicles only.

HEALTH AND FIRST AID
Our first aid room is located in the administration block and is attended by our staff. We attend to all needs and will inform parents by phone for more serious concerns. We keep records of children who attend sick bay and copies are sent home with your child.

In cases when your child requires special medication to be administered during school hours we require specific administration details, including child’s name and grade, brought to office in a bag. Our office staff will administer the medication which is housed in the office until it is collected at the end of the day.

Allergies and Asthma
Please provide us with particular details and a written plan if your child suffers from any allergies or asthma. We refer to the written plan from your doctor which you supply to us on enrolment and updates throughout the year.

General Hygiene
We encourage children to bring a wash bag to school containing a towel and soap (or alternative) to use regularly. Soap and hand dryers are located in all children’s toilets.

EARLY DISMISSAL
In cases where children need to be collected by parents or guardians before the end of the school day an early dismissal slip should be completed at the office prior to collection from the classroom. Prior notice, by phone or note, of the early dismissal is appreciated.

HOME LEARNING
We feel that reading and the sharing of books is a highly valued activity at all grade levels in the early grades, homework may consist entirely of reading activities. In older grades, the expectation is that children will continue to read regularly at home. In addition to this, the teacher may require spelling practice, maths practice, research work and so forth, depending on the needs of the child. We regularly ask children to bring an artefact related to the current Inquiry. Teachers provide details prior.

Teachers assign homework for many reasons. It can help children review and practise what they have learned, get ready for the next day’s lessons and to learn to use resources such as libraries and reference materials. Homework can also help children to develop good habits and attitudes. It can encourage them to work independently, to develop self-discipline, to be responsible (e.g. meeting deadlines), and to love learning.

How long should homework take to complete?
The following are average times that we would expect students to take to complete homework. Please note that some teachers give homework on a daily basis whilst others prefer to do so weekly. However the time spent by the child should average out at approximately the following:

- Prep Grade: 10-20 minutes
- Grades 1 to 6: 30-40 minutes

What about weekends and holidays?
Generally, from Prep to Grade 3, homework other than reading is not set for weekend and holidays, leaving time free for other experiences and relaxing. There may be infrequent exceptions to this. In Grades 4, 5 and 6, homework will sometimes be set for these times to meet project deadlines and in gradual preparation for the increasing homework commitments of Secondary School.
PARENT COMMUNICATION
Parents are encouraged to communicate with the school via telephone, in person or via note. Parents wishing to speak with the class teacher regarding particular concerns are encouraged to arrange a mutually agreeable time.

SCHOOL COMMUNICATION

Weekly Newsletter
A weekly newsletter usually comes home Thursdays with the eldest child providing information about past and up-coming events and activities at the school and beyond. Notes from classrooms may be posted to homes or forwarded via your child also. Other communication which is grade specific may be sent home on any day. Please check your child’s bag.

The newsletter is also available online at www.seabrook.vic.edu.au

Where permission or money is required, we request it is returned by the due date in a clearly marked envelope either provided by the school or home. Details to be included: child’s name, grade, teacher, activity name and amount included.

SCHOOL BOOKLIST AND VOLUNTARY LEVY
At present the School Council asks parents/guardians to pay an annual Levy per child. This covers all the requisites and equipment your child should need. The School Council has also requested that each family contributes $20.00 towards grounds development.

The Department of Education and Early Childhood Development (DEECD) provides significant funds, but it is necessary, if we are to achieve quality learning and a worthwhile environment, that all children’s voluntary levies are paid. As you are aware, new schools have magnificent facilities but they do not have equipment and books for your children. We need to purchase equipment from school funds and locally raised monies. I ask parents to come and see me if they have financial difficulties.

A detailed booklist is sent home in November/December with each child. An example has been included in this folder. It is most unlikely that you can better the very cheap prices we are able to negotiate by bulk ordering and set pre-packaging for each year level. Our aim is to assist you and your child.

ATTENDANCE AND PUNCTUALITY
We believe it is vital that children arrive to their classes before the start of the day with enough time to meet class mates, hang up bags and conduct other daily tasks. Children need to be in class ready to start learning before the start of the day in order to hear the daily plan and instructions. This helps them to a settled day. School starts at 8.50am and concludes at 3.10pm.

We understand that during peak times traffic congestion is an issue. Please allow extra time for drop off and collection and we encourage families to consider walking/riding with your child or car pooling with neighbours.

BEFORE/AFTER SCHOOL CARE PROGRAM
A Before and After School Care Program is run in one of our portable classrooms. Children must be enrolled to attend each day, week or Term, depending on the requirement.

To find out more or to enrol your child in Before and/or After School Care please call Carolyn - the Program Co-coordinator on 0411 302 879, or come and visit the program between 7.30am & 9.00am & 3.10pm & 6.00pm. An enrolment form can be found online at www.oschclub.com.au

SCHOOL RECORD UPDATE
All family details are recorded by the school office at the time of a student enrolment. Over time and for many reasons these details may change. It is most important when details change, that you notify the office of these changes. A common change these days is mobile phone numbers, therefore making it very hard to contact in cases of urgency. Please inform any person you name as an emergency contact that they may receive a call if we cannot contact you.

If required, a School Record Update form can be found in the back of this Handbook or online at www.seabrook.vic.edu.au

EMA – EDUCATIONAL MAINTENANCE ALLOWANCE
For parents on a Health Care Benefit Card, payments can be claimed twice yearly in February and July. Please watch the school newsletter for details of when to claim.
**PREP TRANSITION PROGRAM**

We would like to extend an invitation to all parents and Prep children who will be starting at Seabrook to attend our transition program. Our aim is to make the change from kindergarten or home as smooth as possible for the children. We believe that if the children are familiar with the school playground, specialist facilities such as library and art room, and also know some of the staff they will look forward to school over the holidays and settle into regular school hours more quickly in the New Year.

A flyer detailing the Transition Events Program we have planned for parents and children is available from the school office or online. We hope you will be able to attend most of our events.

All parents who have enrolled their child/ren at Seabrook will receive a letter confirming their child’s placement.

**A Note to all working Parents**

We appreciate that some of these arrangements maybe difficult for working parents. Please advise if you are unable to attend some of the events and we will organise alternate arrangements for you. Our aim is to assist a smooth transition for all new Prep children.

Please contact the Preparatory Learning Community Assistant Principal if you have any questions on 9395 1758.

**Prep School Entry**

All Prep children will begin school later than all other students. Please refer to page 3 of this Handbook. **Book lists** are available in December from the office or at the information evening. Please return the tear-off section from the book list to the office as soon as possible. We will then place your order with our suppliers.

**Book packs** can be collected and paid for at the school one week prior to commencing Term 1. The dates and times for Book Pack pick up will be notified on the Book List. Payments can be made ahead.

**Grade placements** are given out during the last week in December. Your child will be given a starting time for day one on the grade placement list. This enables teachers to speak to each child individually and helps to create a calm entry into school.

Parents will be notified of the starting time and date for your child’s first day term 1. Please take your child to their classroom at the given time. Parents are asked to leave their child in the classroom with the teacher as soon as they can. If you have any questions, come over and see us at the office.

- For six weeks, Preps will be required to attend school from 8.50am – 3.10pm Monday, Tuesday, Thursday and Friday only. Prep children are **not** required to attend school on Wednesdays during this period, unless they are requested to attend in order for teachers to conduct our pre-assessment. Parents will be advised of this.
- After February, Prep children will attend school for five full days (Monday to Friday) from 8.50am to 3.10pm.
- Preps will be able to access the Before and After School Program from day one Term 1.

Parents needing special requirements for their children should contact the Assistant Principal as soon as possible.

**Pre-School / School Communication**

We want to make starting school a smooth process for your child. To help us in composing classes, we may speak with some of the preschool centres. If you are happy for us to speak with your child’s preschool centre, please complete the Authorisation form in the back of this Handbook.

Our aim is to make your child’s transition into school a pleasant, memorable experience. We look forward to meeting you and your child/children. If you have any questions, please ring the school office on 9395 1758.
ENROLMENT

Point Cook Education Precinct Enrolment Information for Parents
The following information regarding enrolment policy and procedures is provided for parents who live in the Point Cook Education Precinct (PCEP) which is in general terms the area covered by the Point Cook postcode.

The PCEP is currently experiencing population growth that has resulted in significant increases in enrolments across Point Cook schools. A further three P-9 Colleges are planned for the PCEP; these sites are identified in the 2011 Melways.

Enrolment Ceilings
To manage enrolments across the PCEP and ensure all students have the right to attend their nearest neighbourhood school enrolment ceilings have been placed on Carranballac P-9 College, Point Cook P-9 College and Seabrook Primary School (PS). The local neighbourhood area of each school is generated by using mid-point boundaries between schools. Each school in the PCEP has a map of their local neighbourhood area generated by the DEECD, which will be used to clarify any uncertainty parents may have about their neighbourhood school. If you are uncertain of your local neighbourhood area further details for schools within the PCEP are provided below.

Neighbourhood maps for schools with enrolment ceilings, including those schools in the PCEP, are available from the Western Metropolitan Region website at http://www.education.vic.gov.au/region/western/parents/enrolmentceilings.htm

How do enrolment ceilings work?
An enrolment ceiling is put in place to ensure students from the local neighbourhood area can be accommodated in the facilities available. Consistent with DEECD policy when an enrolment ceiling is in place students are enrolled in priority order:-

• all students who reside in the neighbourhood area and wish to enrol at the school
• students with sibling entitlements

Given the number of requests anticipated in 2014 the principals in the PCEP will be unable to enrol students who do not meet these priorities. In exceptional circumstances, where there are compassionate grounds arising from significant family or individual circumstances, parents may lodge a request to review this decision with the Regional Director at Western Metropolitan Region (Level 3, 417 Barkly Street West Footscray 3012).

Enrolment Information for 2014
Enrolments for 2014 will open at each school in the first week of Term 2 2014. Confirmation of enrolment will be provided during Term 3 2014.

Frequently asked questions

How do I find out which School neighbourhood area I live in?
All schools are provided with maps of their local neighbourhood area. The contact details for the schools within the Point Cook Education Precinct are provided below. They will be able to confirm your local neighbourhood area and answer any questions you have.

Why have my neighbours across the road been told their children are to attend a different school to mine?
Local neighbourhood areas for each school are calculated by taking the midpoint between a school and the next neighbouring school in each direction. Therefore the mid-point can result in either side of a street or different neighbours on the same side of a street falling into different school neighbourhood areas. All schools are provided with maps so they can accurately identify their neighbourhood areas and provide clarification for parents. Please contact any of the schools listed below if you have any further questions or require further clarification.

I live in Sanctuary Lakes, which is my neighbourhood school?
Most of Sanctuary Lakes and Saltwater Estate falls within the local neighbourhood area of Altona Green PS and entitlement to attend as the neighbourhood school is maintained. As there is no direct road access from Sanctuary Lakes or Saltwater to the school because of Skeleton Creek, parents in the Altona Green PS local neighbourhood area south of Skeleton Creek will have the option of enrolling at Carranballac P-9 College subject to the following enrolment ceiling priority order:

• all students who reside in the neighbourhood area and wish to enrol at the school.
• Students with sibling entitlements.

Consequently families in this area will be given priority to attend Carranballac P-9. Please contact Carranballac P-9 if further clarification is required.
**What will happen to the local neighbourhood boundaries when a new school is built?**
As the boundaries for local neighbourhood areas are calculated by the mid-point between two schools, they are recalculated when new schools are built. This will happen as future schools in the PCEP open.

**Contact Details for further information**

**Carranballac P-9 College**  
Principal: Mr. Peter Kearney  
Phone: 03 9395 3533  
Website: www.carranballac.vic.edu.au

**Point Cook P-9 College**  
Principal: Mr. Mick Hayes  
Phone: 03 8348 7100  
Website: www.pcc.vic.edu.au

**Seabrook Primary School**  
Principal: Ms Susan Lee  
Phone: 03 9395 1758  
Website: www.seabrook.vic.edu.au
SCHOOL COUNCIL

School Council Members
Seabrook School Council is made up of parents and teachers and has responsibilities which cover:

- Curriculum
- Finance
- Facilities (caring for our grounds and buildings)
- School promotions
- School uniform
- Canteen

School Council holds a minimum of 8 meetings throughout the year. Observers are always welcome.

Your current School Council Conveners are:

- Executive Officer: Susan Lee
- School Council President: Ann-Marie Lloyd
- School Council Vice President:
- Treasurer:
- Building and Grounds:
- Canteen Liaison:
- Afterschool Care Liaison:
- Curriculum:
- Secretary:
- Promotion and Fund Raising:

School Council Sub-Committee
If you would like to join a School Council sub-committee and help support your new school, please fill in the form at the back of this Handbook and hand it into the school office.

SCHOOL UNIFORM
Seabrook School Council wishes to inform our community that Council supports a compulsory school uniform. Children are expected to wear the correct school uniform every day and an explanatory note is expected if this cannot be provided.

1. It displays pride in our school.
2. It discourages peer group pressure and competition of dress.
3. It is generally more economical.
4. It looks great.

An example of the Uniform order form and price list is included in this booklet. Originals can be obtained from the office.

NOTE: PLEASE LABEL YOUR CHILDREN'S CLOTHING CLEARLY AND RE-LABEL REGULARLY

The Seabrook Second hand Uniform Shop is open every Thursday of the school term from 2.30pm to 3.30pm in the Seabrook Meeting Room (next to the Senior Library). If your son or daughter has grown out of their uniform, please bring them in to the Uniform Shop and they can sell them for you. For more information contact Kerrin on 0414 199 877 or Rebecca on 0412 311 009.

CANTEEN
The School Canteen is outsourced and provides good quality, reasonably priced lunches in line with Departmental regulations. The canteen window is open for sales at recess and lunchtime, and is operational everyday of the week. A current menu and pricelist will be sent home to all students and their families, during term one. An example of the current price list can be found at the back of this Handbook.

PARENTS’ CLUB
This is a body of keenly interested parents who meet to discuss a variety of educational and fundraising matters adding support to the school from the parent community. Parents’ Club meets on negotiated dates, mostly at the school. We hope you will join us to have fun and support our kids. If you wish to join the Seabrook Parents’ Club, please fill in the form at the back of this Handbook.
THE PRIMARY YEARS CURRICULUM OVERVIEW

At the centre of the Primary Years Programme curriculum are five essential elements: approaches to learning, concepts, approaches to teaching, attitudes, and action including the exhibition. The aim of the programme is to help students acquire a holistic understanding of six main themes. PYP promotes authentic learning that is inquiry based and conceptually driven.

The key concepts within the programme are based around the power of questioning.

**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?

**A Set of Attitudes**

Living out this programme requires all educators to articulate and model a common set of shared values and attitudes. **These are:**

- Appreciation
- Commitment
- Confidence
- Co-operation
- Open Minded
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Creativity
- Respect
- Tolerance

**Six Transdisciplinary Themes**

The essential elements at the centre of the curriculum model are developed and applied in a context defined by the six transdisciplinary themes:

- Who we are
- How we express ourselves
- How we organise ourselves
- Where we are in place and time
- How the world works
- Sharing the planet
LEARNER PROFILE AND ATTITUDES

Learner Profile
The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The ten attributes of the Learner Profile characterize individuals with an international perspective and define the type of learner we hope to develop. We view all members of our school community as learners; all students, teachers, parents and members of the school administration strive towards living the Learner Profile.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>They develop their natural curiosity. They have acquired 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.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>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.</td>
</tr>
<tr>
<td>Risk Takers</td>
<td>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 beliefs.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>Principled</td>
<td>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.</td>
</tr>
<tr>
<td>Caring</td>
<td>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.</td>
</tr>
<tr>
<td>Open Minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to 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.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
</tr>
<tr>
<td>Reflective</td>
<td>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.</td>
</tr>
</tbody>
</table>
LEARNING AND TEACHING POLICY
At Seabrook Primary School our teaching and learning practices are aimed at improving outcomes for all our students.

Our curriculum is based on recommended Department of Education and Early Childhood Development Curriculum Guidelines, National Curriculum and the International Baccalaureate Primary Years Programme (PYP).

Incorporating the Australian Curriculum and the Primary Years Programme Seabrook’s curriculum aims to provide each student with a range of appropriate experiences which will:

- be engaging, relevant, challenging and significant
- assist students in taking responsibility and improving their own learning
- promote improvement to the point of excellence in learning, and
- develop our students’ self-esteem, confidence and independence

Guidelines for action
At Seabrook Primary School we make basic assumptions about learning which underpin our actions.

These are:

- All students want to learn and are capable of learning.
- Learning is best supported in classrooms which promote a co-operative and inquiry based learning approach.
- Classrooms which promote self-esteem and confidence aid learning.
- Students need regular feedback and teacher reflective statements commenting on their learning performance (skills, knowledge and action) in order to improve their learning.
- The development and understanding of concepts or ‘big ideas’ about the world through a curriculum that is broad and comprehensive (PYP’s six transdisciplinary themes).
- Student setting learning goals, tracking learning through developmental continua and reflection.
- Keeping profiles, samples of work and anecdotal records help teachers plan appropriate learning experiences for each student.

Curriculum teams and unit teams therefore attempt to develop learning and teaching approaches which:

- build upon previous learning which will lead to future learning
- build confidence in the use of inquiry process, experimenting and creative activities
- focus on creating situations where students can practice and apply their skills and knowledge
- assist students in active participation in their learning, by presenting an integrated curriculum approaches to learning
- match teaching styles to learning styles
- enhance co-operation and support between students, students and teachers, students, teachers and parents
- fosters risk taking
- plan situations which build self-awareness and enjoyment
ENGLISH POLICY STATEMENT

Philosophy:
Language is an integral part of our world. It is fundamental to learning and permeates our program. It underpins our functioning; it empowers our communication and enables us to make meaning of a diverse world. To function effectively in society children need to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts. Language is a tool that enables people to find information and to express their ideas and opinions.

Students’ need to:
- learn language
- learn about language
- learn through language

Our school values and supports development in
- the language of instruction – English
- the students’ mother tongue languages
- students’ exposure to further languages

At Seabrook we currently provide
- English as the language of instruction
- ESL instruction and support for students with little or no knowledge of English
- Italian instruction from Year 1 onwards
- Many opportunities to gain exposure to various languages and cultures through music, art, festivals, assemblies, community events and diverse units of inquiry across the curriculum

Through enthusiastic, meaningful experiences students will develop an understanding and appreciation of language. A rich, literate environment in which all aspects of language are developed is necessary. This will nurture an appreciation of the richness of language and a love of literature. Literacy develops through the active engagement of learners and through meaningful interactions rather than isolated activities.

Language is a complex web of connection. All strands are taught and learnt simultaneously. Language connects all elements of the curriculum.

Language involves:
- speaking and listening
- written communication
- reading
- visual communication- viewing and presenting, digital learning, multimodal texts etc.

Beliefs about Mother Tongue Language
Members of the Seabrook community come together with a vast range of languages and language experiences. Due to the nature and diversity of the student population we recognise the need to provide an environment that is respectful of all mother tongue languages, where all cultures are valued and to provide an inclusive environment for students and community members. We believe a solid foundation and continued development of the mother tongue language is essential in the development of language and is crucial in maintaining identity, cultural understanding and empathy.

Language connection between home and school is vital as are connections between classrooms, the library and the wider community.

To encourage and support mother tongue development we:
- provide bilingual dictionaries, books and DVDs, in a range of languages
- display posters and labels in different languages
- have bilingual versions of well-known stories
- celebrate international mindedness and diversity
- encourage children to bring in a wide range of artefacts
- encourage parents and community members to visit classrooms, read stories in different languages and share experiences
- support families to access language classes- offer information, support applications
Languages Other Than English (LOTE)

Seabrook P.S. offers the children from Year 1 to year 6 the opportunity to learn Italian. We believe exposure to more than one language offers multiple perspectives, enriches personal growth and helps facilitate international understanding. Our LOTE teachers nurture, inspire and challenge students to explore, expand and realise their capacity to acquire another language. This provides students with the opportunity to access the world through the eyes of another culture and heritage. LOTE learning broadens the students’ knowledge, extends their cognitive skills and enhances understanding and appreciation of others. This allows them to reflect on their own language, develop more understanding of how other people think and feel, communicate and relate. The children learn to put themselves in another person’s shoes through learning another language.

The language strands – listening, speaking, reading, writing, viewing and presenting are taught simultaneously. The children learn the language, learn about language and learn through language.

The LOTE program provides students with stimulating and inspiring experiences. All children are valued for their efforts and individuality and are encouraged to “have a go”.

The mission statement, learner profile and attitudes are all displayed and explored during the LOTE program.

English as a Second Language (ESL)

At Seabrook we believe that our ESL program should:

- support children in their integration into the school’s academic and social programs in a relaxed, nurturing and stress free learning atmosphere students develop the confidence necessary to take risks and accept their own linguistic experimentations
- provide instruction which allows children to develop English according to their individual needs and abilities
- be an enjoyable experience for children as this will foster the students’ motivation, interest, desire to learn and their level of achievement
- build on the cultural and language experience the child already has
- help maintain communication between home and school
- build on what is already known

English is the language of instruction at Seabrook. The students are immersed in an English speaking environment and are nurtured and supported – linguistically, emotionally, socially by the classroom teacher, support staff and the school community. The goal of this support is the development of confidence and independence so the students can interact and join in with English speaking students as quickly and as often as possible.

The Seabrook program is designed to provide support to children as they move into a new language. Through this support they will learn and use English. We think of ALL teachers as English teachers because we know that all our students are developing their knowledge and understanding of English in every subject and class that they take.

New arrivals will often access the Western Language School for intense language instruction in a small group setting.

Often the students at Seabrook will work in small, flexible groups. They will develop concepts, vocabulary and structures which will allow them to receive (listen and read) and express (speak and write) the English language. The students will learn both social and school English. Social English will help students function successfully in the classroom, in the playground, at birthday parties etc.

The language that is used in classrooms is more difficult and complex than social English. It is the language and skills that students need to be successful in learning. Sometimes teachers will concentrate on the vocabulary and concepts that the student will need for classroom work. Support staff and the classroom teacher cooperate to give the ESL students the best possible preparation in this kind of language acquisition.

Within the classroom students learn about the conventions and structures of English so that they can use language correctly. Vocabulary and spelling are practiced and implemented in authentic writing tasks. Though language permeates all learning and inquires there are many units of inquiry which focus on language. Often intense front loading and/or materials in the child’s mother tongue will help the student access the information required to explore inquiry. By participating in a wide range of school activities such as singing, dancing, art activities, sport, camps, excursions, assemblies, etc. students are continuously using and reinforcing their reading, writing, speaking and listening skills.

Students who join us with very limited or no English cannot be expected to participate as fully as fluent speakers of English so teachers modify or adapt the experiences to reflect the level of the student’s competencies. As the ESL student gains fluency in English the teachers’ expectations rise to reflect the child’s growing knowledge and use of English.
Purpose:
At Seabrook Primary School our teaching and learning practices are aimed at improving outcomes for all students. Our Language Curriculum aims to provide each student with a range of appropriate experiences to enhance their literacy skills in all components of language learning.

Aims:
The purpose of the Language Program is to:
- ensure all children are supported and extended, enabling them to develop and improve their literacy skills
- provide a challenging and comprehensive literacy program that encompasses all modes of language learning
- develop students’ self-esteem, confidence, proficiency and independence in language learning

Implementation:
Classroom practices in language learning will reflect the Learning and Teaching Policy which states that:
- all students want to learn and are capable of learning
- as a community we are committed to a constructivist, inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills
- learning is best supported in classrooms that promote a co-operative approach to learning
- classrooms will promote self-esteem and confidence in learning
- the curriculum is broad and comprehensive and will cater for all students’ needs
- the curriculum will develop the abilities of each student

We will develop teaching and learning practices that:
- reflect the PYP Language Scope and Sequence, AUSTRALIAN CURRICULUM English, school guides, advice from Western Region and incorporates the Western Australia First Steps materials
- recognise that literacy involved thinking, speaking, listening, viewing, reading and writing within a relevant context
- build upon previous learning which will lead to future learning
- support a differentiated approach to address the competencies, experiences, learning needs and styles of students
- build confidence in the use of the inquiry process, experimenting and employing creative activities
- recognise that the development of literacy is central to all key learning areas
- teachers will be given the opportunity to share their professional knowledge, expertise and talents through co-operative planning both within year levels and across departments
- through professional development teachers will be given the opportunity to enhance their repertoire of teaching strategies

Resourcing
- a language program budget will be developed in line with the school global budget to manage resources
- in the early years home reading and guided reading materials will be leveled using the Reading Recovery Levels as a guide
- all materials that support the English program will be catalogued through the library and housed in classrooms as needed
- the library program will be used to support the English
- senior students will borrow reading materials through the library
- parents will provide additional assistance for students and support in classrooms
- Reading Recovery will be provided for students in Year 1

Evaluation:
The language program will be monitored through:
- outcome measures, the goals and benchmarks stated in the School Annual Implementation Plan and School Strategic Review
- Student’s progress will be tracked using the SPA data, Assessment and Reporting schedule, First Steps continua and Suite of Data.
- Individual Learning Improvement Plans will be prepared for students with particular needs.
MATHEMATICS POLICY STATEMENT

At Seabrook Primary School, our Mathematics Curriculum aims to provide a sequential, activity-based program which enables student learning through the provision of developmental experiences that relate to real life situations. In the PYP, mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us.

**Purpose**

- To develop in children a positive attitude and appreciation of mathematics as part of everyday life, that is useful, relevant and enjoyable.
- To recognise and cater for children’s individual needs and build upon previous experiences.
- To provide opportunities to develop skills, concepts and strategies necessary to function effectively in mathematical situations.
- To provide support for parents so they may increase their understanding and involvement in their children’s mathematical development.
- To understand the dynamic role of mathematics in a changing world.
- To foster confidence and independence in solving mathematical problems.

**Guidelines**

The Seabrook Primary School Mathematics Curriculum encompasses the following dimensions:

- Number
- Structure
- Space
- Measurement
- Chance and Data
- Working Mathematically

as outlined in the Victorian Essential Learning Standards (AUSTRALIAN CURRICULUM)

In each grade, students will work according to their ability and teachers will plan through direct experiences to meet their individual needs. Efforts will be made to broaden as well as extend children’s understanding of mathematical concepts.

**Implementation**

Leading Teachers will support classroom teams in the development of learning and teaching practice that:

- provide maths lessons in conjunction with the AUSTRALIAN CURRICULUM progression points
- includes structured, purposeful inquiry as the main approach to teaching and learning mathematics in the PYP
- cater for the individual ability range of the children and provides extra support through Individual Learning Improvement Plans where required
- relate to everyday experiences, with real-life problem solving
- provide Professional Development in mathematics which is ongoing and extends theory and practice
- builds upon previous learning
- encourages estimation and approximation skills
- encourages parental participation in activities designed to develop a greater understanding of current approaches to mathematics
- includes the use of ICT, such as Mathletics, Targeting Maths
- makes links with transdisciplinary themes within the programme of inquiry This will enhance student’s understanding of mathematics in the world

**Resourcing**

Based on priority needs, mini-school leaders will determine the allocation of funds within the development and sustainability of a comprehensive Mathematics program, in line with the Schools Global Budget.

- A maths program budget will be developed in line with the school global budget to manage resources.
- Materials and equipment will be shared equitably between year levels.
- Maths reference books will be added to the library to assist with the development and planning of mathematical programs.
- Maths resources will be maintained by Numeracy Coaches.
- Whole School Information Technology Resourcing will be maintained and monitored. (Mathletics, Maths 300.)

**Monitoring**

The Maths Program will be monitored and assessed through:

- outcome measures stated in the Strategic Plan and AIP
- mathematics continua through the AUSTRALIAN CURRICULUM
- Individual Learning Improvement Plans.
- twice yearly written children’s reports
- DEECD National Assessment Program in Numeracy.
- Numeracy interview.
ASSESSMENT AND REPORTING

Purpose:
Assessment is an ongoing practice at Seabrook. The main objective of assessment is to provide feedback on the learning process. It is therefore central to all teaching and learning. Sound assessment requires multiple sources of evidence, collected over time that are planned and built into learning episodes. Teachers use a variety of formative and summative assessment tasks to assess and report on children’s learning. Assessment and reporting will involve written reports, portfolios and conferences.

Aims:
- To assess school and student achievement accurately and comprehensively in an ongoing productive learning environment using both the Primary Years Programme and the Australian Curriculum.
- To ensure a range of formative and summative assessment strategies are consistently planned for, implemented and analysed by students and teachers.
- For assessment to be used as learning, of learning and for learning.
- Students will be taught to reflect on their work, recognise their strengths and identify areas for improvement.
- To ensure assessment data is analysed to inform planning and subsequent modification of teaching and learning strategies for individualised students.
- To provide families with meaningful reports about their child’s progress and goals for future learning through student led conferences, student reports, portfolios and interviews.

Implementation:
- Assessment will be ongoing and timely, using a range of strategies and practices including written reports, conferences, portfolios, Suites of Data, summative and formative assessment.
- Reporting will include:
  - Term One: Parent Information Sharing Session
  - Term Two: Comprehensive summative written report
  - Student-Led Conferences
  - Portfolios to go home and be returned following conferences
  - Term Four: Comprehensive summative written report and portfolios to go home and stay home at end of year.
  - Student Suite of Data updated and handed onto future staff
- Self-assessment will be a feature of our assessment program

Evaluation:
- An Essential agreement on Assessment and Reporting will be reviewed annually and will clarify the responsibilities and expectations of teachers, students and parents.
- This policy will be reviewed as part of the school’s three year review cycle.
STUDENT ENGAGEMENT AND WELL BEING

All students have the right to feel safe, secure and included. The school seeks to ensure that all students are expected to take responsibility for their own actions and the resulting consequences. To achieve this, student behaviour is managed through a consistent and fair approach both in the classroom and out in the playground. The management of everyday student behaviour is documented in this plan. This procedural document outlines clear steps for students, parents and teachers to follow every day and also support the PYP learner profile and attitudes.

Through this whole school approach to student behaviour management, the school provides an environment whereby students:
- Have strong influence and input into their learning experiences
- Behave appropriately when learning and playing
- Possess positive self-esteem
- Demonstrate self-discipline
- Understand the consequences for both good and poor behavior

Support offered across the school for all grade levels includes:
- Support staff and teacher aides where necessary
- Reading recovery teachers
- DEECD Support Services: Psychologist, Social worker, Network Community workers, Speech therapist, Visiting Teacher services – hearing, vision, physical, health; Western language school, School nursing service

ESSENTIAL AGREEMENT
To help protect our rights and to encourage responsibility, the school has essential agreements for all of its members for the school community to embrace and adhere to.

Consequences
There are consequences which we follow when our essential agreements are broken and the rights of others are affected by poor behavior.

SELF DISCIPLINE AND RESPONSIBILITY
At Seabrook Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:
- Encouraging understanding and awareness of the Essential Agreements and school’s Mission Statement.
- Celebrating success and rewarding positive achievements to improve self-esteem e.g. assembly, school newsletter, notes home, portfolios, 3 way conferences.
- Encouraging interpersonal social skills between children driven by promoting the school motto ‘Seabrook Kids are Friendly Kids’.
- Encouraging friendships and positive relationships between all students driven by the learner profile and attitudes.
- Encouraging children to accept responsibility for their actions through a range of strategies such as implementing the ‘Stop, Think, Do’ program with the vision to implement the program.
- Providing a curriculum that is personalised and engaging.
- Providing a year 6 Leadership Program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school.
- Training for year 6 students in the art of conflict resolution by providing them with training and support within the Peer Mediation Program.
- Providing a differentiated curriculum across the school using goal setting.
- Providing children with the skills needed to solve problems.
- Providing programs which cater for the ‘Thinking Skills’ of students in the Middle Years such as De Bono’s Six Hats of Thinking and Direct Attention Thinking Tools and Philosophy for Children.
- Providing Individual Improvement Plans that are supported by parents for students who are experiencing difficulties at a class level.
- Providing students who are experiencing significant difficulties with outside agency support.
**CONSEQUENCES**
Breaches of school rules will incur consequences. Those actions will be a practical consequence of the misbehaviour.

### Classroom

| There are a range of consequences according to the severity of the behaviour. | Restate the rule. Redirect to task or expectation  
Restorative Practices Principles applied.  
- What happened?  
- What were you thinking at the time?  
- What have you thought since?  
- Did you make a good choice or a bad choice?  
- Who has been affected by what you have done? In what way?  
- What do you think you need to do to make things right?  
Exclusion from the activity (within the classroom) giving child time to reflect on the behaviour, prior to re-entry  
Exclusion from the classroom (within unit arrangement) allowing time for reflection prior to re-entry  
Excluded from play time activities to complete class work and/or restorative practice, incident documented.  
Meeting with co-coordinator, teacher and student  
OR  
Meeting with co-coordinator, teacher, student and parent/s  
OR  
Meeting with principal, co-coordinator, teacher, student and parent/s  
Outside support agencies contacted  
Support group established to monitor child’s progress.  
Suspension/expulsion as per DEECD guidelines |

### Re-entry

### Outdoor

| There are a range of consequences according to the severity of the behaviour. | Restate the rule/safety issues discussed.  
Restorative Practice Principles applied.  
- What happened?  
- What were you thinking at the time?  
- What have you thought since?  
- Did you make a good choice or a bad choice?  
- Who has been affected by what you have done? In what way?  
- What do you think you need to do to make things right?  
Accompany the teacher on duty during recess or lunch break to reflect on and discuss the incident.  
Withdrawn from playground and incident documented giving the child an opportunity to reflect and discuss incident and plan future strategies, (counselling) prior to re-entry to the yard.  
Alternative play structures investigated.  
Outside play times reduced, indoor activities enlisted.  
Meeting with, teacher, student and parent.  
OR  
Meeting with co-coordinator, teacher, student and parent/s  
OR  
Meeting with principal, co-coordinator, teacher, student and parent/s  
Outside support agencies contacted  
Support group established to monitor and support child’s progress.  
Suspension/expulsion as per DEECD guidelines |

### Re-entry
Children who abuse/swear abusively or their behaviour is dangerous to themselves or other, parent/s will be contacted immediately- children will be excluded from school until they can re-enter complying with the school rules.

- Although these are general guidelines, flexibility within the discipline procedures for individual students across the school may be necessary in order to cater for children’s emotional and social needs.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Seabrook Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

### Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• rich and rigorous teaching and learning experiences in an engaging environment which foster life-long learners</td>
<td>• take charge of their own learning (with support) using goal setting processes</td>
</tr>
<tr>
<td>• feel safe and secure without experiencing any level of intimidation, bullying (including cyber-bullying) or harassment</td>
<td>• do their best</td>
</tr>
<tr>
<td>• fully develop their talents and interests with confidence</td>
<td>• take action</td>
</tr>
<tr>
<td>• a differentiated curriculum that meets every individual student’s needs to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect</td>
<td>• be lifelong learners</td>
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<tr>
<td></td>
<td>• attend school on a regular basis</td>
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<tr>
<td></td>
<td>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</td>
</tr>
<tr>
<td></td>
<td>• demonstrate respect for the rights of others, including the right to learn</td>
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<tr>
<td></td>
<td>• as students’ progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community</td>
</tr>
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Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and cooperative environment</td>
<td>• fairly, reasonably and consistently, implement all school policies including the engagement policy</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for those students</td>
<td>• know how students learn and how to teach them effectively</td>
</tr>
<tr>
<td>• a respectful, safe environment in which to teach</td>
<td>• know the content they teach</td>
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<tr>
<td></td>
<td>• know their students</td>
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<td></td>
<td>• plan and assess for effective learning</td>
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<tr>
<td></td>
<td>• create and maintain safe and challenging learning environments</td>
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<td></td>
<td>• use a range of teaching strategies and resources to engage students in effective learning</td>
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<tr>
<td></td>
<td>• work co-operatively with parents to support student learning</td>
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<tr>
<td></td>
<td>• work collaboratively with professional learning teams</td>
</tr>
</tbody>
</table>
Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• parents/carers have a right to expect that their children will be</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>educated in a secure environment in which care, courtesy and respect</td>
<td>• promote positive educational outcomes for their children by taking an active interest in their</td>
</tr>
<tr>
<td>for the rights of others are encouraged</td>
<td>child’s educational progress and by modelling positive behaviours</td>
</tr>
<tr>
<td></td>
<td>• ensure their child’s regular attendance</td>
</tr>
<tr>
<td></td>
<td>• engage in regular and constructive communication with school staff regarding their child’s learning</td>
</tr>
<tr>
<td></td>
<td>• support the school in maintaining a safe and respectful learning environment for all students</td>
</tr>
<tr>
<td></td>
<td>• interact with staff and other parents in a constructive, respectful manner</td>
</tr>
<tr>
<td></td>
<td>• work co-operatively with teachers to support student learning</td>
</tr>
<tr>
<td></td>
<td>• take student related issues to staff members</td>
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<tr>
<td></td>
<td>• support all school policies and procedures</td>
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Diversity in the school community

Seabrook Primary School values the diversity of the school community. We aim to be respectful and inclusive to ensure that the rights of all individuals are protected. This will be achieved by ensuring open communication, clear expectations and consistency in our dealings with students, parents and staff.
A MODEL FOR A SUPPORTIVE SCHOOL ENVIRONMENT AT SEABROOK

A Model for a Supportive School Environment

- exclusion with a 'way back'
- alternative programs
- suspension
- withdrawal
- restitution
- daily report

POSITIVE SUPPORT

- Contracting
- Counselling
- Negotiating
- Confrontation skills
- Revising the school plan
- Resolving conflict
- Responding to harassment
- Support services
- Assertiveness training

PROBLEM SOLVING

- Personal and social development
- School community relationships
- Professional development
- Leadership
- Classroom management
- Positive school climate
- Effective learning and teaching
- Good relationships, mutual respect between students and teachers
- Community participation
- Physical environment
- Professional development
- Inclusive curriculum

PREVENTIVE: EFFECTIVE LEARNING IN A POSITIVE, SOCIOALLY ADJUSTED ENVIRONMENT

Whole School community collaborative planning involving staff, students and parents
ANTI-BULLYING POLICY

Purpose
Seabrook Primary School, as a dedicated Primary Years Programme school, believes that every person in our school community has the right to feel safe and have a sense of belonging. We seek to foster and affirm the worth and dignity of each member by promoting the PYP Attitudes of confidence, cooperation, empathy, tolerance and respect. We believe that each member of our school community should be committed to ensuring we have a safe and secure school, where the rights of all members, staff, parents and students are respected. The school will not tolerate any action that undermines a person’s right to feel safe, and it will take whatever steps are necessary to stop such behaviour.

Goals of Our Policy
- To provide a stable, safe and ordered environment within which students learn effectively and behave with integrity.
- To ensure positive relationships are created and maintained within the school community.
- To foster in students a feeling of pride and belonging to Seabrook Primary School as well as a connection to their local and global community.
- To encourage students to develop a sense of empathy and tolerance when interacting with each other.

Definition of Bullying
Bullying is a pattern of behaviour that can be deliberate or as a result of thoughtlessness by a person (or a group) towards another, which is designed to hurt, injure, embarrass, upset or discomfort an individual. It is the repeated misuse of power. It includes:
- Physical aggression.
- The use of put down comments or insults.
- Damage to the person or property.
- Deliberate exclusion from activities.
- Setting up humiliating experiences.
- Cyber bullying is the misuse of email systems or Internet forums, for sending aggressive or offensive emails.

Guidelines – What Are We Expected To Do?

Teachers/Staff Members
- Will act as role models of caring and tolerant behaviour.
- Encourage appropriate behaviour.
- Consistently refer to Essential Agreements regarding behaviour.
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships and individual differences.
- Will listen and act upon reports of bullying.
- Will protect the victim/target from further harm.
- Will act to stop the behaviour recurring.
- Will follow up/report to students and/or family.
- Implement sanctions where necessary.

Students who are Bullied
- Will speak to their teacher (or other staff member) and give him/her full details of the event.
- Will seek help from peers, parents, etc.

Students Witnessing Bullying Behaviour
- Will assist if they are able
- Will immediately seek teacher/staff assistance if they feel unable to assist.

Parents
- Will listen sympathetically to reports of bullying.
- Will speak to relevant school personnel.
- Will work with the school in seeking a permanent solution.
**Implementation**

- The school will keep adequate records of all reported bullying incidents.
- The school will work with the parents of the victim/target to assist their son/daughter to respond to bullying behaviour.
- The school will protect and support the victim/target of bullying, and will assist the student in order to assure that he/she will not be bullied in the future.
- The school will initially assist the bully to change his/her behaviour.
- Further transgressions will require additional counselling with the Principal or Student Counsellor.
- Resistance to behaviour change and repeated offending will lead to consequences ranging from detention, exclusion from class and playground, to after school detention.
- The school will meet with the parents of the child with the bullying behaviour to establish joint strategies for behaviour modification. In persistent cases, a Senior Education Officer will be contacted to intervene.

**Evaluation**

The Leadership team will review this policy with whole school community on a yearly basis and it will be brought to the attention of newly enrolled students and their families.
UNIFORM POLICY

Rationale
The School Council has developed the Seabrook Student Dress Code and the School Council has mandated that the school uniform is compulsory for all students. The Seabrook School Council supports the wearing of a compulsory school uniform because it:

- displays pride in the school
- discourages peer group pressure and competition in dress
- is generally more economical
- some items are unisex
- looks great

Student Dress Code
Seabrook has a compulsory school uniform which is available at Double C Jeanery, 2 Aviation Road, Laverton. All items meet the Department of Education and Early Childhood Development’s Student Dress Code requirements for both sexes apart for the winter tunic/skirt, and skort/summer dress.

Please note: Costs for uniforms are now tax deductible under the Education Tax Refund (ETR)

Official Winter Uniform

Boys
- Seabrook Woollen jumper
- White cotton classic short/long sleeve collared shirt
- Navy ‘American’ trousers

Girls
- Seabrook Woollen jumper
- White cotton short/long sleeve collared blouse
- Navy ‘American’ trousers
- Seabrook skirt with/without detachable bib

Socks and Footwear (Boys and Girls - summer and winter)

Socks: White or Navy
Stockings/tights/leggings: Navy only
Shoes: Black enclosed-toe school shoes or black runner. Sandals – rubber with Velcro straps and thongs are not acceptable due to safety concerns.

- A white singlet, spencer or white t-shirt may be worn as an undergarment for warmth.
- White polo tops, skivvies and t-shirts are not acceptable alternatives for the white cotton classic shirt or blouse.
- Grade 6 students have the option of ordering and wearing a grade 6 top which is first approved by the Uniform Committee

Official Summer Uniform

Boys
- Seabrook Woollen jumper
- White cotton classic short/long sleeve collared shirt
- Navy ‘American’ trousers
- Navy ‘American’ shorts

Girls
- Seabrook Woollen jumper
- White short/long sleeved cotton collared blouse
- Navy skort (new item) / ‘American’ trousers or shorts
- Seabrook Summer Dress
  For modesty girls may wear a pair of netball, bike shorts, boy leg undergarment discreetly above hemline.

Socks and Footwear (Boys and Girls - summer and winter)

Socks: White or Navy
Stockings/tights/leggings: Navy only
Shoes: Black enclosed-toe school shoes or black runner. Sandals – rubber with Velcro straps and thongs are not acceptable due to safety concerns.

Note: Children should be neat, clean and tidy at all times and have all items of clothing clearly named.

SPORTS WEAR

PREP – 2 HOUSE T-SHIRT Optional

- Grades Prep – 2 do not have an optional sports uniform as their timetabled sports activities are similar to those of general play activities of recess and lunch.
- House team coloured t-shirts may be worn on Fridays and house-team events/days. House team t-shirts are available from the second hand uniform shop or Double C Jeanery. Children are placed into a house team on enrolment. (Siblings are placed in the same house team).
OPTIONAL FOR STUDENTS IN YEARS 3 TO 6 ONLY:
The garments listed below are optional for grades 3 – 6 ONLY and may be worn on Fridays and days of timetabled physical education lessons, walk-a-thons, games days /sports carnival interschool events such as interschool sport, cross country races, swimming carnivals, athletics events, and other sporting events as outlined by the school. Items for boys and girls include:

• Navy Seabrook Rugby top
• Seabrook maroon short sleeve polo top
• Seabrook navy track pants(2 styles with maroon trim, existing items)
• Navy ‘American’ shorts/skort (new item)
• Runners, colour optional
• Socks, white or navy
• House team t-shirts. Jade, orange, cobalt and purple. These can be worn each Friday and for house team events. (Available at Double C Jeanery.) Children are placed into a house team on enrolment. (Siblings are placed into same house teams.)

Additional Items

Skin allergies
Double C Jeanery now offer the Seabrook woollen jumper (with logo) with optional cotton sleeve inserts for children who suffer from skin allergies or itching. These can be ordered from the store.

Accessories
If children are wearing accessories we request that they are in school colours of navy blue, maroon or white.
• Gloves may be worn in cooler weather.
• Navy Seabrook headbands, navy Seabrook scarves and navy Seabrook beanies are optional accessories and available from office.

Wet/cold Weather
Children may wear a navy coat or jacket from home for warmth or protection from the cold. (Please ensure the garments are clearly named). An approved navy jacket and a spray jacket are available for purchase form Double C Jeanery (see price list).

Jewellery
For safety reasons, no item of jewellery will be worn to school except for studs worn in pierced ears or when a letter is received from parents. (Some exemptions may be allowed, see below)

Hats
School navy hats (bucket style, legionnaire, wide brim) must be worn first and fourth terms and on days of high UV ratings. Children without hats must play under sheltered areas. Hats are available from office or Double C Jeanery.

School Bag – There is a Seabrook school bag available that comes with a four year warranty and is osteopath and chiropractic approved. Please enquire at the school office. Style and type of bag is personal choice.

SCHOOL COUNCIL RECOMMENDATIONS:
• Long hair on boys and girls should be tied back at all times for health and safety reasons. Hair accessories should reflect the school’s colour of navy and maroon (exceptions are Fridays and house-team event days where house team colours are acceptable).
• A spare set of clothes, including underwear and socks may be left at school in case of wet weather or accidents.
• Sunscreen lotion should be applied before school during hot weather and days of high UV ratings. Clear or skin tone zinc cream may be worn. Stick or roll-on sunscreen may be kept in your child’s bag to apply during the day.
• All garments must have child’s name clearly marked. Names to be marked on shoes. Items of uniform should be re-named after frequent washes.
• Parents experiencing financial difficulties need to approach the Principal for assistance.
• Only students in school uniform will be permitted to represent the school for excursions and sporting events.
• Students are required to wear uniform everyday so parents are expected to purchase sufficient uniform items to ensure this.

EXEMPTIONS:
Exceptions from the Student Dress Code may occur for special occasions, such as dress up days, casual dress days and camps. Some exemptions from the student dress code may be provided on the following grounds: religious beliefs, ethnic or cultural grounds, students with disabilities, health conditions or economic hardships. Request for exemption must be put in writing to the Principal where strict confidentiality will be ensured.
**Enforcement:**
Students are expected to attend school wearing the full uniform. If students are not in uniform an explanatory note from home must be forwarded to the school. Students who are out of uniform may incur the following consequences:

- The student may be excluded from an excursion or special event
- The student may be asked to wear a clean garment from the sick bay collection

Students who are out of uniform on a regular basis without an explanatory note from home will be spoken to, and an ‘out of uniform’ note will be sent home with follow-up phone call home.

Parents will be contacted and requested to bring uniform to school. An appointment may be made by the Principal to meet with parents.

**Uniform Purchase and Price**
All Seabrook Uniform items are available for purchase from Double C Jeanery, 2 Aviation Road Laverton. An example Price List can be found at the back of the Seabrook Handbook, from the store or on our website. School Council approved uniform is now claimable as part of the Education Tax Refund (ETR).

**Advice of Incomplete Uniform**
If a student is noted to be out of uniform, a Letter of Advice is sent home to Parents requesting a note be sent to school with an explanation for the incomplete uniform. An example of this letter can be viewed in the Seabrook Handbook.

**Lost Uniform Item**
If your child has lost in the classroom a part of their uniform e.g. jumper, a letter can be sent home to Parents of the children in your child’s classroom, requesting they check their child’s jumpers. It is important to have all your child’s uniform items labelled clearly.

**Review**
The Student Dress Code will be reviewed regularly and amended if necessary by School Council and the school community to ensure it is reflecting emerging safety and health issues or other significant issues within the community.

**Secondhand Uniform Shop**
The Seabrook Secondhand Uniform Shop is open each Thursday between 2.30 and 3.30pm in the Seabrook meeting room adjacent to the senior library. Parents may visit or contact either Kerrin on 0414 199 877 or kerrins@maxnet.co.nz or Rebecca on 0412 311 009 or srandrew@iprimus.com.au for more information.
SUN SMART POLICY

Aim
Our Sun Smart policy has been designed to ensure that all staff and students attending this school are protected from skin damage caused by the harmful UV rays of the sun. It is to be implemented throughout the year but with particular emphasis in Terms 1 and 4, or as determined by the Seabrook School Council.

Behaviour
As apart of our Sun Smart strategies our school will:
- Require children to wear hats, which protect the face, neck and ears whenever they are outside. (E.g. recess, lunchtime, sport and excursions).
- Encourage the daily application of sunscreen before school and prior to the lunch break or any extended periods of time outside. (Sun screen is located in every room.)
- Encourage children to use available areas of shade for outdoor activities.
- Encourage staff and parents to act as role models by practicing Sun Smart behaviour.

Curriculum
- Incorporate program on skin cancer prevention into the curriculum at all grade levels.
- Regularly reinforce Sun Smart behaviour in a positive way through newsletters and through student and teacher activities.
- Ensure the Sun Smart policy is reflected in the planning of all outdoor events (e.g. camps, excursions, sporting events).

Environment
- Schedule outdoor activities before 11:00am and after 3pm whenever possible in Terms 1 & 4.
- Organize outdoor activities to be held in areas of shade whenever possible.
- Work towards increasing the number of shelter and trees so as to provide adequate shelter in the school grounds.
- Purchase large umbrellas for seated areas in the courtyard.
- A hot day timetable operates in extreme weather.

Evaluation
The Welfare Committee will evaluate the Sun Smart policy annually. They will:
- Review the Sun Smart behaviour of students, staff, parents and visitors and make recommendations for improvement.
- Assess the shade provision and usage and make recommendations for increased shade provision by surveying students as to their ideas and suggestions about shade.
- Update and promote curriculum material relevant to Sun Smart activities.
ASTHMA MANAGEMENT

Seabrook Primary School is an Asthma Friendly School. We take our responsibilities to students with asthma very seriously. Asthma is a condition that can be serious and may require emergency treatment while at school. It is important therefore, to have up to date information about the management of your child’s asthma.

At the back of this Handbook you will find the Asthma Action Plan which outlines the Victorian Schools’ Asthma Policy for Emergency Treatment of an asthma attack. This must be followed in all Victorian Government schools and is recommended as best practice in all other schools. If your child’s treatment differs from this, there is space on the plan for a preferred treatment, but this must be signed by a qualified, practicing Medical Practitioner. This management form should be updated annually or whenever your child’s asthma or asthma medications change significantly.

If there is no Asthma Action Plan provided by you for your child’s asthma management, the school staff will use the standard asthma first aid as detailed in Schools Asthma Policy, if your child has been known to have asthma or is having breathing difficulty.

The school also reserves the right to call an ambulance for any child they consider to be have an asthma attack or if a child is having difficulty breathing. Please ensure your child is covered by ambulance cover if you do not have a health care card.

For further information about asthma management contact Asthma Victoria.

Please help us to responsibly care for your child while at school by completing and returning the attached plan as soon as possible. If you have any queries regarding this, please don’t hesitate to contact the office.

ANAPHYLAXIS MANAGEMENT

At Seabrook Primary School, we acknowledge anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed as being at risk, awareness of triggers (allergens), and prevention of exposure to these triggers.

Staff at Seabrook are trained annually but rely on information provided by parents and doctors to help manage this condition.

Communication between parents and the school is important in ensuring that certain foods or items are kept away from the student while at school. If there is no information provided by you for your child’s anaphylaxis management, the school staff will be guided by the Department of Education and Early Childhood Development Anaphylaxis model policy.

The school also reserves the right to call an ambulance for any child they consider to be have an attack or if a child is having difficulty breathing. Please ensure your child is covered by ambulance cover if you do not have a health care card.

Resources and support on Anaphylaxis can be obtained from the following websites:

- www.allergy.org.au, provides information on allergies.
- www.allergyfacts.org.au, provides a telephone support line for information and support to help manage anaphylaxis
- www.rch.org.au, provides information about allergies and the services provided by the Royal Children’s Hospital
- www.education.vic.gov.au/anaphylaxis provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

HEAD LICE MANAGEMENT

Head Lice Summary and facts

Head lice are small, wingless insects that live, breed and feed on the human scalp and lay eggs (nits) on the hair and cause an itchy scalp. They do not carry or transmit disease. They have been around for thousands of years and, given the chance, will move from head to head without discrimination. They are common in children and their families. A female louse will lay between three to eight eggs (nits) per day in the hair, within 1.5cm of the scalp. These eggs resemble dandruff, but cannot be brushed off. Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.
People get head lice from direct head-to-head contact with another person who has head lice. This can happen when people play, cuddle or work closely together. Head lice are most common among children and their families. If your family has head lice, tell anyone who has had head-to-head contact with them, so that they can check and treat their family if needed. There is no need to treat the whole family, unless they also have head lice.

Concentrate on treating the affected person's head. There is no evidence to suggest that you need to clean the house or the classroom. The only linen that requires specific washing is the affected person’s pillowcase. This should be washed in hot water (at least 60C) or put in a clothes dryer on the hot or warm setting for 10 minutes.

The itchiness may not disappear immediately after treatment. Persistent itch is not a reason to repeat the treatment.

**Finding head lice**
Half of the people who have head lice never scratch their head, so itching is not a reliable sign. Lice can be hard to spot because they move quickly. The easiest and most effective way to find head lice is to follow these steps weekly:

**Step 1** Comb hair conditioner on to **dry, brushed (detangled) hair**. This makes it difficult for lice to grip the hair or run around.

**Step 2** Wipe the conditioner from the comb onto a paper towel or tissue.

**Step 3** Look on the tissue and on the comb for lice and eggs.

**Step 4** Repeat the combing for every part of the head at least four or five times.

**Step 5** If the person has been treated recently and only hatched eggs are found, you may not have to treat them again since the eggs could be from the old infection.

**Step 6** If lice or eggs are found, the person should be treated.

**Treating head lice** - The two preferred treatment options available for treating head lice are the ‘conditioner and comb’ method and the use of an insecticide. **The conditioner and comb method** described under ‘Finding head lice’ can be used every second day until no live lice have been found for 10 days.

**Head lice combs** - Head lice combs with long rounded stainless steel teeth, positioned very close together, are the most effective. However, any head lice comb can be used.

**Preventing head lice** - There is no product available that prevents head lice. However, tying long hair back and checking weekly for lice, using the conditioner and comb method, can help prevent the spread.
Dear Parents,

Re: The School Asthma Action Plan.

We are pleased to inform you that this school takes its responsibilities to students with asthma very seriously.

Asthma is a condition that can be serious and may require emergency treatment while at school. It is important therefore, to have up to date information about the management of your child’s asthma.

Attached to this letter is a School Asthma Action Plan that we request you complete (in consultation with and signed by your child’s Medical Practitioner).

The attached Asthma Action Plan outlines the Victorian Schools’ Asthma Policy for Emergency Treatment of an Asthma Attack, that must be followed in all Victorian Government schools and is recommended as best practice in all other schools. If, however, your child’s emergency treatment differs from this, there is space on the plan for a preferred treatment, but this must be signed by a qualified, practising Medical Practitioner. This management form should be updated annually or whenever the student’s asthma or asthma medications change significantly.

If there is no Asthma Action Plan provided by you for your child’s asthma management, the school staff will use the standard asthma first aid as detailed in the Schools Asthma Policy if your child has been known to have asthma or is having difficulty breathing.

The school also reserves the right to call an ambulance for any child they consider to be having an asthma attack or if a child is having difficulty breathing. Please ensure your child is covered by ambulance cover if you do not have a health care card.

For further information about asthma management contact Asthma Victoria on 9326 7088 or toll free number 1800 645 130 or www.asthma.org.au.

Please help us to responsibly care for your child while at school by completing and returning the attached plan as soon as possible. If you have any queries regarding this please don’t hesitate to contact me our School First Aid Officer. Thank you for your cooperation in this matter.

Yours sincerely,

Susan Joyce

Asthma Educator
The School Asthma Action Plan

SCHOOL ASTHMA ACTION PLAN

This record is to be completed by parents/carers in consultation with their child’s doctor. Please tick the appropriate box and print your answers clearly in the blank spaces where indicated. The information on this Plan is confidential. All staff that care for your child will have access to this information. The school will only disclose this information to others with your consent if it is to be used elsewhere. Please contact the school at any time if you need to update this Plan or you have any questions about the management of asthma at school. If no Asthma Action Plan is provided by the parent/carer, the staff will treat asthma symptoms as outlined in the Victorian Schools Asthma Policy (Section 4.5.10.3 of the Department of Education and Early Childhood Development Victorian Government Schools’ Reference Guide).

STUDENT’S PERSONAL DETAILS

Student’s Name_________________________ Gender M F
Date of Birth __/__/___ Form/Class_________________ Teacher_________________________
Ambulance Membership Yes No Membership No.______________________________
What other health management plans does this student have, if any?_________________________
Emergency Contact (e.g. parent/carer)
Name_________________________ Relationship_________________________
Ph: (H)____________________ (W)____________________ (M)____________________
Doctor_________________________ Ph:_________________________

USUAL ASTHMA ACTION PLAN

Usual signs of student’s asthma:
☐ Wheeze ☐ Tight Chest ☐ Cough ☐ Difficulty breathing ☐ Difficulty talking ☐ Other_________________________

Signs student’s asthma is getting worse
☐ Wheeze ☐ Tight Chest ☐ Cough ☐ Difficulty breathing ☐ Difficulty talking ☐ Other_________________________

Student’s Asthma Triggers
☐ Cold/flu ☐ Exercise ☐ Smoke ☐ Pollens ☐ Dust ☐ Other_________________________

Asthma Medication Requirements (Including relievers, preventers, symptom controllers, combination)

<table>
<thead>
<tr>
<th>Name of Medication (e.g. Ventolin, Flutiform)</th>
<th>Method (e.g. puffer &amp; spacer, turbuhaler)</th>
<th>When and how much? (e.g. 1 puff in morning and night, before exercise)</th>
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</tbody>
</table>

Does the student need assistance taking their medication? Yes No If yes, how?_________________________

Managing Exercise Induced Asthma (EIA)

If exercise is a trigger for this student they should follow these steps to prepare for exercise:
1. Take their blue reliever or doctor recommended medication 5-10 minutes before warm up. Warm up appropriately before exercise or activity and always cool down following activity and be alert for asthma symptoms after exercise.

If a student gets EIA during exercise they should:
1. Stop the exercise or activity and refer to the student’s asthma first aid plan (on back page). If their symptoms recommence, DO NOT RETURN TO THE ACTIVITY for the rest of the day and inform the parent/carer any incident.

© The Asthma Foundation of Victoria September 2010
# The School First Aid Plan

## ASTHMA FIRST AID PLAN

Please tick preferred Asthma First Aid Plan
- [ ] Victorian Schools Asthma Policy for Asthma First Aid

*(Section 4.5.10.3 of the Department of Education and Early Childhood Development Victorian Government Schools’ Reference Guide)*

**Step 1.** Sit the person upright
- be calm and reassuring.
- Do not leave them alone.

**Step 2.** Give medication
- Shake the blue reliever puffer
- Use a spacer if you have one
- Give 4 separate puffs into a spacer
- Take 4 breaths from the spacer after each puff

*You can use a Bricanyl Turbuhaler if you do not have access to a puffer and spacer.*

Giving blue reliever medication to someone who doesn’t have asthma is unlikely to harm them.

**Step 3.** Wait 4 minutes
- If there is no improvement, repeat steps 2.

**Step 4.** If there is still no improvement call emergency assistance (DIAL 000).
- Tell the operator the person is having an asthma attack
- Keep giving 4 puffs every 4 minutes while you wait for emergency assistance

**Call emergency assistance immediately (DIAL 000) if the person’s asthma suddenly becomes worse**

**OR**

- [ ] Student’s Asthma First Aid Plan (if different from above)

---

- Please notify me if my child regularly has asthma symptoms at school.
- Please notify me if my child has received Asthma First Aid.
- In the event of an asthma attack, I agree to my son/daughter receiving the treatment described above.
- I authorise school staff to assist my child with taking asthma medication should they require help.
- I will notify you in writing if there are any changes to these instructions.
- I agree to pay all expenses incurred for any medical treatment deemed necessary.

Parent’s/Guardian’s Signature: _______________________________ Date __/__/____

Doctor’s Signature: _______________________________ Date __/__/____

For further information about the Victorian Schools Asthma Policy or asthma management please contact The Asthma Foundation of Victoria on (03) 9326 7088, toll free 1800 645 130, or visit [www.asthma.org.au](http://www.asthma.org.au)

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Seabrook Primary School
PREP BOOKLIST 2012

Please keep this booklist to check off the goods when you pay for and collect your order. Your books must be pre-ordered. Please complete the bottom section and return it to school by Tuesday 6th December. Collection of book packs is Wednesday 26th January between 8.30am and 6pm. Payment can be made at the school office on pickup day, when you will be given a receipt to take to the Art Room to collect your order. If you wish to pay prior to pick up day, please proceed directly to the Staff room with your receipt on book pickup day. Payments are accepted on Credit Card (no American Express), EFTPOS, cash or cheque.

PART 1: Individual Student Stationery – Individually Packaged

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>Qty</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Glue Stick 35g</td>
<td>2</td>
<td>Noris Club Maxi Learner Pencils Assorted Pack 10</td>
</tr>
<tr>
<td>6</td>
<td>A4 Sheet Protectors 10Pack</td>
<td>2</td>
<td>Document Wallets (1 Blue and 1 Green)</td>
</tr>
<tr>
<td>1</td>
<td>A4 Binder Insert 4 D Ring 25mm White</td>
<td>8</td>
<td>Staedtler Triplus Jumbo 2B Triangular Pencil</td>
</tr>
<tr>
<td>4</td>
<td>Scrap Book 165mmx245mm 64 pages</td>
<td>1</td>
<td>A4 Exercise Book 24mm Dotted Thirds 48 pages</td>
</tr>
<tr>
<td>3</td>
<td>Scrap Book 165mmx245mm 64 pages</td>
<td>1</td>
<td>12Pack Twister Crayons</td>
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<tr>
<td>3</td>
<td>3cm Wooden Ruler</td>
<td>2</td>
<td>Whiteboard Marker Bullet Black</td>
</tr>
<tr>
<td>1</td>
<td>Student Scissors 135mm Blue</td>
<td>1</td>
<td>Seabrook Smart Hat (not included in pack, given out in classroom)</td>
</tr>
<tr>
<td>1</td>
<td>10Pack Faber-Castell Connector Pens</td>
<td>1</td>
<td>Pencil Case Tartan Giant 2 Zip 375 x 284mm</td>
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</tbody>
</table>

Please retain book satchel

PART 1 TOTAL $ 50.00

PART 2: Essential Educational Items

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Art &amp; Craft Materials</td>
<td>10.00</td>
<td>Computer Software &amp; Consumables</td>
<td>15.00</td>
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<tr>
<td>(children to supply own art shirt)</td>
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<td></td>
<td></td>
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<tr>
<td>Library Books &amp; Requisites</td>
<td>15.00</td>
<td>Physical Education &amp; Sport Equipment</td>
<td>15.00</td>
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<tr>
<td>English &amp; Reading Books &amp; Requisites</td>
<td>15.00</td>
<td>Photocopied &amp; Printed Material</td>
<td>10.00</td>
</tr>
<tr>
<td>Mathematics Equipment &amp; Requisites</td>
<td>10.00</td>
<td>Classroom Project Materials</td>
<td>15.00</td>
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<tr>
<td>Kitchen Materials &amp; Requisites</td>
<td>10.00</td>
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<tr>
<td>Science Materials &amp; Requisites</td>
<td>15.00</td>
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</table>

PART 2 TOTAL $ 130.00

PART 3: Laptop Program Levy

PART 3 TOTAL $ 40.00

PART 4: School Council Voluntary Financial Contributions

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child</td>
<td>Used for school improvements and purchase major equipment</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Eldest Child Only</td>
<td>School Council Grounds Improvement voluntary levy</td>
<td>30.00</td>
<td></td>
</tr>
</tbody>
</table>

PART 3 TOTAL $ 40.00

PART 1 + PART 2 + PART 3 TOTALS $ 260.00

Parents have a choice to place an order or purchase their individual student stationery (Part 1). We request that all parents pay for the essential educational items, requisites and equipment and School Council voluntary financial contributions. To place an order, detach the slip below and return to the School Office by Tuesday 6th December.

GRADE PREP BOOKLIST 2012: CHILD’S NAME:

<table>
<thead>
<tr>
<th>PART 1: Individual Student Stationery</th>
<th>PART 3: Laptop Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART 2: Essential Educational Items</th>
<th>PART 4: School Council Voluntary Financial Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

TOTAL $ 

PARENT SIGNATURE:
PLEASE NOTE: Sports Uniform is for students in years 3 to 6 only.

- Wind/Shower proof jacket Light weight (can be folded away in a pouch) $28.00.
- Wind/Shower proof jacket with dark blue polar fleece lining $38.00.
Dear Parent/Carer,

It has been noticed that ____________ has not been wearing the complete Seabrook school uniform on a regular basis.

We thank you for your support in providing the correct school uniform and wish to politely point out that ________________ is not / are not part of our uniform.

For odd times when your child cannot wear the correct uniform, a short explanatory note to the class teacher will be sufficient.

If you experience any difficulties in supplying the correct uniform items, please contact Susan Lee.

Thank you.

Seabrook Uniform Committee

Signed ________________________________  Assistant Principal
DATE

Dear Parents/Guardians,

One of our students has recently misplaced their Seabrook school jumper / school rugby top.
We are asking parents to check their children’s jumpers for correct identification.

If your child has accidentally brought home someone else’s jumper, the owner would be grateful if you could kindly return it to the classroom.

Please label or re-name your children’s clothing on a regular basis so we can return any missing items to the rightful owner.

Thank you for supporting all our children and families at Seabrook.

CLASS TEACHERS NAME

School Council has introduced this process as a positive way for our community to demonstrate caring and support for each other. This courtesy letter is available to all families when your child’s jumper is considered missing. Please let your child’s classroom teacher know so this letter can be sent out to your child’s grade on your behalf.
<table>
<thead>
<tr>
<th>Sandwiches, Rolls &amp; Wraps</th>
<th>Salad Tube</th>
<th>Hot Foods</th>
<th>Hot Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available on White, Multi or Wholemeal</td>
<td>Available in two Sizes</td>
<td>Fantastic Noodles $3.00</td>
<td>Hawaiian Pizza $3.50</td>
</tr>
<tr>
<td>Basic Ham or Cheese, or Egg or Tuna with</td>
<td>500ml = $4.00 for EGG, HAM OR TUNA $4.50 FOR ROAST CHICKEN</td>
<td>Nachos with salsa, light cheese $3.50</td>
<td>Margherita Pizza (H) $3.50</td>
</tr>
<tr>
<td>sandwich</td>
<td>750ml = $6.50 EGG, HAM OR TUNA</td>
<td>Meat Pie (H) $3.00</td>
<td>Vegetarian Pizza (H) $3.50</td>
</tr>
<tr>
<td>add cheese, tomato, lettuce</td>
<td>$0.00 FOR ROAST CHICKEN</td>
<td>Sausage Roll (King) $3.00</td>
<td>Lasagne $3.00</td>
</tr>
<tr>
<td>(carrot or beetroot add extra $1.50)</td>
<td></td>
<td>Spinach &amp; Feta Log (GF) $2.00</td>
<td>Mac &amp; Cheese $3.50</td>
</tr>
<tr>
<td>Full Salad sandwich</td>
<td></td>
<td>Hot Dogs with free sauce</td>
<td>Beef N-Burger or Wrap (with tomato, lettuce &amp; onion)</td>
</tr>
<tr>
<td>(no cheese)</td>
<td>$3.50</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Veggie</td>
<td></td>
<td></td>
<td>Mac &amp; Cheese $3.50</td>
</tr>
<tr>
<td>10 inch Wraps (GF) or</td>
<td>$2.00</td>
<td></td>
<td>Beef N-Burger or Wrap</td>
</tr>
<tr>
<td>Jaffles</td>
<td>$0.50</td>
<td></td>
<td>(with tomato, lettuce &amp; onion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kids Meal $3.00</td>
</tr>
</tbody>
</table>

**Daily Specials:**

- **Mondays and Fridays:** Chicken and Vegetable Soup
- **Tuesdays:** Pumpkin Soup
- **Wednesdays:** Fried Rice
- **Thursdays:** Minestrone Soup
- **All homemade and available in two sizes:**
  - **Soups:** small $2.50, medium $3.50
  - **Fried Rice:** medium $3.50, large $5.00

<table>
<thead>
<tr>
<th>Combios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burger Combi: Chicken Burger UJ Juice $5.50</td>
</tr>
<tr>
<td>JU Juice $5.50</td>
</tr>
<tr>
<td>&quot;MEAL COMBO&quot; Hot Dog Big M Choc or Straw Muffin $4.50</td>
</tr>
<tr>
<td>Nursery Combi: 5 X Chilli Nuggets 4 X Mini Pot Cakes Juice Box $5.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drinks</th>
<th>Recess Food (Hot)</th>
<th>Frozen Treats</th>
<th>Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big M Choc or Strawb.</td>
<td>(Only available at Recess)</td>
<td></td>
<td>Turmeric $1.50</td>
</tr>
<tr>
<td>Just Juice Box various</td>
<td>Goujons (H) $0.50</td>
<td></td>
<td>Carrot Sticks $1.00</td>
</tr>
<tr>
<td>Quench various</td>
<td>Chik. Balls (H) $0.50</td>
<td></td>
<td>UJ Snacks $1.00</td>
</tr>
<tr>
<td>Berry JU</td>
<td>Hash Brown $1.00</td>
<td></td>
<td>Popcorn $1.20</td>
</tr>
<tr>
<td>Dr Multi V 350ml</td>
<td>dusk Brown $1.00</td>
<td></td>
<td>Nameko Noodle $1.00</td>
</tr>
<tr>
<td>Focus Flavored Water</td>
<td>Dim Sim $0.80</td>
<td></td>
<td>Snack $0.50</td>
</tr>
<tr>
<td>Water 350ml</td>
<td>with soya sau $1.00</td>
<td></td>
<td>Cheesers $0.80</td>
</tr>
<tr>
<td>Water 600ml</td>
<td>Buttered Pasta $1.00</td>
<td></td>
<td>Jelly small $0.50</td>
</tr>
<tr>
<td>Hot Chocolate with marshmallow</td>
<td>Meatball each $0.50</td>
<td></td>
<td>Jelly large $1.00</td>
</tr>
</tbody>
</table>

*Item Available at Lunch*

Please write child's name, grade and ROOM NUMBER and order on a Paper Bag along with amount enclosed. If correct money is NOT enclosed, a deduction or alternative will be given. No responsibility is taken for lost change. Add 10c if Bag is required and please NO STAPLES or TAPE, fold bag in quarter to keep money secure. (H) Stands for Halal accredited item. GF stand for Gluten Free item.
Seabrook Primary School

CHANGE OF DETAILS FORM

Child’s Name: .................................................................
Grade: .................................................................
Telephone Home: .................................................................
Address: .................................................................
Mother’s Name: .................................................................
Contact Numbers
Work: .................................................................
Mobile: .................................................................
Email .................................................................

Father’s Name: .................................................................
Contact Numbers
Work: .................................................................
Mobile: .................................................................
Email .................................................................

Emergency Contacts
1. Name: .................................................................
   Telephone: .................................................................
   Relationship to child: .................................................................
2. Name: .................................................................
   Telephone: .................................................................
   Relationship to child: .................................................................
3. Name: .................................................................
   Telephone: .................................................................
   Relationship to child: .................................................................

Signature:................................................................. Date.................................
WE NEED YOUR HELP

Parents Club - seabrookhelpers@live.com.au

I would like to join the Seabrook Parents’ Club

My name is _______________________________ and contact phone number is _______________________________

My child’s name/s ________________________________________________________

Signed: ________________________________________________________________

School Council Sub-Committee

I am interested in joining a School Council sub-committee to help support our school.

My name is _______________________________ and contact phone number is _______________________________

My eldest child’s name is ________________________________________________________

☐ Uniform sub-committee ☐ Grounds and Building sub-committee
☐ Promotions/Fundraising sub-committee ☐ After School Care sub-committee
☐ Finance sub-committee

Signed: ________________________________________________________________