

Toora Primary School

Parent Handbook 2024



5 Harriet Street, TOORA VIC 3962

T: 03 56 862 283 | E: toora.ps@education.vic.gov.au | W: www.tooraps.vic.edu.au

SCHOOL PRINCIPAL'S WELCOME

Dear Parents,

On behalf of the Toora Primary School community, I would like to extend a very warm welcome to you as you enrol your child and become a valued member of our learning community.

We are proud of our school and the combined efforts of staff, students and parents. By working together with shared goals and objectives, we are able to provide a stimulating learning environment that supports and challenges each individual to reach their full potential. We have high expectations of each other in the areas of behaviour, quality of teaching and learning, attitudes and performance. All our decisions are based on what is best for our students and their learning.

You play a vital role in the education of your child. The importance you place on school impacts on your child's attitude and commitment to achieve. Children enjoy having their parents involved in school activities but just as importantly need to share and practice their learning with you at home. A positive home/school partnership leads to better school performance by children and we invite you to become familiar with your child's school.

We are extremely proud of our school buildings and beautiful and diverse grounds. We continue to work with our school community to improve the learning environment for students. With students, parents and staff working together we are creating and maintaining exciting and safe natural outside "classrooms" along with maintaining and expanding the use of our buildings. Our sports hall is an excellent asset for the school and the wider community for sports activities.

I trust that your association with Toora Primary School will be a happy and rewarding one.

Warm regards,

Luke Haustorfer.

*Luke Haustorfer
Principal*



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GENERAL INFORMATION

SCHOOL ADMINISTRATION DETAILS

Address: 5 Harriet Street, TOORA VIC 3962

Phone: 03 56 862283

Email: toora.ps@education.vic.gov.au

Website: www.tooraps.vic.edu.au

Bank Details:

BSB: 063-093

Account Number: 10002664

Account Name: Toora Primary School Council Official Account

When paying anything for school via Direct Deposit please always use your **FAMILY name as reference** ie:
SMITH Uniform

OUR LOGO



After an extensive consultation period involving staff, students, families and the broader community, our new school logo was released in 2018. The new logo incorporates the school motto, *From the hills to the sea being the best we can be*, our school colours, local landmarks that are synonymous with our town and Indigenous themes to acknowledge the Traditional Custodians of Country and recognise their continuing connection to land, sea, culture and community.

STAFF PROFILES - Teaching Staff



Principal
Luke Haustorfer
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Teacher
Greta Fullagar
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Teacher
Chelsea Tuckett
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Teacher
Sarah Lind
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Teacher
Molly Crawford
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Learning Specialist
Elissa Jackson
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Teacher
Katelyn Ardley
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MARC Library Teacher
Jeanette Johnson
Jeanette.johnson@education.vic.gov.au

STAFF PROFILES - Education Support Team



Business Manager
Di Walker

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School Wellbeing Officer
Deb Clavarino

debbie.clavarino@education.vic.gov.au



Education Support
Hannah Weston

Hannah.weston@education.vic.gov.au

Photo to come

Education Support
Carole Bohn

Photo to come

Education Support
Mikayla Lewis

Photo to come

Jarryd Guganovic
Maintenance

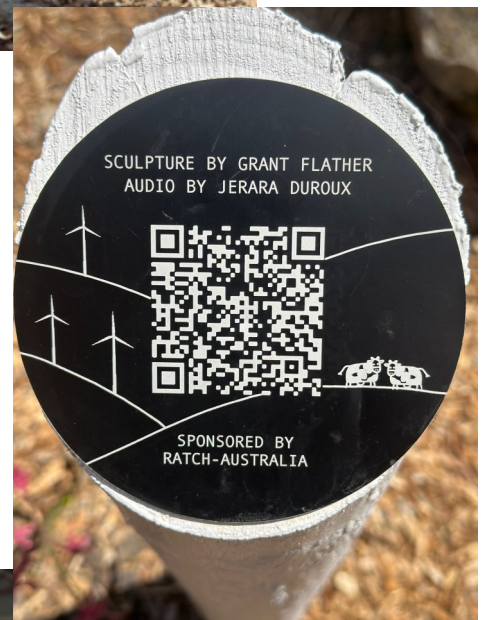




On the grounds of the Toora Primary School, you will find a beautiful sculpture depicting Borun the Pelican, his bark canoe and Tuk the Musk Duck.

Borun and Tuk are the father and mother of the five clans of the Gunai Kurnai people, the traditional custodians of the lands and waters surrounding Toora.

In this audio, you'll hear Toora PS student Jerara, a proud Kamilaroi person, retell the Borun and Tuk creation story of how the Gunai Kurnai came to this area.



Scan QR code above to listen to the full story.

*Sculpture by Grant Flather
Audio by Jerara Duroux
Sponsored by RATCH Australia
Supported by The Social Crew*

Vision

High impact teaching and learning will empower all students to be the best they can be as learners, leaders and engaged members of our community.

Mission

Toora Primary School's mission is to provide a secure motivating environment that meets the learning needs, aspirations and interests of all students, supporting them to take ownership of their learning, build healthy relationships and essential learning competencies.

Beliefs

At Toora PS, we believe:

- ◆ All students are able to learn and achieve.
- ◆ A strong Home + School + Community partnership maximises student learning.
- ◆ Students learn best when we have a sense of belonging and a commitment to ongoing improvement.

Values

At Toora PS we have strong school values that underpin our calm learning environment and caring atmosphere where all students are free to be themselves. Our School Values are; *Be Safe, Be Fair, Think Learn And Care.*

Be Safe, Be Fair, Think, Learn & Care

Goals

Student achievement

To improve student learning outcomes across the school, with a particular focus on reading, numeracy and interpersonal development.

Student wellbeing and engagement

To improve students' resilience and wellbeing and their engagement in their learning.

ENROLMENT

Thank you for choosing to enrol your child/ren at Toora Primary School. If you haven't already done so, please collect an enrolment pack from the front office.

Please note that we require a copy of your child's birth certificate before we can process their enrolment – copies can be made for you at the office.

CHANGES OF INFORMATION

If you have a change of address, phone number or any other information that the school needs to know, please inform us as soon as possible so that our records can be updated. This is extremely important for the health and safety of your child.

TERM DATES

Below are the term dates for 2024:

Term 1: 29 January (staff) / 30 January (*students start 30 January in government schools*) to 28th March

Term 2: 15 April to 28 June

Term 3: 15 July to 20 September

Term 4: 7 October to 19 December

PLEASE NOTE: The first day of Term 1 (*Monday 29th January 2024*) is always a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students.

STUDENT FREE CURRICULUM DAYS

Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. All schools have a student free day on the first day of the new school year (*Monday 29th January 2024*).

The dates for the three remaining student-free days will be determined early in 2024 and released once approved by School Council.



SCHOOL HOURS

Office opens	8:40 am			
Morning Session	9:00 am	to	11:00 am	
Morning Recess	11:00 am	to	11:20 am	<i>(10:00 am Fruit and Serial class time. Students eat fruit brought from home whilst teachers read to the students or give instruction)</i>
Middle Session	11:20 am	to	12:20 pm	
Lunch	12:20 pm	to	1:00 pm	
Afternoon Session	1:00 pm	to	2:00 pm	
Afternoon Recess	2:00 pm	to	2:15 pm	
Last Session	2:15 pm	to	3:20 pm	
Office closes	3:40 pm			

Bus students are supervised from 8:15 am and from 3:20 until the last bus leaves approx. 3:40 pm. Students are supervised during all breaks. Students other than bus travellers are expected to arrive between **8:40am and 8:55am for a 9:00am start** and to orderly leave the school premises at 3:20pm. TheirCare run a Before School and After School Care program from our school stadium for students who need to be dropped off before 8:40am in the mornings. For further information and contact details for our OHSC Program see page 36/37 of this publication.

LUNCH / PLAY LUNCH

Children eat lunch and play lunch under the supervision of yard duty teachers. Lunch is between 12:20pm and 1:00 pm. Be aware of what is a reasonable amount of lunch and play lunch for your child, and how long it will take your child to eat. As part of our school health program we encourage children to eat nutritious lunches and snacks. Students may return their lunch and play lunch containers to their bags after eating, with teacher consent. Teachers supervise the yard during all play periods. Children are not permitted to leave the school grounds without written authority from their parents. Students who go home for lunch require a permission note and need to sign out when leaving the school, and sign in on their return via the school Edupass system on the counter in the Admin office.

LUNCH ORDERS

Student lunch orders are offered weekly on a Friday and are supplied by our local Wind Mill Cafe. Orders need to be placed through COMPASS no later than **12:00pm the day prior (Thursday)**. The menu has a range of lunch choices with all items set at \$5.

The menu is:

- Sausage roll
- Chicken, mayo cheese and lettuce wrap
- Toastie with any combination of ham/cheese/tomato
- Salad sandwich (option to add chicken or ham)

PIE WARMER DAY

Students are given the opportunity to have a hot lunch each Thursday. Students are able to bring a pie/pastie/ sausage roll etc (basically anything that can be wrapped in foil and reheated in the oven) wrapped in foil with their name clearly written on the outside, staff place these in the staffroom oven ready for lunchtime.

COMMUNICATION

HOME / SCHOOL COMMUNICATION

Healthy relationships between home and school are crucial to the positive development of your child at school. Confidentiality and mutual respect are fundamental to communication. Whenever issues or concerns arise it is important that staff and parents have open, honest and respectful communication in which a full understanding of occurrences can be gained. In this way informed decisions can be made and consensus reached.

COMPASS

Compass is a web-based system that is accessible on any modern web browser (Firefox, Chrome or Safari works best) or by using the Compass iOS or Android apps. Search for 'Compass School Manager' in the store. Every family receives a separate login to Compass which is provided to them when they enrol. To access the parent portal, go to our school website and click the Compass link on the homepage.

Alternatively, if you are having trouble finding the Compass link you can go to <http://schools.compass.edu.au> where you can search for and find our school's direct URL.

To assist with a smooth transition, modules have been introduced gradually to our school community. Currently, parents are able to access information regarding upcoming events, news via the Newsfeed and Calendar areas, view up-to-date class and school attendance information for their child, enter upcoming or past absences, view semester reports, sign permission notes and pay for excursions/camps and update registered email and/or mobile numbers (used for SMS alerts). Parents are asked to use the Compass Parent Portal to record their child's absence directly into the portal (see 'absences'). This feeds directly into the class teachers roll. Please contact the school office if you have any queries. Please refer to: "How to Add a COMPASS Attendance Note" is on page 37 of this booklet

NEWSLETTERS

We are very proud of our students and programs and use the fortnightly newsletter as a means of keeping you informed of the happenings in our school. We also like to include appropriate local information. Di Walker, our Business Manager, coordinates the articles submitted and publishes the school newsletter every second Thursday. If your child doesn't initiate handing the newsletter to you, please ask them for it. Spare copies are always available at the office and an electronic copy of the newsletter is available to view through the COMPASS app, via our school website www.tooraps.vic.edu.au or via our School Facebook page.

WEBSITE and EMAIL

Remember to regularly visit our school's website. We have general information, school policies and other information schools are mandated to have available for public access on our website. You are most welcome to email us at school at any time.

Website: www.tooraps.vic.edu.au Email: toora.ps@education.vic.gov.au

FACEBOOK

We use Facebook as a means of sharing our achievements and special occasions with the broader community. We will also often share community news and events that we have been made aware of. If you are on Facebook we invite you to 'like & follow' our page ('Toora Primary School') to receive these items.

SCHOOL UNIFORM

Our school uniform colours are white, sky blue and dark navy blue. We source our school uniforms from LW REID, a national school uniform supplier to hundreds of schools. We chose to source through LW REID because we have found their items to be of a high quality, long lasting and very competitively priced. Most of the uniform is designed to be worn by both girls and boys and there is no set summer or winter uniform. A uniform list is available from the school office, with orders usually placed once a term. A limited supply of uniform items are also kept at the office.

As an alternative option parents can source uniform from department stores such as Dimmeys, BIG W, Kmart or Target. If you chose this option please note that the uniform should be either sky blue or dark navy blue and not contain any logos other than the school official logo. A number of second-hand uniform items are also usually available at the school.

Students are expected to wear closed toe footwear that have appropriate protection for toes and heels.

Our uniform policy requires students to wear their uniform each school day. Occasional 'Out of Uniform' days are declared, usually for fundraising, special events, or as a special class treat. Please label all uniform items with your child's name.



SUN SMART POLICY

All students are required to wear a sun smart hat whenever they are outside (lunchtime, recess, sport, physical education etc.) during Term 1 and Term 4; if students do not have their hat at school they are required to remain in a shaded area. Bucket hats with the school logo are available to purchase from the school office.

Parents are also encouraged to provide their children with their own sunscreen for further protection.

PERSONAL BELONGINGS

Personal belongings are brought to school by students at their own risk and are not covered by the school's insurance, nor is the school or Department of Education and Training responsible for any loss. Students are encouraged **not to bring** their own toys or electronics to school.

LOST ITEMS

The school makes provision for the return of lost property and uniform items that are labelled with the child's name. It is the responsibility of parents to clearly label the property of their child. The school will not accept responsibility for lost or damaged personal items of students. At the end of each year lost property is disposed of (to the Toora Op Shop in Stanley St, Toora). Student belongings are not covered by DET/School Insurance.

SCHOOL POLICIES & PROGRAMS

Toora Primary have a range a school policies that we adhere to, as outlined below. These policies help us build an inclusive and respectful school community, communicate important issues transparently and establish a framework for good decision-making for common school-based issues.

All policies are available on our website, or alternatively you can request a copy from the school office.

Anaphylaxis	Asbestos Management
Bullying Prevention	Asthma
Camps and Excursions (including local excursions)	Attendance
Child Safe Standards	Cash Handling
Child Safety Responding and Reporting Obligations (including Mandatory Reporting)	Equal Opportunity (includes discrimination and harassment)
Complaints	Electronic Funds Management
Curriculum	Fundraising
Digital Technologies (Internet, Social Media and Digital Devices)	Gifts, Benefits and Hospitality
Duty of Care	Homework
Emergency Management Plan	Inclusion and Diversity
First Aid (includes arrangements for ill students)	CCTV
Health Care Needs	Parent Payments
Medication	Personal Property
Statement of Values and School Philosophy	Photographing, Filming and Recording Students
Student Wellbeing and Engagement	Privacy
Visitors	Procurement
Volunteers	Yard Duty and Supervision
Uniform and Dress Code	

CHILD SAFE STANDARDS

In 2013, the Victorian Parliament held an Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, resulting in the Betrayal of Trust Report.

The report found that more could be done to strengthen existing approaches to child safety. In response, the Victorian Government is phasing in child safe standards for organisations that work with children, including schools.

The child safe standards require schools to consider all aspects of child safety and put measures in place to protect children from all forms of abuse, including:

- sexual or grooming offences
- physical violence
- serious emotional or psychological harm
- serious neglect.

Below are the seven child safe standards. The Minister for Education has set out in Ministerial Order No. 870 what specific actions schools need to take to meet the child safe standards.

To create and maintain a child safe organisation, the following Child Safe Standards apply:

1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.
2. A child safe policy or statement of commitment to child safety.
3. A code of conduct that establishes clear expectations for appropriate behaviour with children.
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
5. Processes for responding to and reporting suspected child abuse.
6. Strategies to identify and reduce or remove risks of child abuse
7. Strategies to promote the participation and empowerment of children.

The school must take into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable.



PROTECT**THE
EDUCATION
STATE****VICTORIA**
State
GovernmentEducation
and Training

Child Safety Standards

What to expect at TOORA PRIMARY SCHOOL

Keeping children safe is everyone's responsibility.

We have zero tolerance of any abuse of children.

We request your support and cooperation to help us keep children safe.

ALL visitors, including family members, are required to sign in (and out) at the school office. You may be required to wear a visitor's badge and/or a name badge.

We have policies and processes in place to protect the care, safety and welfare of children. These will continually be updated to ensure a zero tolerance approach to child abuse.

There are clear boundaries about how adults in our school community may interact with the children here.

The new Australia-wide Child Safe Standards go further than child protection arrangements did in the past.

The child safe standards apply to school staff (including volunteers and contractors), visitors, parents/carers and family members.

Contractors and volunteers will be asked about their child safety arrangements as a condition of working at the school during school hours and/or when children can reasonably be expected to be present while they are at the school.

Other people using our school facilities will be asked about their child safety arrangements as a condition of using our facilities, if they involve children enrolled at the school (or children can reasonably be expected to be present while their staff or other adults are at the school).

Please note that Working With Children's Checks are required for all volunteers in our school.



VISITORS TO THE SCHOOL

All visitors, including parents are required to sign in on arrival at the school, and on departure. This is a DET requirement. The EduPass sign in system (iPad) is located on the counter in the Administration Office.

Please note that there is NO PARKING in the bus area of Gray Street between the hours of 8:15 and 9:00 am and 3:15 and 4:00 pm. This is an important safety regulation and needs to be adhered to.

Visitors to the school are encouraged to park in the Car Park across from the school gates or along Harriet Street & Welshpool Road.

TRAVELLING TO AND FROM SCHOOL

WALK OR RIDE

It is important that students learn the road rules so that they can safely walk or ride to school. Research indicates that children under the age of 9 cannot gauge distances accurately, so riding alone on the road is not recommended. Children must wear helmets if they ride scooters or bicycles to school.

The school has a bike shed for children to park their bicycles and scooters during the day. However, we are unable to take responsibility for the safety of their bicycles. Students are invited to keep their helmets with their bags during the day.

Students are supervised between 8:40am and 3:30pm. Students are required to leave the school grounds promptly and in an orderly fashion at the end of the school day.

BUS

At the end of the school day a teacher supervises bus children until all buses have collected our students. Permission to travel on school buses needs to be obtained from the Student Transport unit at the Department of Education and Training. Forms are available via the school admin office (*an Application to Travel on a School Bus is at the back of this booklet*). Foster Secondary College is responsible for bus coordination. Students bypassing their nearest school are required to seek special permission to do so from Region and pay the required fee. Bus students are supervised from 8:15am – 3:50pm. All other students are supervised between 8:40am and 3:30pm. It is important to notify the school when bus students are not travelling by bus at the end of the school day.

Students are required to behave safely on the school buses. If students engage in inappropriate behaviours on the bus they will be issued a formal warning. If inappropriate behaviours continue students may be suspended from bus travel - this is at the driver's discretion and for the safety of all bus travellers.

CAR

To assist orderly dismissal at the end of the school day and to support students' growing independence and organisational skills, we request that you wait for your child/ren at the gate. Students are supervised between 8:40am and 3:30pm – please contact the school if you are running late for pickup time.



STUDENT LEARNING

TUTORING

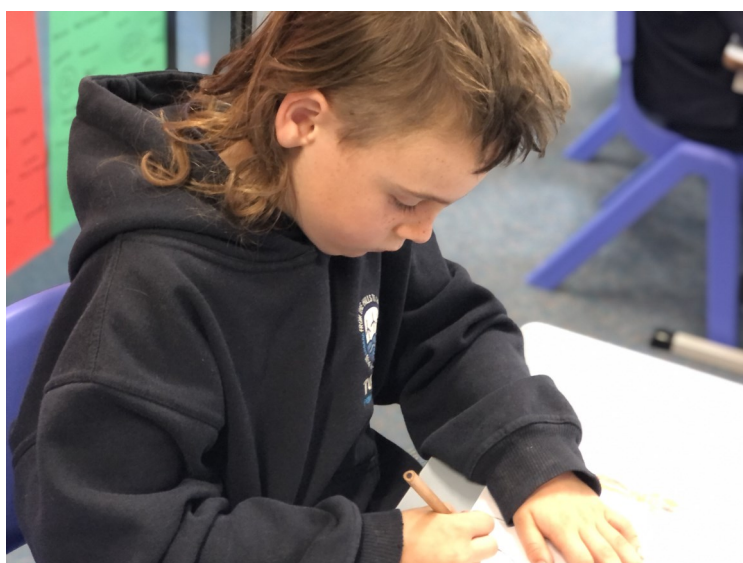
To give extra support to students, the Victorian Government has introduced a Tutoring Program funding schools to have tutors in 2022/23. The Victorian Government has pledged to continue this program in 2024-26.

The tutor learning initiative will make sure that children who may have not progressed as well as they could have during COVID years, get the help they need. Support is available for children of all abilities across all year levels.

The tutors provide targeted teaching to their students. This will involve taking part in small group learning in a class setting or outside of regular class.

We will notify you via letter if your child needs extra support and is identified for tutoring. This letter will detail the learning area that your child will be provided extra support in and the period of time that they will be involved in the program.

If you have any concerns or questions about your child's engagement in learning, you should contact your child's school.



INTERVENTION

At times students will require a little additional support with their learning. Intervention involves taking part in small group or individual learning outside of the classroom, working through phonics programs such as *'Toe by Toe'* or *'Spelfabet'*.

Intervention is an ongoing program that runs every year.



You can support your child's learning in many ways. Nurturing your child's curiosity, talking whilst engaging in daily activities, and learning together will provide a strong foundation for your child's school learning. Social skills are an important part of school life. Students need to understand that they must follow teacher directions/ instructions during school time as we have "duty of care" and are in charge of their learning and safety.

LEARNING TO READ

Parents and carers who read aloud with children in a secure, safe and comfortable context motivate their children to read.

Parents' perceptions, values, attitudes, and expectations play an important role in influencing their children's attitudes toward reading, and subsequent literacy development. When children share a book with someone who makes them feel special, the attitude that reading is pleasurable is transferred to other reading encounters.

Reading has always been an important skill. In our modern world it is more important than ever. Children learn to read in different ways, at different times and at different rates. Reading with your child at home will help your child in all learning areas of school.

What you can do at home to help:

- Read aloud to children. It helps them to learn the language of books and will encourage them to enjoy books and reading.
- Talk about books, read together and make reading an enjoyable, shared activity.
- Make sure there is a wide range of reading material for your child at home, both fiction and non-fiction.

Praise all reading efforts, and be positive about their reading.

As your child starts school they will bring books home to read every night. We also welcome family members to join us in the classroom at the beginning of the day to share books with students. Please chat with your classroom teacher if you'd like to be involved.



LEARNING TO WRITE

Children experiment with writing long before they start school. Their early squiggles and drawings are the beginning of writing.

We learn to write by writing. Children love to write!

Writing is a complex process – we need to consider ideas (what we are going to write and how we will say it), handwriting, spelling, sentence structure, punctuation and grammar. At school our teacher work with students learning about all of these elements, and enable students to bring their learning together by writing every day.

What you can do at home to help:

- ◆ Encourage your child to write often by providing a suitable place and the tools they might need – cards, pens, pencils, textas, paper....
- ◆ Respond first to the message in your child’s writing
- ◆ Be excited about their writing and how they are improving
- ◆ If you feel the need to help by correcting their work, focus on one thing that will be helpful to them rather than everything
- ◆ Draw their attention to interesting word and phrases.

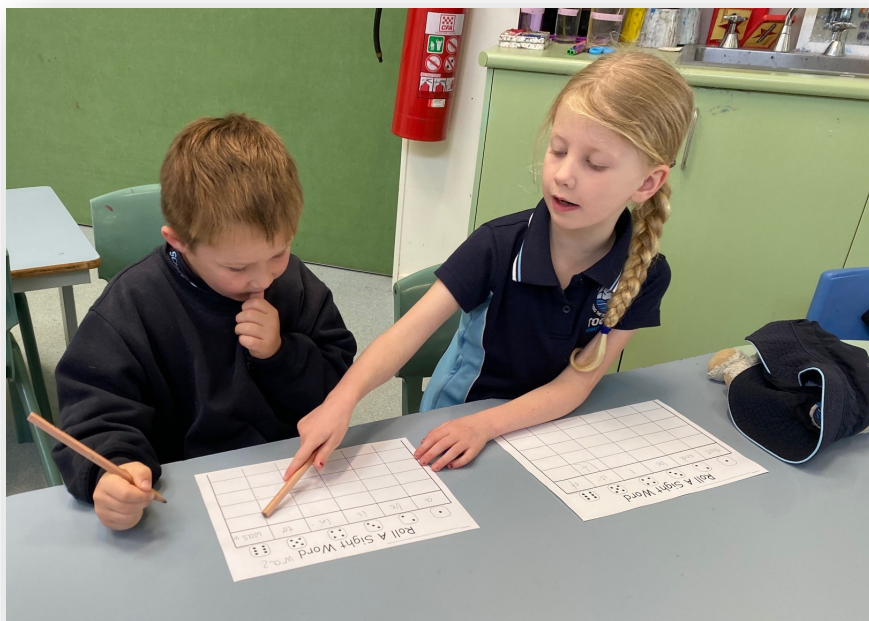
For more information go to: https://petaa.edu.au/w/w/teaching_resources/parents_guide.aspx



HANDWRITING

We teach Victorian Cursive Script and we ask that you become familiar with this style of writing as shown over the page.

It is important that students learn and practise correct starting points and formation. When showing children how to write please use lower-case letters and upper-case letters appropriately.



LEARNING MATHEMATICS

Today's emphasis is on problem solving and understanding mathematical processes, as well as speed of calculation and learning by heart. Maths sessions require children to use manipulatives (concrete materials) as they work through exercises and problem solve; in this way children discover the connection between mathematical concepts and the calculations people need to make in the real world. We use a combination of Nelson Mathematics, Mathletics and Essential Assessments tailored to meet the needs of individual children. Children do still learn 'tables'; but the emphasis is on understanding and practising these calculations in real life situations. We strive to develop in children a positive attitude toward mathematical inquiry and mastery of skills and processes.



What parents can do:

- Do show your regard for the practical usefulness of maths- and never say to your child, 'You're just like me; I was never any good at maths!'
- Do try to develop your child's sense of number, size (length, height, width, volume, area, mass/weight), and time. Find maths everywhere!
- Do involve your child in real-life calculating around the home - counting change, adding up bills, measuring, estimating, and so on.
- Do encourage older children to take up hobbies that require 'hands on' mathematical skills and a sense of spatial relationships, for example, making models, assembling kits, Lego, pattern blocks.
- Do have a calculator in the house and introduce games that lead to the discovery of some of the fascinating properties of number.
- Do understand that a great deal of the school mathematics curriculum is hands on. "Show me how you solved that." What you see in your child's maths book is a small part of the program.
- Do ask your school Principal to organise an evening at which modern school approaches to maths are explained to parents.

Don't think mathematics is either a mystery or a textbook exercise; it is about solving problems in the real world. So pursue the basic question:

'Am I seizing every opportunity to use maths around the home, in play and in real situations, measuring and calculating whenever a need arises?'

Learning to read/write/spell/maths – Adapted from "Parents' Guide to the Basics" and Department of Education and Early Childhood Development documentation.



PARENT/ STUDENT TEACHER/CONFERENCES AND STUDENT REPORTS

Throughout the year we will provide several opportunities for you to receive structured feedback on your child’s learning. Below is a table outlining these opportunities:

Term 1	‘Get to know you’ Parent/ Student/Teacher Conferences
Term 2	Semester 1 (midyear) Report
Term 3	Mid-year Parent/Student /Teacher Conferences
Term 4	Semester 2 (end of year) Report

GET TO KNOW YOU PARENT / TEACHER/ STUDENT CONFERENCES

Early in the school year you will be invited to a 10 minute ‘Get to know you’ Parent / Teacher/ Student Conference, which you will be able to book through Compass. This is an important opportunity to meet your child’s teacher, find out how they have settled into the sharing time for you and your child’s teacher. Your child’s teacher will explain the organisation of the class, outline class expectations and the curriculum objectives of the year. These conferences are also a great opportunity to share your expectations for your child’s learning and any other information that will help your child experience success at school. We have high expectations of students and challenge students to always do their best. Working together we can be successful.

Parents who demonstrate that they value home reading and other homework tasks are supporting students to achieve highly by modelling behaviours and attitudes that motivate students to want to learn.

REPORTS

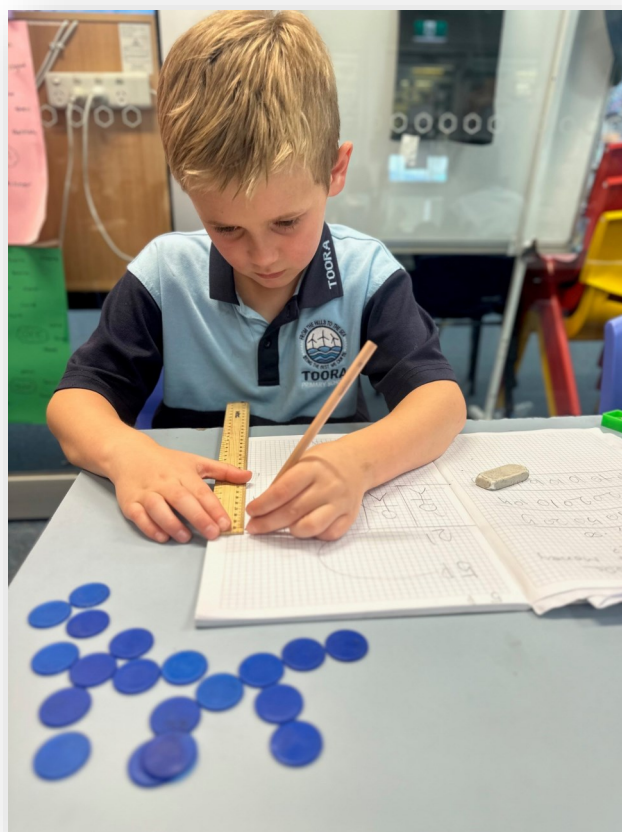
Semester Reports are sent out in the last week of Term 2 and the last week of Term 4 each year. Your child’s report will have progressions points (‘dots’) showing their academic progress against the *Victorian Curriculum*, along with comments written by their teachers. Please take the time to read the whole report, including the comments, to gain a full understanding of your child’s progress for the semester.

MID-YEAR PARENT/ STUDENT / TEACHER CONFERENCES

There are formal Parent / Teacher meetings once a year (early term 3), during which parents are updated on their child’s progress. You can request a meeting with your teacher at any time throughout the year to discuss your child’s progress or concerns. Parents also receive a printed report showing whether their child is performing against the standards in June and December.

NAPLAN

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.



INTEGRATED STUDIES AND EXTRA CURRICULAR PROGRAMS

SWIMMING / AQUATIC EDUCATION

The annual Aquatic Education Program is held at the Toora Swimming Pool during Term 1 and Term 4. The first term program focuses on competitive strokes and preparation of students in Grades 3-6 for the interschool swimming sports and Water Safety for Grade Prep, 1 and 2. The fourth term program is devoted to the P-6 Aquatic Program focusing on participation, recreation, water safety and water skills.

Detailed information and permission notes will be made available via Compass. We are fortunate to have qualified AUSTWIM staff who have major roles in conducting these excellent programs.



CAMPS AND EXCURSIONS

Each year Grades 3 – 6 students attend a three day (two night) camp. Camps in recent years have included: Forrest Lodge, Wilsons Prom, Mt Baw Baw (skiing) and Waratah Bay. We endeavour to provide opportunities for students to develop independence and life experiences designed to broaden their horizons. Valuable personal and interpersonal learning occurs during these activities.

While the older students are on camp, the Grades Prep, 1 and 2 students participate in a long day excursion and day camp. Sometimes this involves visiting the Grades 3 – 6 students on camp, other times it will be a mix of activities closer to school.

Depending on the learning objectives of specific activities and the needs of the students, parents may be asked to attend camps and excursions as volunteer helpers.

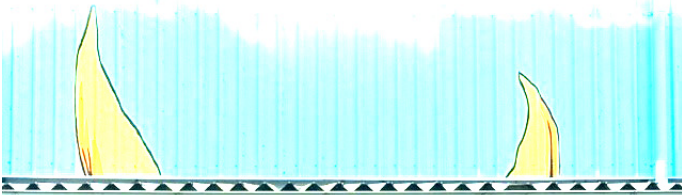
Funding is available by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. (*Camps, Sports and Excursions Fund (CSEF) Application Form is located at the back of this booklet.*)



Scan the QR Code above to hear about this project.

The project was designed, curated and produced by The Social Crew.

Supported by South Gippsland Shire Council Community Grants Program, RATCH Australia, Carman's Kitchen and Resene Paint.



Toora Primary School has actively engaged support for the project to help provide their gym facility with a fresh coat by artist Kaff-eine.

Kaff-eine is drawing inspiration from nearby Snake Island; her mural engages the Toora community in a re-imagining of the cattle muster at low tide presented in her signature stylised characters.

As part of the Toora Primary School Art program, students & Community have participated in a 'paint by numbers' project, in turn reinvigorating their existing sports space.

STUDENT TRANSITIONS AND PATHWAYS

WAYS YOU CAN HELP YOUR CHILD SETTLE INTO SCHOOL

We request that you support your child to become independent with school routines as soon as possible. Staff members are on yard duty before school and during the recess and lunch breaks. It is important that students are given opportunity to bond with their peers and teachers as quickly as possible. Parents can support this important development by their positive attitude to school and demonstrated confidence that their child will enjoy their day by their words and actions. Actions include supporting your child to take responsibility for their belongings and allowing them to place their school bags in the designated area; naming their belongings; ensuring children arrive before the bell; and becoming part of the school community.

We encourage parents to farewell their child/ren at the gate in the mornings and leave promptly allowing children 10-15 minutes to establish a play routine for the day and to become comfortable in their school environment when the 9 o'clock bell rings. It is important to consider the needs of the children, often parents stay longer in the belief that their child will settle easier but experience shows this is not the case. Initially the Prep/1 teacher will greet the children at the gate to provide extra support. The Department of Education and Training clearly state that parents are not free to wander the school grounds as a safety precaution. All visitors including parents must report to the administration office upon entering the school premises.

PREPARATION FOR THE FIRST DAY

Please ensure that your child visits their new school before formally starting as a student. Show by your words and actions that you are sure that school is a happy place. Spend time in casual conversation with your child, talking about the importance of school and how to be a successful learner. Remind them that they will be in a group situation and must follow teacher instructions.

DISMISSAL TIMES DURING FEBRUARY FOR PREPS

In line with Department of Education and Training guidelines during February Prep children will be coming to school for the entire day Monday, Tuesday, Thursday and Friday - remaining home on Wednesday for a "catch-up" rest day for the month.

(7th, 14th, 21st and 28th February 2024 will be rest days for our Prep students)



SAFETY

Please help us to keep your child safe by ensuring that he/she knows:

Their full name and address.

To travel directly between home and school.

To walk, not run, across roads.

To stop, look and listen before crossing the road, then to walk straight across.

To cross roads at marked crossings where they exist.

To walk on the footpath.

Not to play on roads.

Never to run from behind parked cars.

Never to accept rides from strangers.

Never to stop and talk to strangers.

Never to bring articles that may cause accidents at school.

To report to a staff member or the school office if concerned about any matter.

It is asked in the interests of non-violence that children do not bring toy guns to school.



STUDENT WELLBEING AND ENGAGEMENT

As a school we have developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

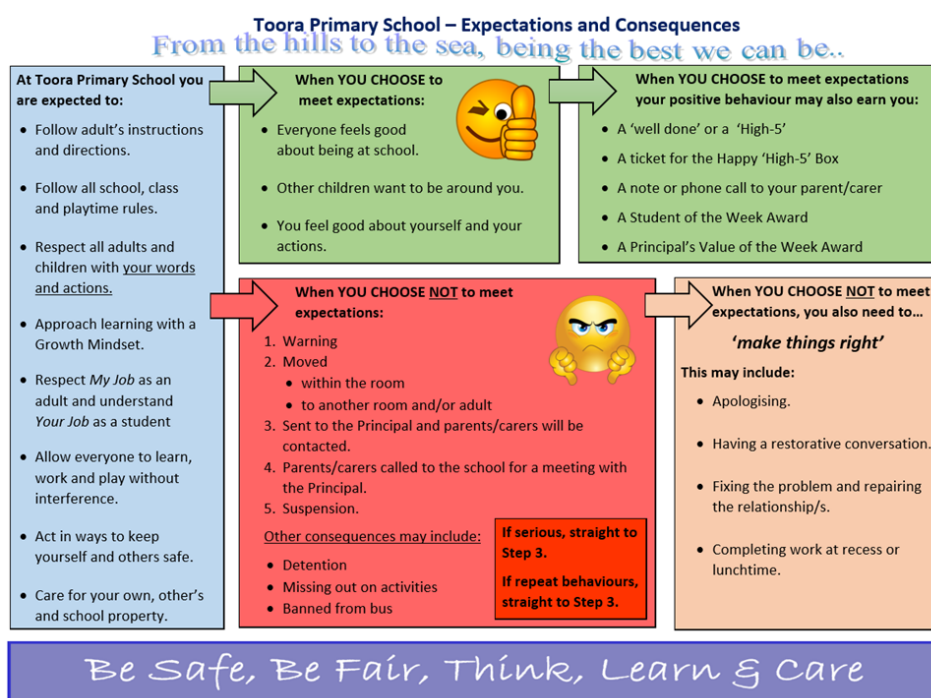
These strategies are explained in detail in our Student Wellbeing and Engagement Policy, which is available on the school website or at the Admin. Office.

BUDDIES

All junior school students have a buddy from the senior grades. Once a week buddies come together to complete Social and Emotional Learning Activities (SEL) which often incorporate Respectful Relationships. These sessions are facilitated by a teacher, but are often led by students.

TOORA PRIMARY SCHOOL EXPECTATIONS AND CONSEQUENCES

Along with our school values (BE SAFE, Be Fair ,Think, Learn and Care), we also have a set of expectations that student are required to adhere to. From these expectations we have developed a flow chart to show students the consequences of meeting our expectations, and the consequences of not meeting our expectations. We display this flow chart around the school, and use it as a guide when resolving issues.



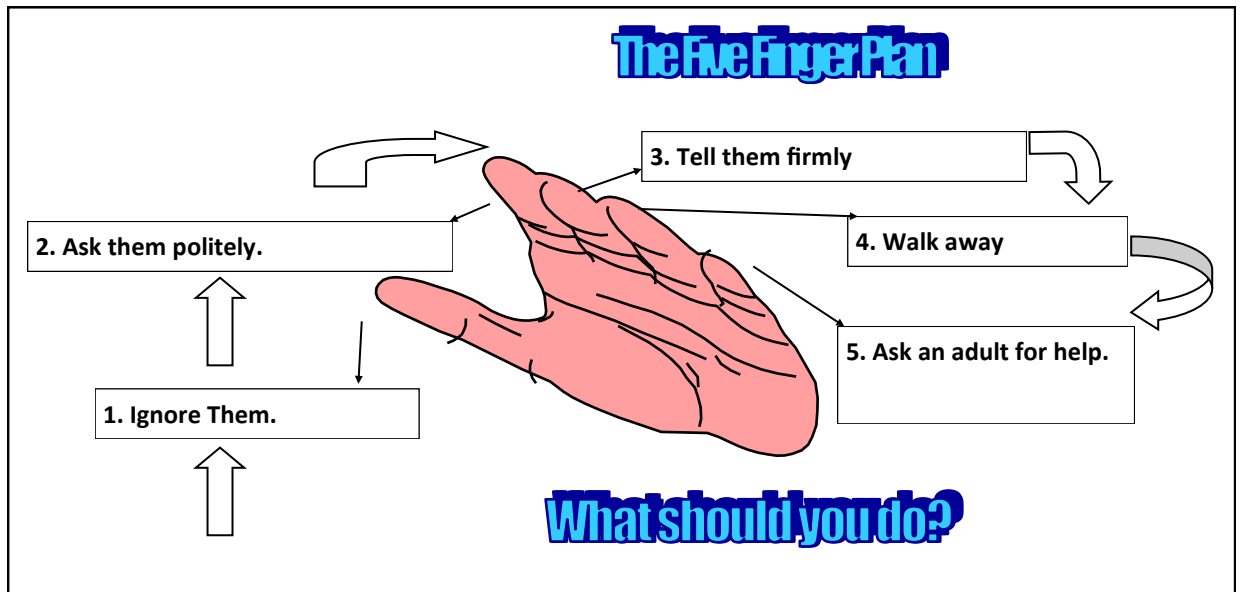
KITCHEN GARDEN

We utilise our Kitchen Garden produce and eggs from our chooks in regular cooking classes to expand student involvement in the process of ‘from the garden to the table’. Your help in this endeavour would be greatly appreciated. If you can recommend recipes for this purpose we would be happy to add them to our tried and tested ones.



FIVE FINGER PLAN

We firmly believe in supporting our students to develop the skills to resolve issues amicably themselves without the intervention of adults. We use our '5 finger plan' As a framework to support our students achieve this. The steps are follow:



BREAKFAST CLUB

The school seeks funding from various sources to support our Free Breakfast Club program. Breakfast Club runs each Tuesday morning 8:40 – 9:00am providing an opportunity for staff, students and parents to come together to prepare and share a meal. We aim to support healthy decision-making and to provide a range of different healthy foods for our students to enjoy.



FRUIT BREAK

Each day at 10:00am students are encouraged to have a piece of fruit. If students prefer their fruit cut up they are encouraged to bring it pre-cut and wrapped in a reusable wrapper or reusable container.



HEAD LICE

Unfortunately Head Lice continue to be a problem within schools. The control and management of head lice is a shared responsibility between home and school.

We ask that you:

- Regularly inspect your child's hair to look for lice or eggs and regularly inspect all household members and then treat them if necessary.
- Comb out all treated eggs.
- Ensure your child does not attend school with untreated head lice.
- Use safe treatment practices which do not place your child's health at risk.
- Notify us if your child is affected and advise when the treatment has started.
- Complete the enclosed consent form giving the school permission to conduct head lice head inspections for the duration of your child's schooling at Toora Primary School.

We will:

- Regularly provide helpful information about managing head lice.
- Conduct visual checks – no physical contact is made and parental consent is not required.
- With parental permission authorised staff will conduct head lice checks.
- Notify you via the newsletter when head lice are active.
- Notify you personally if lice or eggs are detected in your child's hair.
- Request that students with lice be collected from school and return once treatment has commenced.

DENTAL HEALTH

The School Dental Service provides dental treatment and dental health education for school children. It provides general dental care to children every two years while children identified with a greater need may be seen more often.

Who provides treatment?

Dental therapists provide general treatment and more complex care is performed by a dentist. Specialist dental care is not provided but referral to dental specialists can be arranged.

What does it cost?

If you hold a valid Health Care Card the service is FREE. Non-cardholder's pay a nominal fee per child (maximum of \$100 per family), which includes a dental check-up and all general treatment. Payment cannot be claimed through private health insurance.

Who can use this service?

All primary school children, concession card holders and their dependants in year levels 7-8. Dental care is also available to Concession cardholder's and their dependants in year levels 9-10 at your local community dental clinic.

How do you access the service?

Toora Primary School is contacted by the School Dental Service with information to put in our school newsletter, which will provide information for you. We will also be issued with consent forms for every child. If you require further information, please contact our Regional Office on 03 5127 4563.

HEALTH AND MEDICATION

Please notify the school if your child suffers from a serious medical condition (including asthma) which could require emergency attention, or requires ongoing medication. A Management Plan needs to be completed and authorised by you and / or your child's doctor. Asthma Management Plan proformas are available from the school office. Written permission from parents must accompany all medication. Medication Permission Forms are available from the school office.

Medication must be clearly labelled with:

Child's name

Name of medication

Time for the medication to be taken by your child

Dosage required.

Parents also need to ensure that:

Written authorisation for the teacher to be handed to the office first

Medication is current – expired medication will not be accepted

Their child is aware of when they must take their medication (training them to take some responsibility for this).

SCHOOL NURSE

During the Prep Year the children will be checked by the school nurse. The school may also refer students to a number of support services and will obtain permission and information from you before doing so.

STUDENT WELLBEING OFFICER

We are very fortunate to have a School Wellbeing Officer three days a week. Our School Wellbeing Officer is partly funded through the School Chaplaincy Program and provides social and emotional, academic and health support to our students.

Please contact the principal if you feel your child would benefit from working with our School Wellbeing Officer.

STUDENT WELLBEING - PARENT CONCERNS

Your child has the right to feel safe and be protected whilst at school, so we ask that you report any concerns to your child's teacher or directly to the school's administration. **Please note that it is not your right to question or discipline any other child while they are within the school grounds or buildings or under our duty of care.** Any action of this sort will only result in further problems with the parents of that child, the school, and at times, the Police.

STUDENT ATTENDANCE

Teachers are required to mark the attendance roll twice daily, morning and afternoon. At the end of each week data that has been recorded on the COMPASS is sent electronically to the Department of Education and Training (DET), Melbourne.

Apart from times of illness, it is important that children attend school every school day and arrive in time for a nine o'clock start.

Parents are required to send their children to school every day unless:

- ◆ your child is too sick or injured to go to school
- ◆ your child has an infectious disease (see exclusion table on page 32)
- ◆ the principal is provided with any other genuine and acceptable reason for absence.

Why "It's Not Okay to Be Away"

- ◆ When students stay away from school their learning and friendships are affected, their learning can become disjointed and difficult.
- ◆ Students who stay away from school:
 - ◆ miss the introduction of new work
 - ◆ fail to complete work
 - ◆ fall behind with their learning
 - ◆ develop disjointed home-reading routines
 - ◆ may lack confidence and feel embarrassed because they cannot do work the class has been studying
 - ◆ feel left out from class discussion when they have missed a special class activity and cannot do the associated work
 - ◆ miss specialist lessons because these lessons only occur once a week and so, for example, art work is not completed or is rushed in order to finish in the limited time available, physical education skill work is not practised, library work is not completed and library skill information is missed
 - ◆ miss notices and newsletters
 - ◆ miss celebrations, for example student of the week, class awards, excursions, school visitors, assemblies and special activities
 - ◆ can find it difficult to break into established friendship groups and develop good friendships with their peers
 - ◆ can develop a poor attitude towards school believing "I won't miss much if I'm not at school"
 - ◆ fail to realise that the teachers and students miss them.

Why “It’s Not Okay to Be Late to School”

Students being late to school can have an effect on the teacher, other students in their class and themselves in the following ways.

Latecomers:

- miss out on talking to their teacher before school
- miss out on playing with other children before school
- miss out on organisation time, for example getting their workbooks and pencil case from their tub and setting up their table for the day
- miss out on roll marking, lunch orders being sent out and taking monies and notices to the office – and their lunch orders and notices often stay in their school bag
- miss out on hearing what’s happening for the day
- are often unsure about what they have to do in the lesson
- miss out on literacy and numeracy time
- find learning becomes disjointed and difficult
- distract other students when they arrive.

Teachers:

- need to repeat instructions and / or find extra materials before late students can begin working
- need to give late students extra attention so that they know what the class is doing
- can be expected by the parents of latecomers to be available although teaching has begun

LATE ARRIVERS/EARLY LEAVERS

If your child arrives to school late (after 9:15am or leaves early (before 3:00pm) they must be signed out at the office. If your child is being collected from school before home time please notify the class teacher via the school office.

Parents are asked to provide written authorisation to their child’s class teacher on any occasion when they wish their child to be allowed to leave school during school hours with any persons other than themselves.



STUDENT ABSENCES

Sick children should stay at home where they can rest and be monitored. Infections spread rapidly and specific illnesses have set time periods that children must stay away from school. Children who become sick at school are placed in a first aid area for observation. If the child is not well enough to return to class, the parent will be notified and the child collected from school. If a child comes home and parents have not been notified, the parent should contact the school immediately.

It is important that you notify us of all students' absences by logging in to Compass and adding an attendance note. Student absence fit into a number of categories – please select the correct reason from the drop box when entering through Compass, as this different reasons affect your child's attendance data in different ways.

(Instructions on how to enter an ABSENCE on Compass can be found on page 35)

It is important to us and it is also a Department of Education and Training requirement.

DET considers more than ten days away from school in any one year to be a concern, impacting negatively on student learning.



AMBULANCE COVER AND INSURANCE

If students require transportation by ambulance, it is the responsibility of parents to cover the cost incurred. This may be very costly if parents do not have Ambulance Membership. Schools are not able to provide cover for this. Similarly, students are not insured for injuries at school, and medical expenses are not covered.

INFECTIOUS DISEASES: EXCLUSION FROM SCHOOL

Parents frequently ring seeking information on how long children must stay away from school when suffering from certain diseases. The following table indicates the minimum period of exclusion from schools and children service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 - Schedule 6. If your child is unwell please keep them at home to ensure the health of other children in the school.

INFECTIOUS DISEASES: Exclusion from School

Disease or Condition	Patient shall be excluded from school	Exclusion of Contacts
Chickenpox	Until fully recovered or at least one week after the eruption first appears	Not excluded
Conjunctivitis	Until discharge from eyes has ceased (acute infectious)	Not excluded
Diphtheria	Until receipt of a medical certificate	Domiciliary contacts excluded until investigated by the medical officer of health or a health officer of the department and shown to be clear of the infection
Giardiasis (diarrhoea)	Until diarrhoea ceases	Not excluded
Hepatitis(infectious hepatitis)	Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms	Not excluded
Hepatitis B	Until recovered from acute attack	Not excluded
Impetigo(School sores)	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings	Not excluded
Leprosy	Until receipt of a medical certificate of recovery from infection	Not excluded
Measles	Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection	Non-immunised contacts must be excluded for 13 days from the first day of appearance of rash in the last case unless immunised within 72 hours of first contact
Meningococcal infection	Until receipt of a medical certificate of recovery from infection	Domiciliary contacts must be excluded until they have been receiving appropriate chemotherapy for at least 48 hours
Mumps	Until fully recovered	Not excluded
Pediculosis(head lice)	Until appropriate treatment has commenced	Not excluded
Pertussis(whooping cough)	Until 2 weeks after the onset of illness and until receipt of a medical certificate of recovery from infection	Domiciliary contacts must be excluded from attending a children's services centre for 21 days after the last exposure to infection if the contacts have not previously had whooping cough or immunisation against whooping cough.
Poliomyelitis	Until at least 14 days after onset of illness or until receipt of a medical certificate of recovery from infection	Not excluded
Ringworm	Until appropriate treatment has commenced	Not excluded
Rotavirus (diarrhoea)	Until diarrhoea ceases	Not excluded
Rubella	Until fully recovered or at least 5 days after onset of rash	Not excluded
Scabies	Until appropriate treatment has commenced	Not excluded
Shiglla (diarrhoea)	Until diarrhoea ceases	Not excluded
Streptococcal infection(inc. Scarlet fe-	Until receipt of a medical certificate of recovery from in-	Not excluded
Trachoma	Until appropriate treatment has commenced	Not excluded
Tuberculosis	Until receipt of a medical certificate from a health officer of the department that the child is not considered to be infectious	Not excluded

PARENT AND COMMUNITY INVOLVEMENT

SCHOOL COUNCIL

The School Council is the body which handles the official business relating to the school. Together with the Principal it is responsible for determining the general education policy of the school (together with specific policies as required), for planning and monitoring the School's expenditure, for enhancing the school's physical environment and for encouraging communication within the school community.

Our School Council has 9 members, made up of 6 parent members, 2 Department members, a community member and the Principal. Each member of the school council is elected for a two year term and each year half of the positions become free, with elections being held in March.

There are two sub-committees to the School Council – Finance, Buildings and Grounds. The School Council and its sub-committees meet approximately once per month. You do not have to be a member of the School Council to attend the meetings or to become a member of one of the sub-committees. All parents are warmly welcome to attend. If you have any enquiries regarding Council activities, or any views or ideas which you would like Council to consider, please contact the Council President (currently Tara Hollier), the Principal or approach a Council member. The names of the members of School Council are on our website.

Present councillors for 2022/2023 are:

PARENT MEMBERS:

Michelle Bacon (President) *Fiona Shute*
Amanda Mahomed *Morgan Stephens*
Justin Dubignon *Clint Hilder*

PRINCIPAL: Luke Haustorfer

DET MEMBERS:

Sarah Lind
Di Walker

If you have anything you wish to discuss or have clarified please feel free to approach your School Council members.

PARENTS CLUB

Parents' clubs promote the welfare of, and provide support to, the school and its community. Parents are key partners in their child's learning. By interacting with the school and other parents, parents' club members can use their skills and experience to work collaboratively with others in supporting the school and its students and build a sense of community within the school.

In performing their role, parents' clubs may undertake a variety of social, cultural, educational or fundraising activities. Parents' club members, working with the principal, provide invaluable support to the school in a number of ways with the primary motivation of building a sense of community. Such activities may include:

- promoting cultural and social diversity by encouraging membership and participation of all parents in parents' clubs
- raising funds for the school with the prior approval of the school council.

Watch the fortnightly newsletter for when meetings are scheduled, and come along.



VOLUNTEERS

Another way that parents can choose to support the School is through volunteering. The School really appreciates assistance in the following areas: - Classroom involvement: assisting in reading, Breakfast Club - Sports day, some excursions and camps, where volunteers are of immense assistance as additional supervisors etc and 'Working Bees' in the School grounds (3-4 times per year).

All volunteers need to supply a current 'Working with Children Check' which you can apply for free of charge, if you apply as a volunteer. Watch the Newsletter for updates on where volunteering opportunities are advertised or speak to your child's classroom teacher to see how you can be involved.

WORKING BEES

Working Bees are held from time to time, as the need arises. These are usually for a couple of hours on a school day or over the weekend to provide opportunity for the wider school community to participate. The co-operation of parents is sought at these times. Keep your eye on our fortnightly Newsletter/Website/Facebook.



PARENT CONTRIBUTIONS

The School Council has maintained the Annual Parent Contributions at \$150.00 per child. Parent Contributions are used to help meet the cost of classroom supplies, class sets of equipment, books, resources and cultural performances.

The aim is that the only extra costs to be borne by parents shall be excursions, sporting trips, and camps. The school also heavily subsidises these costs.

How to add an attendance note on Compass

Welcome to the Toora Primary School Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date (Tools > Update My Details). The school will use this to contact you regarding attendance, events, news and more.

- Profile (Attendance, Schedule, Reports)
- Add Attendance Note (Approved Absence/Late)**
- View Academic Reports
- Book Parent Student Teacher Conference

Compass

My News

- Parent Student Teacher Conference**
Parent Student Teacher Conferences
Click here for booking
- Attendance: Attendance Note Required**
as recorded as 'not present' or 'late' without explanation.
Click here for more information
- Students with cold and/or flu like symptoms.**
Dear parents,
It is wonderful to have our students back at school after Remote Learning – schools are much happier places with kids around. As we transition back to on-site learning please be mindful of the health and wellbeing of our school community, and the steps we need to take to ensure everyone
6 days ago by Luke HAUSTORFER [See More]
- Reminders on Compass**
Friendly reminder that all absences need to be explained with an absent note through Compass. Please drop into the school and see DI or myself if require a refresher on how to do this.
1 day ago by Luke HAUSTORFER
- Remote Learning Reflections**
Please take the time to complete this short survey (only 5 questions) - it will help us pick the 'good bits' of Remote Learning that we want to keep as we transition back to on-site schooling.
Click here to complete the survey.
Jun 9th by Luke HAUSTORFER

Attendance Note Editor

Note Details

Person: [Redacted]

Reason: [Dropdown menu]

Details/Comment: **Medical/Illness**
Student is not at school for medical reasons.

Bereavement
Includes funeral, death in the family, absence due to a death.

Important Notice

- Truancy**
Parent knows about absence, but doesn't approve, or parent doesn't know about absence.
- Parent Choice**
Parent explained, with a reason that is not health/religious/cultural/holiday related. Includes: special circumstances, unavoidable cause, unforeseen circumstances, family member ill.
- Family Holiday**
Student is away on a family holiday.
- Religious/Cultural Observance**
Student is kept away from school for a religious or cultural reason.

Potentially Affected Sessions

Activity	Start	Finish
GEN_MID (Generalist)	16/06/2020 09:00 AM	16/06/2020 12:20 PM
GEN_MID (Generalist)	16/06/2020 12:20 PM	16/06/2020 03:20 PM

Buttons: Save, Cancel

Attendance Note Editor

Note Details

Person: [Redacted]

Reason: Medical/Illness

Details/Comment: XX has a cold

Important Notice

In clicking 'Save', you understand, certify and accept that you are a listed parent/guardian for this child; and the information above is correct; and this online approval does NOT constitute a medical certificate; and students enrolled in VCE are required to submit a medical certificate to the school in addition to this approval; and any fraudulent action or intentional misuse of this feature may result in administrative, criminal and/or civil action against you (by your registered school, affiliated entities and/or the product issuer).

Start: 16/06/2020

Finish: 16/06/2020

Buttons: Save, Cancel

OUT OF SCHOOL HOURS CARE (OSHC)

Toora Primary School has partnered with an independent provider TheirCare to provide **Before and After School Care** services to our school community.

The program services the children in the School Stadium from **7:00am** in the morning until **9:00am** and operates from **3:20pm** each day until **6:00pm**. Families wishing to use this service can visit the TheirCare website: <http://theircare.com.au/>.

Families are also eligible for a government rebate which reduces the cost per session. Further information can also be obtained by contacting **TheirCare on 1300 072 410**.

TheirCare endeavour to provide the highest quality childcare in a safe, enjoyable, stimulating, and caring environment. The program includes a wide variety of activities that are thoroughly prepared and implemented to meet our children's social, emotional, intellectual, and physical needs. In this way the program complements the school's activities and is consistent with the school's policies and practices.

About the Program

TheirCare provides a stimulating and safe environment for all children and an environment where children come and enjoy their time in their program. During sessions children develop life skills, friendships. Confidence and creativity through play.

Toora Primary School has partnered with **TheirCare** to provide quality care, flexibility and commitment to deliver on our promise to your school community.

Operation Times	Fees*	Out of Pocket	Average ^
Before School Care 7:00am - 8:40am	\$19.00	\$3.88 - \$19.00	\$3.88
After School Care 3:30pm - 6:00pm	\$26.00	\$3.90 - \$26.00	\$3.90
Pupil Free Day 7:00am - 6:00pm	\$70.00	\$10.50 - \$70.00	\$10.50
Cancellation / Late Within 48 hours	\$5.00	\$5.00	

Booking	Cancellation Fee	Same Day	Full Fee	See BSC/ASC
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Service Phone Number: **TBC** Your service coordinator will be available during session times. TheirCare support is available during office hours if required on 1300 072 410

How to Enrol

Visit **TheirCare** website: www.theircare.com.au and click on 'Book Now' in the top right-hand corner to register you child's details.

**Standard fees excluding incursion / excursion costs*

^Based on ABS published average family income for the suburb the school is located

Toora PS Theircare is excited to welcome the arrival of 8 new bush babies to our service. They are:

Midyim Berry

Lilly Pilly

Boobiella – this name gets a bit of a giggle from the children!

Native Thyme

Native Oregano

Karkalla

Cinnamon Myrtle

Pigface

Our term 3 theme is SUSTAINABILITY, and we are investigating **bush plants** and **bush food**. The children are nursing our new bush plant babies and designing their own bush food gardens. When the plants are well established, we hope to initiate a bush food garden in the Toora PS grounds for the children to continue to nurture, learn from and reap the rewards of enjoying the taste and health benefits of the plants and their fruits as well as providing long term sustainability for the Toora PS community.

The children will be sampling the unique taste of Native Bushfood including Strawberry Gum, Lemon Myrtle and Wattle-seed in their menu and cooking experiences.

We purchased our native plants and Bushfood from Melbourne Bushfood, whose core mission is to bring ethical and sustainably sourced native Bushfoods to pantries all across Australia. In doing so, we are giving direct economic opportunities to the most remote parts of our great continent, and giving Traditional Owners, the ability to harness their rich and diverse land and cultural assets. So, by indulging on native Bushfoods we're doing good for Australia and people all across the continent.

Let's hang out @melbournebushfood

Toora PS Theircare operates from **7.00 -9.00 am** and **2.00 -6.00pm Monday to Friday.**

We aim to provide child- initiated learning and unique and interesting experiences as well as having fun through play and learning.

Booking enquires can be made on **1300 072 410** or **0419 981 611**





Department of Education



Camps, Sports and Excursions Fund APPLICATION Form

School Name

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession OR Health care card number (CRN)

- - - OR

Foster parent* OR Veterans affairs pensioner (Gold Card)**

*Foster Parents must provide a copy of the temporary care order letter from the Victorian Department of Families, Fairness and Housing (DFFH).

**Applicants must provide a copy of the Veteran Affairs Gold card.

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders.

I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____

Date ____ / ____ / ____

Camps, Sports and Excursions fund eligibility

Below are the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible* for the fund, a mature minor of sixteen years of age or over, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
 - on the first day of Term two.
- a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
 - b) Be a temporary foster parent, and;
 - c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility | education.vic.gov.au](https://www.education.vic.gov.au/camps-sports-excursions-fund/csef-eligibility)

Mature minors or parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and seventeen years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and eighteen years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooling, or TAFE.

Eligibility Date

For concession card holders, CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on **29 January 2024 and/or 15 April 2024**.

Payment amounts

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$150.00 per year.
- Secondary school student rate: \$250.00 per year.

The CSEF is paid directly the school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For **ungraded students**, the rate payable is determined by the student's date of birth. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts | education.vic.gov.au](https://www.education.vic.gov.au/camps-sports-excursions-fund/csef-payment-amounts)

Foundation and Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Schools are required to make applications on behalf of parents, so please register your interest at the school.

How to complete the application form

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2024 closes at the end of term two 2024.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.



Form 1: Application for Permission to Travel – School Students

This form is for school students requiring regular bus travel.

This form can also be used for pre-school students together with the *Form 6: Written undertakings for pre-school students*.

- *Form 2* – Student ad hoc travel
- *Form 3* – Post-Secondary students
- *Form 4* – General public

For other types of travellers, please use the appropriate form:

Year:		Term:		Submit completed and signed form to enrolled school or coordinating school
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APPLICANT DETAILS

RESIDENTIAL ADDRESS

Street Address:				
Town/Suburb:		State:		Postcode:
Exact distance (in km) by the shortest practicable route:		Home to school:	km	Home to bus stop:
				km

POSTAL ADDRESS

<input type="checkbox"/> Same as above				
Postal Address:				
Town/Suburb:		State:		Postcode:

PARENT/GUARDIAN DETAILS

First Name:		Surname:		Telephone:	
First Name:		Surname:		Telephone:	
Email:					
Emergency contacts	1.Name:	Relationship:		Telephone:	
	2.Name:	Relationship:		Telephone:	

TRAVELLER DETAILS

STUDENT ONE

First Name:		Surname:		Date of birth:					
Travel start date:		School enrolled:		Year level at time of travel:					
Any medical problems or requirements the driver should be notified of? If yes, please provide details:									
Which days do you intend to use this service? (check the applicable box/s):									
MON	<input type="checkbox"/>	TUE	<input type="checkbox"/>	WED	<input type="checkbox"/>	THU	<input type="checkbox"/>	FRI	<input type="checkbox"/>

STUDENT TWO

First Name:		Surname:		Date of birth:					
Travel start date:		School enrolled:		Year level at time of travel:					
Any medical problems or requirements the driver should be notified of? If yes, please provide details:									
Which days do you intend to use this service? (check the applicable box/s):									
MON	<input type="checkbox"/>	TUE	<input type="checkbox"/>	WED	<input type="checkbox"/>	THU	<input type="checkbox"/>	FRI	<input type="checkbox"/>

STUDENT THREE

First Name:		Surname:		Date of birth:					
Travel start date:		School enrolled:		Year level at time of travel:					
Any medical problems or requirements the driver should be notified of? If yes, please provide details:									
Which days do you intend to use this service? (check the applicable box/s):									
MON	<input type="checkbox"/>	TUE	<input type="checkbox"/>	WED	<input type="checkbox"/>	THU	<input type="checkbox"/>	FRI	<input type="checkbox"/>

PARENT/GUARDIAN TO COMPLETE:

I certify that:

1. All the above details are true and correct.
2. I will notify the principal in writing within 7 days of any change of address or school.
3. I agree to pay the costs of repairs or damage to the bus, or its replacement if totally destroyed, caused by the vandalism or deliberate act of my child(ren).
4. I consent to release this information to Public Transport Victoria (PTV) to assist with planning for transport services.
5. I will notify the principal in writing should my child(ren) no longer require transport assistance.

I accept the authority of the coordinating principal with regard to student discipline on the school bus service.

I agree to abide by the above Conditions of Travel.

I understand that if I or my child (ren) do not comply with the Conditions of Travel, it may result in my child (ren) not being permitted to travel on the school bus service.

I understand that if my child(ren) are assessed as not eligible for transport assistance, I will be required to pay a Term fare of \$120 for each child or I may apply for a fare exemption. Fare exemption criteria are listed on page 4 of this application form.

If assessed as not eligible (fare payer or with an exemption), I understand that my child(ren)'s permission to travel on the school bus service is subject to the following terms and conditions:

1. My child(ren) may only travel where seating is available on the service after all students with prior rights have been accommodated.
2. I will make alternative arrangements if seating becomes insufficient after students with prior rights to travel are accommodated.
3. My child(ren)'s continued access to the bus service will be subject to review at the end of each term.
4. My child(ren) may not form a case or part of a case for the retention, extension or addition of services, or a route or timetable alteration, or the provision of a larger vehicle.
5. Curriculum preference does not guarantee my child(ren) continued access to the school bus service.

I acknowledge the decision about whether my child(ren) can travel on the school bus service is at the discretion of the coordinating principal and may be reviewed at any time in accordance with these terms and conditions.

Parent/guardian name:	
Parent/guardian signature:	
Date:	

STUDENT (s) TO COMPLETE:

I accept the authority of the coordinating principal with regard to student discipline on the school bus service.

I agree to abide by the above Conditions of Travel.

	Student one	Student two	Student three
Student name:			
Student signature:			
Date:			



EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

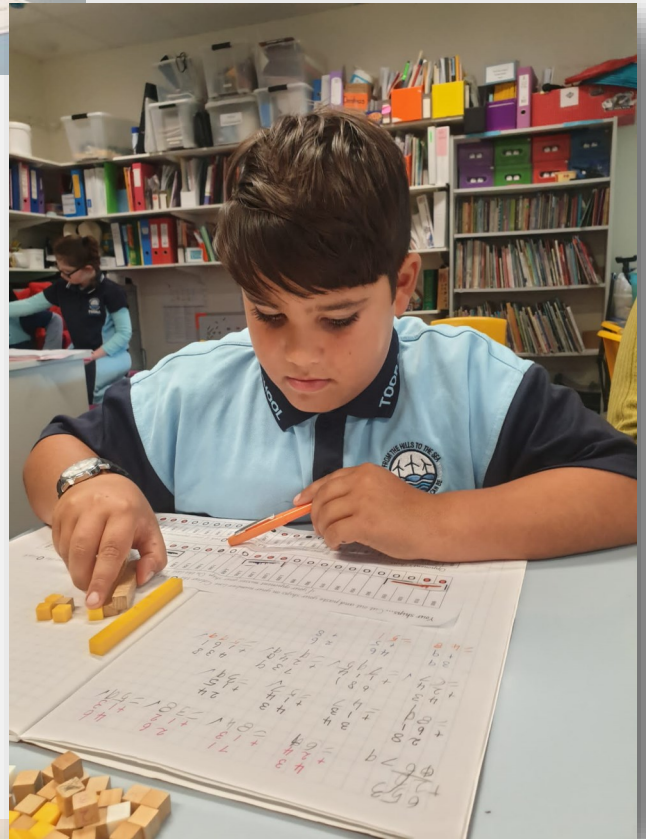
Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:

www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx



Be Safe, Be Fair,
Think,
Learn & Care.