



BURNSIDE
Primary School

PARENT
INFORMATION
2019

Inspired minds thrive

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Welcome to Burnside Primary School

Burnside Primary School aims to build a school culture that demonstrates a strong belief in and a commitment to providing a rich and rigorous curriculum with a safe, secure learning environment. We will have a clear focus on catering for the diverse range of students at their point of need, in a supportive, nurturing and challenging learning environment, with high expectations for student success.

At Burnside Primary School the student will be at the centre and purpose of all that we do. Our teachers and support staff will work hard to provide a teaching pedagogy reflective of

21st Century designs including ICT rich environments and Personalised Learning for all students. This innovative, rich and rigorous curriculum will be delivered in a positive, stimulating and challenging learning environment where every student experiences success and develops a love of life-long learning. Our students will be encouraged to explore their world through concepts and setting personal goals to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community.

Vision

Burnside Primary School's vision is to graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens of the community.

Mission

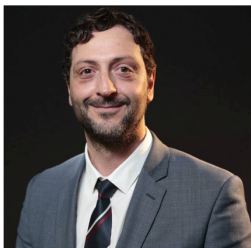
It is the mission of Burnside Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential. Through community connectedness, students will develop a love of learning allowing them to become self-motivated, curious, resilient and social and emotional intelligent citizens.

Objective

Burnside Primary School's objective is to:

- Offer high quality education within a supportive and understanding environment.
- Develop critical and creative learners who actively engage in the learning process to acquire knowledge, skills, concepts and attitudes.
- Encourage cultural understanding and acceptance of diversity.
- Encourage communication in both social and academic environments between all members of the community.

Thank you for giving us the opportunity to be part of your children's education.



Davide Lombardi
Principal, Burnside Primary School

Behavioural Expectations

Burnside Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- Model positive behaviour and effective leadership.
- Communicate politely and respectfully with all members of the school community.
- Work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments.
- Plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Inform parents of the school's communication and complaints procedures.
- Ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As school staff, we will:

- Model positive behaviour to students consistent with the standards of our profession.
- Communicate politely and respectfully with all members of the school community.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As parents and carers, we will:

- Model positive behaviour to our child/ren.
- Communicate politely and respectfully with all members of the school community.
- Ensure our child/ren attends school on time, every day the school is open for instruction.
- Take an interest in our child/ren's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's processes for communication with staff and making complaints.

- Treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- Model positive behaviour to other students.
- Communicate politely and respectfully with all members of the school community.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- Model positive behaviours to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and inclusive learning environment for all students.
- Utilise the school's processes for communication with staff and submitting complaints.

School Overview

Unique in its status as a state-of-art Educational facility, Burnside Primary School seeks to be at the forefront of education for the Burnside Community. As a new Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures. The school truly presents as an innovative, unique and contemporary school. The curriculum, approach to pedagogy and culture that BPS develops will work in harmony with the design of the school buildings.

At Burnside Primary School, architectural form and educational ethos align to emphasize creativity, collaboration, innovation, wellbeing and community engagement. The Learning Communities have been carefully designed to allow for a flexible learning space incorporating a variety of different educational modes to take place in the one building. There are 2 Learning Community buildings which can each house up to 200 students. This P-6 Learning Community incorporates a rich array of educational activities including messy wet areas, quiet reflective areas, withdrawal spaces, some library spaces and small classroom spaces. The key focus will be on flexible and adaptive spaces.

The quality of classroom teaching at Burnside PS will be a significant indicator of the school's effectiveness. Effective teachers know how students learn and build on the knowledge their students bring with them. Purposeful teaching will ensure that all students have the opportunity to learn in a classroom environment that has clear learning objectives, challenging learning goals and ongoing and systemic monitoring and feedback.

High Expectations for All Learners

Burnside PS will have high expectations for all members of the school community. Teachers and students will be challenged to take advantage of all opportunities to learn and to persist when confronted with situations that require new learning. An explicit focus on effort rather than ability underpins learning interactions and the modelling of desired behaviours as there is a shared belief that all students can learn to high levels.

High expectations are also evident in the quality of the relationships between all members of the school community and their engagement and contribution to the wider community. A commitment to continuous improvement will be reflected in the way that the schools consistently communicate the importance of self-improvement and higher standards when initial targets and goals are met.

Accountability

The school will establish a rigorous and intelligent system of accountability through which school, teacher and student performance can be monitored and evaluated. The school will use performance data to identify, support and monitor all students and plan professional learning activities for staff. Valid and reliable accountability measures will also allow the school leadership team to provide parents with meaningful information about the progress of the school and their children.

Learning Communities

Burnside PS will aspire to become a learning community that shares a common vision and goals, where all members work collaboratively to enhance the teaching and learning environment. Learning communities comprised of individuals with diverse expertise and knowledge which is valued, and through collaboration, drawn out, shared and used to solve school-based challenges. The learning community fosters openness, dialogue, inquiry, risk-taking and trust. In this environment, teachers feel they can make informed and responsibly decisions about innovative teaching strategies.

School Operations & General Information

Stimulating and Secure Learning Environment

Burnside PS understands that the nature and quality of the environment in which students and teachers work in has a significant impact on their learning. Effective schools are stimulating places to those learning, working and visiting. The design of the environment embodies the values and principles of the school and fosters creativity and a culture of learning. Quality relationships contribute to an environment where all members feel safe, secure and valued.

School Hours

The morning bell rings at 8.55am each morning to allow students to enter their classrooms and prepare for their day prior to the 9.00am bell, which signifies the start of the school day. The school day concludes for students with a bell at 3.10pm.

Bell times & Session Timetable

8:55am	Students enter classrooms and prepare for the day
9:00am – 10:00am	Session 1
10:00am- 11:00am	Session 2
11:00am – 11:20am*	Recess Break. At the end of recess students proceed to designated assembly area
11:20 – 12:20pm	Session 3
12:20pm – 1:20pm	Session 4
1:20pm – 1:30pm	Lunch (eating time in classrooms)
1:30pm – 2:10pm*	Lunch Break. At the end of lunch, students proceed to designated assembly area Students proceed to designated assembly area
2:1pm0 – 3:10pm	Session 5
3:10pm	Students finish school for the day
3:30pm	After school bell. Students, who have not been collected, proceed to the office where parents are contacted.

* music will be played before the end of breaks, to enable children to go to toilet and get a drink, prior to lining up in the designated area.

Office Hours

The school office hours are 8.15am-4.15pm every school day. All enquiries should be directed through the office. The school telephone number is *****. All visitors to the school must report to the school office. An answering machine operates outside these hours for your convenience.

Parent Contact Details

Parents are requested to immediately inform the school office and their child's class teacher if there is a change of contact telephone numbers, address or any other details on our Confidential Student Records at any stage throughout the year.

Accurate records and current mobile and emergency contact details are of utmost importance when urgent contact with parents is required.

Term Dates

The school operates a four term system with dates set by the Department of Education and Training. Dates are available on the DET website.

Student Absences

Regular school attendance is vital to maintain a high level of student achievement and engagement, support peer interactions and develop independence. All absences must be reported to the class teacher or office via written explanation, email or telephone call. Prolonged, unexplained student absences will be followed up by the Assistant Principal and Principal. At Burnside Primary School every day counts. Parents are encouraged to make family holiday bookings during the designated term breaks. Excessive “unexplained” student absences will be identified and a letter sent home at the end of each term for parents to explain their child’s absences.

Punctuality

Students are requested to be punctual for all school activities. Students should arrive at school between 8.45am and 8.55am. If your child arrives after the 9.00am bell an explanation is required from the parent and a Late Pass must be collected from the office, completed and handed to the class teacher. The Assistant Principal will contact parents of students, who are consistently late. Late arrival to school is disruptive to class programs and adds undue stress to the student, the teacher and peers. Once a child arrives at school, they should not leave the school ground without a parent. Once a student leaves school at the end of the school day they should not return without a parent.

Early Release of a Child

The school is responsible for the safety of your child during school hours (8.45am-3.30pm). Any parent wishing to collect their child between these hours, for an appointment, must report to the school office and complete an Early Release from School Form. This must then be handed to the class teacher. Any person other than a parent, wishing to collect a child during school hours must have a written request from the parent. Please note that no child will be permitted to leave the school ground during school hours, under any circumstances, (8.45am-3.30pm) unless accompanied by an adult.

Communication - Ongoing/ Real Time Messaging

Burnside Primary School will provide timely real time messaging to our community via several platforms. The purpose of the communication is to advise parents of coming events and to keep the school community up to date with information pertaining to the school. You are urged to read these important notices on when you receive them.

Notices

From time to time important notices are sent home for parent’s information and response. Please take the time to check your child’s bag for notices relating to excursions, activities and school programs.

Sentral

The Sentral Student and Parent Portal, to communicate and provide parents with information about general updates, reminders, events and other information. Phase 2 roll out will include ongoing assessment and progress. For assistance with Sentral and to receive your log on details please email: sentral@burnsideps.vic.gov.au

FlexiBuzz

Flexibuzz info app is not part of Sentral. The school will be using FlexiBuzz to send out the school newsletter, general updates, reminders, events and other information. FlexiBuzz is available on iPhone, iPad, Android Phone, Android Tablet and Windows devices. Parents are requested to download the app to their device, register a free account, then find Burnside Primary School, tick and join Foundation Year 2019

Email

Parents/Guardian are able to email relevant teachers via SENTRAL platform. Teacher will reply to the email within a 24/36 hour timeframe.

Whole School Assemblies

Whole school gatherings create a cohesive school community and foster school spirit. They provide an opportunity for sharing and celebrating student achievement and disseminating information about school programs and school events. Formal assemblies are held at school on Monday morning at 9.00am and Friday afternoon at 2.40pm at the designated

assembly area (TBA). At the Monday Morning assembly Year 5/6 leaders may take the acknowledgement to the traditional owners of land and the National Anthem.

The Friday afternoon assembly is a celebration of the week and individual student achievement is acknowledged in the Burnside Learning and Achievement Awards (Parents are invited to attend all school assemblies. Parents are notified via Sentral when their child is to receive an award.

Burnside Primary School Website

The school website contains much information relating to school programs and policies. Excursion, camping, swimming and sporting permission notes can be accessed via the website.

Student Communications

At Burnside Primary School we acknowledge the benefits of, and value a close working relationship between home and school. Teachers are more than happy to discuss aspects of your child's education or welfare issues as required. Parents are asked to arrange a mutually suitable appointment time either before class in the morning or at the end of the school day (after 3.30pm with the exception of Wednesdays, which is whole staff dedicated meeting time) to meet with their child's class teacher to discuss issues of. If after meeting with the class teacher the issues have not been satisfactorily resolved, please contact the school office to make an appointment with the Principal or one of the Assistant Principals.

Reporting to Parents

Throughout the year teachers will be reporting on student progress towards the Essential Learnings. Comprehensive reports are prepared by class teachers in June and December and will be available to parents on line via SENTRAL. These reports indicate student achievement, outline areas for future improvement and make suggestions for support, at home. The reports form the basis for discussion at Parent-Teacher-Student Conferences and Interviews.

Local Walking Permission Note

A Local Walking Permission note is sent out at the beginning of each year for parents to sign and return to school. This note covers local walking excursions or activities that may occur outside the school but within close proximity to the school. It alleviates the need to send out specific excursion notes for regularly occurring activities e.g. visits to the local library and sporting activities at local venues, a walk around the block or the local shops.

Excursions and In-School Activities

Day trips to educational venues that align with class curriculum are an important part of our school program. Excursions are conducted to provide children with common experiences around which future educational activities and learning are planned. It is therefore vital that all children attend excursions as planned. Permission slips signed and dated by the parent must be completed for each excursion or in- school activity that is planned, and returned to the school office.

Parents are often asked to accompany classes on excursions to help maintain the required adult/student ratio for supervision. If you are available to help on excursions please advise your child's class teacher.

Camping Programs

A sequential camping program has been organized across the school to provide a variety of stimulating and exciting experiences for the students.

Physical and Medical Issues

Physical Disabilities

The school needs to be notified of any physical disability, medical issue, hearing or vision deficit that your child may have so that adequate support may be provided whilst at school. Advice of temporary illnesses or disabilities would be appreciated also. All children are expected to participate in school programs unless specifically excused.

Program for Students with Disabilities

The Department of Education and Early Childhood administers the Program for Students with Disabilities to provide additional support to students who meet the requirements of this program. For further information contact the Assistant Principal-Student Well Being and Engagement.

School Immunisation Records

The Department of Education and Early Childhood advises that all children attending school in Victoria must be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenza type B).

Parents are asked to check their child's current immunisation status to ensure that it is complete for his/her age. Victorian Public Health regulations require that schools request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur.

Head lice

As head lice outbreaks can occur throughout the year, parents are asked to regularly check their child's hair for eggs and/or lice. Notification of an outbreak of head lice in a particular class can be made to the class teacher or the office. A note will be sent home alerting parents to an outbreak in their child's class and asking that the child's hair be checked. In accordance with our school policy on head lice any student with live lice will be excluded from the classroom until written evidence of treatment is produced.

Illnesses and Accidents at School

It is important that sick children are kept at home for their own comfort as well as the safety and comfort of other children and staff. If a child becomes ill or is injured during the course of the day appropriate First Aid will be given and if necessary, parents will be notified and asked to attend school to collect their child.

If emergency treatment is required parents will be notified immediately and the child may be transferred by ambulance to hospital. In such cases the ambulance services and treatment costs will be at the parent's expense. All parents are advised to have up to date ambulance cover. All children who have an ongoing medical condition (e.g. asthma, diabetes, epilepsy, anaphylaxis etc.) must have a treatment current management/treatment plan completed by parents in conjunction with their GP, and lodged at the school. A qualified nurse has been appointed to oversee all First Aid requirements at school.

Medication Required at School

Children who require prescription medication to be administered during the school day must have a note clearly stating the medication, time required, dosage and any other relevant information. This must be signed and dated by the parent or guardian and handed to the school nurse or an office staff member. The school nurse will be responsible for storing and administering the medication and recording the date, time and dosage in the medical register. A copy of the Medication Authority Form is included at the end of this booklet (Appendix 5).

Asthma Management

If your child suffers from asthma and requires medication, a School Asthma Management Plan, which has been completed by a medical practitioner, needs to be sent to school along with any prescribed medication clearly stating doses and time needed. Asthma Management Plans are filed in the Sick Bay for reference. Individual student asthma medication will be stored securely in the Sick Bay for easy access.

Anaphylaxis Management

Anaphylaxis is a severe allergic reaction to certain food stuffs, pollens or insect stings and can be potentially life threatening. If your child requires an EpiPen for this condition, an Anaphylaxis Management Plan must be completed by a medical practitioner and sent along to school with the appropriate medication. All EpiPens are housed in the office area and need to

be signed in and out for school excursions and sporting activities by classroom teachers. Parents are asked to ensure that the EpiPens have a current usage date.

Personal Hygiene

Hygiene and safety are important when a large number of children work and play together. Please discuss with your child the correct use of communal toilets and urinals and the need to wash hands after attending the toilet and prior to eating.

Change of Clothing

Parents are asked to pack a spare change of clothing (underwear, shorts, socks) in their child's bag in case of toilet related accidents or the child becoming wet or muddy in the playground.

Infectious Diseases

The Department of Education and Training's regulation to major childhood Infectious Diseases are as follows and a patient shall be excluded from school:

- Chicken Pox: until fully recovered
- Impetigo: until the sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings
- Measles: for at least five days from the appearance of the rash or a medical certificate of recovery is produced
- Mumps: until fully recovered
- Rubella: until fully recovered and at least five days from the start of the rash
- Scabies: until appropriate treatment has commenced supported by a medical certificate
- Pediculosis: until appropriate treatment has commenced supported by a medical certificate
- Whooping Cough: for two weeks or until a medical certificate of recovery is produced
- Ringworm: until appropriate treatment has commenced supported by a medical certificate
- Slap Cheek: not contagious after rash (extreme redness of cheeks) has appeared

If your child is diagnosed with one of the above infectious diseases please notify the school as soon as possible so that the school community may be informed and adequate precautions made for the safety of the students and the staff.

School Medical Service

A School Nurse visits the school annually to carry out vision, hearing and general health screenings for Prep students. Information regarding this service and the timing of the visit is available from the Assistant Principal-Student well Being Engagement and Operations.

Medication Authority Form

For a student who requires medication whilst at school

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

www.education.vic.gov.au/referenceguide.

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

Student’s Name: _____

Date of Birth: ____/____/____

Grade: _____ Teacher: _____

MedicAlert Number (if relevant): _____

Review date for this form: ____/____/____

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

Medication required:				
Name of Medication/s	Dosage (amount)	e/s to be taken	How is it to be taken? (eg orally/topical/injection)	Dates
				Start date: // End Date: // Ongoing medication
				Start date: // End Date: // Ongoing medication
				Start date: // End Date: // Ongoing medication

Medical Storage

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



BURNSIDE
Primary School

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Anaphylaxis
Management
in Schools
Ministerial Order 90

Dear Principal,

The *Children's Services and Education Legislation (Anaphylaxis Management) Amendment Act* 2008 received Royal Assent in March 2008 and comes into effect on 14 July 2008.

All schools across Victoria, from 14 July 2008, must by law have an anaphylaxis management policy if they have a student enrolled who has been diagnosed at risk of anaphylaxis. This policy must include procedures for:

1. individual management plans for each child at risk;
2. a communication plan to inform staff, parents and students about anaphylaxis and the school's anaphylaxis management policy; and
3. staff training and emergency response.

Please find enclosed Ministerial Order 90 Anaphylaxis Management in Schools, which sets out clearly what steps schools must, at a minimum, take to ensure the safety of students at risk of anaphylaxis in their care. These requirements, from 14 July 2008, will form the basis of a minimum standard for school registration under Part IV of the Education and Training Reform Act.

Victorian schools are well prepared to appropriately manage students who have been diagnosed at risk of anaphylaxis. Many schools have put excellent strategies and procedures in place in line with the Anaphylaxis Guidelines for Victorian Government Schools which were released in 2007. The requirements in the Ministerial Order are consistent with and build on the Anaphylaxis Guidelines.

This information pack will assist schools to understand the requirements of the new legislation. It includes a Questions and Answers sheet and a sample anaphylaxis management policy. It also includes an insert for schools to use to provide information to school communities, a risk assessment tool and a DVD that has been jointly developed by the Department, Ambulance Victoria First Aid and the Royal Children's Hospital.

The Anaphylaxis Management DVD can be used at staff meetings to raise awareness of anaphylaxis, remind staff of how to use an EpiPen® (autoadrenaline injecting device) and key management strategies to minimize risks in the school environment.

The key to prevention of anaphylaxis in schools is knowledge, awareness and planning. I encourage you to revisit the information and resources in the Anaphylaxis Guidelines which contain a range of strategies and advice on anaphylaxis management in schools. It is also important to continue to work in partnership with parents/carers in order to minimize the risks associated with severe allergies.

Victorian schools are leading the way nationally in providing support to students with severe, life threatening allergies. This legislation will build on this good work.

All of the resources in this kit, as well as details of how to organise training for staff or get advice can be found on the Department's website, at: <http://www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm>

Yours sincerely



Darrell Fraser
Deputy Secretary
Office for Government School Education
Department of Education and Early Childhood Development



BURNSIDE
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