The Team of Verney Road School would like to welcome you to 2015.

We are fortunate to have teaching staff who are all committed to our School Vision;
“Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities and enhance self esteem and prepare each individual for a purposeful pathway into adulthood.”
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum</td>
<td>4-8</td>
</tr>
<tr>
<td>Timetable</td>
<td>9</td>
</tr>
<tr>
<td>Example of a timetable</td>
<td>10-11</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>12-16</td>
</tr>
<tr>
<td>Contagious Illness Guide</td>
<td>17-18</td>
</tr>
<tr>
<td>Assessment and Reporting</td>
<td>19</td>
</tr>
<tr>
<td>Buses</td>
<td>20</td>
</tr>
<tr>
<td>Additional Information</td>
<td>21-23</td>
</tr>
</tbody>
</table>
English

The main areas of English are Reading, Writing, Speaking and Listening. The English Curriculum aims to develop in all children the ability to speak, read, view and write with enjoyment, purpose and confidence in a wide range of contexts.

We work with the 4 Blocks model which combines Working with Words, Guided Reading, Self-Selected Reading and Writing.

Guided Reading Involves:
- Background knowledge, oral vocabulary and comprehension skills
- Application of reading strategies in various text types
- Reading fluency through repeated reading

Self-Selected Reading involves:
- Receptive language by listening to read aloud
- Reading comprehension (1-1 teacher)
- Expressive language through sharing

Working with Words
- Recognition and fluency of high frequency words
- Decoding and spelling of words

Writing
- Working towards independence in sentence/story writing
- Letter shapes and formation of handwriting
- Using alternative pencils
- Letter Identification

Mathematics

Maths includes the areas of Space, Number, Measurement, Chance and Data. Maths learning involves factual knowledge, concepts, the use of maths language, solving real problems, practical ability in measuring and estimation and the use of calculators and computers.

Assessment

Our Literacy and Numeracy Assessment protocol is individually tailored to the needs and ability of each child.

Our assessment procedures consist of
- Middle Years Literacy Assessment
- Checklists from each stage of the Hume Region Curriculum
- On going Running Records throughout the year /Probe Reading assessment
- Universally Accessible Emergent literacy Battery (UAELB)
- Anecdotal records (Teacher notes)
- Hume Region Numeracy Testing
Integrated Studies

Each term a topic is chosen which is integrated throughout our other areas of learning. Themes for the next four years are being planned, past themes have included:

- Natural Environments and Ecosystems
- Australian History, Politics and Economics
- The Human Body
- The Universe
- The Olympic Games
- Simple Machines
- Multiculturalism
- Transport
- Refuse, Reduce, Reuse, Recycle.

Learning Technologies

Technology at Verney Road School provides students and teachers tools to assist with learning. Providing access to all through various modes including but not limited to; iPads, laptops, desktop computers, interactive whiteboards, switches, cameras and flip cameras as well as the internet and a wide range of software. We aim to develop student’s confidence and competence in using technology for day-to-day learning practice (communication tools, pencil for writing) and to develop an awareness of the importance of technology in modern life. Students are given access to technology to progress with their learning from commencement at school (prep) to senior school. Verney Road has a strong core value in technology and is constantly keeping up to date with the developing world of technology and making moves towards implementing new initiatives. Students are protected from open internet access by a DEECD “blocking/Safety” system.
Health and Physical Education

The Physical Education program aims to provide a foundation for lifelong activity choices and preparation for an active healthy lifestyle. It incorporates athletics, swimming, bike education, gymnastics, dance, ball handling, fitness, minor and major games. The program allows opportunity for all students to develop skills that will lead to participation in sports and leisure activities. Emphasis is placed on introducing the Fundamental Motor Skills program and developing acceptable sporting behaviour and attitudes. The Health program deals with personal health and hygiene and encourages the children to develop a healthy attitude to nutrition, personal care and fitness.

Swimming Program

At Verney Road School the aim of the swimming program is to provide all students an equal opportunity to explore movement in the water, by means of therapy, fitness activities, water awareness or stroke development. It is envisaged that all students gain self-confidence, increase their self-esteem and most of all, enjoy themselves.

The Hydrotherapy Program – Students involved in the Hydrotherapy work in a warm water environment with specific support to encourage movement. Students work in a range of positions with the assistance from staff and buoyancy aids.

The Arts

The Arts program incorporates Art & Craft and Music. The Art teacher aims to develop creativity and appreciation by encouraging children to acquire and refine skills, techniques and attitudes using a broad range of materials. The Music program incorporates a range of instruments and technology to engage students in creative experiences. Activities are geared at the development of skills appropriate to children’s needs, interest and abilities. The Music program includes a Middle Years choir.
Augmentative Alternative Communication (AAC)

AAC is used to ensure students with complex communication needs are supported in each learning task. AAC is used to give every student at VRS a ‘voice’ in their learning. AAC tools include; Key Word Signing, flip charts, yes / no cards, aided language displays and Pragmatic Organisation Dynamic Display (PODD) books.

Homecrafts
(Healthy Eating & Food Preparation)

Students will shop for and prepare a simple, healthy lunch each week. Parents are asked to send Homecrafts money at the beginning of the week, or a lump sum at the start of the term. Please note that costs are kept to a minimum but this valuable program cannot operate effectively without parent weekly contributions. Cooking is $5 per week.

Riding Develops Ability (RDA)

Horse riding is a recognised beneficial activity at this school. It is conducted by the Riding Develops Ability Association, a voluntary organisation. The program operates fortnightly. Parents should note that places are limited and attendance is on a rotational basis throughout the year. Each rider must have completed a current R.D.A medical and consent form prior to attending R.D.A sessions.
The Up and Out program is an opportunity for students to be involved in different programs within the community. It allows students the chance to work with different peers in the unit and build social and health related skills. The Up & Out Program will operate again as a Friday afternoon program. Program availability varies from year to year.

Examples of programs are:

- Gym, Bike Education, Dancing, Tennis, Indoor Soccer, Aqua Aerobics, Bocce, Taekwondo, Fishing, Walking, Craft and Trampoline/Gymnastic

Excursions and Camps

Your child’s educational program involves regular group excursions and at least one camp. Permission forms will be sent home outlining the venue, time, cost etc. These should be signed and returned to school with payment as soon as possible before the date of the proposed excursion or camp. Excursions and camps are an integral part of the school curriculum.

All children will have a weekly Community Access experience plus one shopping session to purchase food for cooking. Students are expected to wear uniform when representing the school and going out into the community.

Camps planned for 2015 are;
- Beach Camp (half Middle Years) - Term 2
- Beach Camp (half Middle Years) - Term 3

Accessing the School

Parents must enter the school via the office. For security and Occupational Health and Safety reasons we need to know who is in the school. All visitors will be issued with a visitor pass at the office. When calling, the office will take a message during teaching hours. Staff will get back to you as soon as possible.
Term 1
- Family BBQ & Information Evening
- SSG meetings
- Swimming Carnival

Term 2
- Mid Year Reports
- Up and Out
- Mothers Day Stall
- Auskick starts
- Camp Anglesea

Term 3
- SSG meetings
- Up and Out
- Netball
- Father’s Day Stall
- Camp Anglesea
- Annual Fathers’ Day/Special Person’s Breakfast

Term 4
- End of Year Reports
- Transition Program
- Orientation Day
- Up and Out
- Athletics
- Christmas Party
- Graduation

Students are at school from 9am to 3pm.

Session 1: 9am-10:25am
Session 2: 10:25am – 11:20am
Morning tea: 11:20am—11:35am
Yard time: 10:35am—11:50am
Session 3: 11:50am—12:45pm
Lunch: 12:45pm-1:15pm
Yard time: 1:15pm-1:45pm
Session 4: 1:45pm-3:00pm

For those students who arrive early there is a Middle Years duty room available from 8:30am. There are five staff on duty at recess and nine on at lunchtime. There are structured programs run at lunch time for students to participate in. Lunch activities have included; Ball skills, Craft, Dodgeball, Skipping, Down ball, Bocce, Soccer, Board Games, Social Skills, Sensory Activities and Yoga

Developing Independence
As a part of developing independence in Middle Years, students are expected to access their classroom through the hall doors in the morning and when leaving at the end of the day. This helps reinforce the new expectations that come with being a Middle Year’s student. Please support your child’s independence by following this procedure.
**Example Timetable**

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>When each student arrives, a staff member is to sit with them for 5-10 minutes for Self-Selected Reading Students choose their own book See “Self-Selected Reading- Individual Focus” to find what each student is practising. Other students may attend breakfast program, and those early finishers may choose a game or puzzle to play.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session One</th>
<th>LITERACY Guided reading</th>
<th>LITERACY Guided reading</th>
<th>PE (PLANNING)</th>
<th>ASSEMBLY (9:30AM-9:55AM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:25</td>
<td>Working with Words</td>
<td>Working with Words</td>
<td></td>
<td>Fine Motor Skills Sensory Activities 11AM LEAVE FOR HYDRO LANCE, TANNER</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cued articulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sensory group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Two</th>
<th>LITERACY Guided reading</th>
<th>SHOPPING BUS 1</th>
<th>LITERACY WORKING WITH WORDS WRITING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10:25-11:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Three</th>
<th>COMMUNITY ACCESS BUS 1</th>
<th>MUSIC THERAPY (PLANNING)</th>
<th>COOKING</th>
<th>THEME WORK Healthy Bodies</th>
<th>LITERACY GUIDED READING COMMUNICA-TION</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:50-12:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LUNCH</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session Four</th>
<th>Communication (iPads Booked)</th>
<th>ART (PLANNING)</th>
<th>NUMERACY</th>
<th>INDEPENDENT LIVING SKILLS</th>
<th>UP AND OUT GYMNASTICS GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15-2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2:30-3:00   | SHARING/ REFLECTION TIME FOR TASKS HOME MANAGEMENT SKILLS, (CLASS ROOM CLEAN UP) WRITE IN DIARIES GO NOODLE EXERCISE BREAK OR SELF-SELECTED BOOKS BY STUDENTS |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
## Example Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-9.30</td>
<td>Readers/working with words</td>
<td>Literacy</td>
<td>Readers/working with words</td>
<td>Literacy</td>
<td>Readers/working with words</td>
</tr>
<tr>
<td>9.30-10.25</td>
<td>Numeracy</td>
<td>Numeracy</td>
<td>Readers/working with words</td>
<td>(IPADS) Numeracy</td>
<td>Assembly</td>
</tr>
<tr>
<td>10.25-11.20</td>
<td>Shopping</td>
<td>Literacy</td>
<td>Community Access</td>
<td>Numeracy</td>
<td>P.E</td>
</tr>
<tr>
<td>11.20-11.35</td>
<td>MY Eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.35-11.50</td>
<td>MY Yard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50-12.45</td>
<td>(LAPTOPS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.45-1.15</td>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.15-1.45</td>
<td>MY eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.45-3.00</td>
<td>MY Yard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading and Numeracy
- Readers/working with words
- Numeracy

### Literacy
- Readers/working with words
- Literacy

### Community Access
- Readers/working with words
- Community Access

### Music
- Readers/working with words
- Music

### Science and Geography
- Readers/working with words
- Science/Geography

### Collaboration and Problem Solving
- Readers/working with words
- Collaborative Problem Solving (Term one)
Positive Behaviour Support (PBS) is a school-wide process for developing and teaching appropriate and positive behaviours by teaching, modelling and reinforcing expected behaviour. It is a whole school process for addressing discipline, safety and learning outcomes.

In the past, discipline has focussed mainly on reacting to specific student misbehaviour by implementing punishment-based strategies e.g. reprimands, loss of privileges, suspensions and expulsions. Research has shown that the implementation of punishment, in the absence of other positive strategies, is ineffective. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding, and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

Implementing PBS improves the school's climate and helps keep students and teachers in safe and productive classrooms by:

- supporting improved behavioural outcomes
- supporting improved academic outcomes
- reducing disciplinary incidents (including suspension and expulsion rates)
- improving attendance rates
- increasing a school’s sense of belonging, safety and atmosphere

Our expectations are:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner
<table>
<thead>
<tr>
<th>Whole School</th>
<th>Classroom</th>
<th>Play Areas</th>
<th>Bus</th>
<th>Toilets</th>
<th>Moving</th>
<th>Community Access</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep hands &amp; feet to yourself</td>
<td>Ask permission to leave classroom</td>
<td>Play by the rules</td>
<td>Travel safe</td>
<td>Wash your hands with soap and water</td>
<td>Walk safely</td>
</tr>
<tr>
<td></td>
<td>Tell the teacher if something is unsafe</td>
<td>Carry equipment safely</td>
<td>Be sun smart</td>
<td>Stay in your seat</td>
<td>Leave your seat belt on</td>
<td>Stay with group</td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td>Use furniture properly</td>
<td>Wear shoes</td>
<td>Use a quiet voice</td>
<td>Allow for privacy of others</td>
<td>Travel safely</td>
</tr>
<tr>
<td></td>
<td>Walk safely</td>
<td>Follow class rules</td>
<td>Stay in your own yard</td>
<td>Hands and head inside the bus</td>
<td>Walk to the bus</td>
<td>Stay with group</td>
</tr>
<tr>
<td></td>
<td>Only eat consumables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Walk quietly</td>
<td>Take turns</td>
<td>Share space and equipment</td>
<td>Listen to adults</td>
<td>Clean up after your self</td>
<td>Walk quietly past other classrooms</td>
</tr>
<tr>
<td></td>
<td>Tell the truth</td>
<td>Respect others’ space</td>
<td>Respect others</td>
<td>Respect space</td>
<td>Use toilets appropriately</td>
<td>Listen to directions</td>
</tr>
<tr>
<td></td>
<td>Be friendly</td>
<td>Treat yours and others’ property carefully</td>
<td>Invite others to join in</td>
<td>Use polite words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept differences</td>
<td>Follow instructions</td>
<td>Cooperate with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow instructions</td>
<td>Use polite words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Tell the teacher if something is unsafe</td>
<td>Be neat and tidy</td>
<td>Care for equipment and gardens</td>
<td>Care for the bus</td>
<td>Follow correct bathroom procedures</td>
<td>Go directly to destination</td>
</tr>
<tr>
<td></td>
<td>Help others</td>
<td>Think first</td>
<td>Play safe games</td>
<td>Keep track of your belongings</td>
<td>Use toilet during break</td>
<td>Use appropriate social behaviour</td>
</tr>
<tr>
<td></td>
<td>Be responsible for your actions</td>
<td>Get along</td>
<td></td>
<td></td>
<td></td>
<td>Look out for each other</td>
</tr>
<tr>
<td></td>
<td>Be a leader</td>
<td>Be organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be a Learner</strong></td>
<td>Encourage and support others</td>
<td>Attend school</td>
<td>Learn new games &amp; activities</td>
<td>Return to class as soon as possible</td>
<td>Ask for help</td>
<td>Be aware of signs</td>
</tr>
<tr>
<td></td>
<td>Listen &amp; participate</td>
<td>Give effort</td>
<td>Learn to solve problems</td>
<td>Practice correct procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask for help</td>
<td>Keep trying (persistence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have a go</td>
<td>Try new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show initiative</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have confidence</td>
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</tr>
</tbody>
</table>
Verney Road School has high expectations of all members of the school community, whilst keeping in mind adaptations required to meet the needs of every individual. These expectations are:

**Verney Road School** is expected to –
- Offer a school culture that is built around values and expectations of success for all students.
- Offer a curriculum that is founded in inclusive teaching practices to engage all students, based on students’ point of need.
- Support accessible educational provision for all students. (ie not all students get the same, all students get what they need.)
- Foster positive relationships with all stakeholders in the educational community.
- Provide appropriate student services to meet the needs of all students.
- Develop and support a challenging curriculum that gives all students the opportunity to experience success and a voice in their learning.

**Students** at Verney Road School are expected to -
- Fully participate in the school’s educational programs.
- Attend regularly
- Display positive behaviours
- Respect the rights of each other, their teachers and parents.

**Parents** at Verney Road School are expected to –
- Work collaboratively with the school re their child’s educational progress.
- Cooperate with the school including regular communication regarding their child’s learning and well being.
- Support the school in maintaining a safe and respectful learning environment for all students.

**Staff** at Verney Road School are expected to –
- Maintain respectful, professional behaviour at all times as per the agreed school Non-Negotiables document
- Know their students deeply and cater for their differences and needs within their teaching practices.
Emergencies
It is essential that current and up to date contact numbers be in the school's records so that you can be immediately contacted in the event of your child becoming ill or injured. For minor ailments, staff will assess whether or not to contact you by phone, otherwise they will write in your child’s communication book.
In the case of more serious conditions or injuries, the Principal, in consultation with staff, will contact parents/caregivers and an ambulance if it is necessary.
Students with severe medical conditions which may require urgent attention have an Emergency Management Plan.

Absences
• Parents/caregivers should contact the school to indicate if their child will be absent from school. Messages can be left at the office.
• Parents should notify bus staff of their child’s absence.
• Habitual absences will be followed up by our principal.
• If your child has a change of plans they need to be written into the communication diary.

NB. The school does not have the staff or facilities to cater for students who are ill.
Student Welfare

Sick Students
It is important that if you are in doubt of the health of your child DO NOT send him/her to school. In settings such as ours, many illnesses spread rapidly and it is your responsibility to consider the health of other students.

If students become unwell during school time the teacher will phone you or your emergency contact to collect your child.

Medication
All medication sent to school must be clearly labelled with the child’s name, in its original box/bottle and be accompanied by clearly written directions and dosage amounts signed by the parent/caregiver. Medication forms are available upon request.

Staff are not able to administer aspirin/paracetamol etc as this is discouraged by the DEECD unless approval is provided through the medication form, signed by the parent/caregiver.

Where administration of medication requires some form of expertise (eg. Rectal Valium) this will only be administered in an emergency by staff who:
• have signed permission from parent/caregiver
• have been trained in the procedure

If your child has asthma, epilepsy or diabetes you need to complete the provided documentation and management plans.

Infectious Diseases
The Department of Health Contagious Illness Guide for parents on the next page. This outlines infectious illnesses that exclude children from school. Please use as a reference if you are in doubt. If we suspect a student has an infectious disease we will contact families to collect the student. Thank you for your support in this matter.

Head Lice
Parents will be asked to sign a form at the beginning of the year which gives staff permission to use the ‘dry checking’ method to regularly check for head lice.
Under some circumstances students may be treated at school with parent permission.
If head lice are found a note will be sent to the family of the child and the child may return to school when treatment has commenced.

Parents and carers of other children in the affected child’s group will be notified via the communication book.
<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion from School</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Until fully recovered or at least one week after the eruption first appears</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis (acute infection)</td>
<td>Until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (Giardiasis, Rotavirus and Shigella)</td>
<td>Until diarrhea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts excluded until investigated by the medical officer of health, or a health officer of the Department of Human Services, and shown to be clear of infection</td>
</tr>
<tr>
<td>Hepatitis (infectious hepatitis)</td>
<td>Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Until recovered from acute attack</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>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 dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Until at least five days from the appearance of rash or until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningoccal infection</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts must be excluded until they have been receiving appropriate chemotherapy for at least forty-eight hours</td>
</tr>
<tr>
<td>Disease or Condition</td>
<td>Exclusion from School</td>
<td>Exclusion of Contacts</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pediculosis (Head Lice)</td>
<td>Until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection</td>
<td>Domiciliary contacts must be excluded from attending a children’s services centre for twenty-one days after the last exposure to infection if the contacts have not previously had whooping cough or been immunised against whooping cough</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Until at least fourteen days after onset of illness and until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella</td>
<td>Until fully recovered or at least five days after onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection (incl. scarlet fever)</td>
<td>Until receipt of a medical certificate of recovery from infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Until appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Until receipt of a medical certificate from a health officer of the DHS that the child is not infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid</td>
<td>Until receipt of a medical certificate</td>
<td>Not excluded unless a medical officer of health or a health officer of DHS determines exclusion necessary</td>
</tr>
</tbody>
</table>
A Student Support Group (SSG) is formed and jointly develops a plan for the Student in Term 1. A follow up SSG occurs in Term 3. The teachers prepare an Individual Learning Plan by:

- Analysing the priorities that have been jointly agreed upon as high priority and placing them on the Individual Learning Plan Document. A copy is provided to members at the SSG and others who attended or had input into the meeting.
- Assessing students against the Hume Region Special School's curriculum checklists to determine levels.
- Identifying long term objectives from the Hume Region Special School's Curriculum.
- Formulating 4-6 specific short term (6 month) goals which are Specific, Measurable, Attainable, Relevant and Timely SMART goals.
- Developing appropriate teaching strategies, implementing the program and monitoring the effectiveness of his/her teaching.
- Assessments in Literacy and Numeracy.
- A Behaviour Support Plan is developed and signed by parents/caregivers at the SSG.

The teacher prepares a Mid Year and End of Year Report on the priorities set at the SSG.
Parents/Caregivers Responsibilities.

At the commencement of each term, please read the Bus Code of Conduct (attachment in the permissions package) with your child.

Staff need to be made aware of the times when students will not be catching the bus home. Students will be sent home on their bus as usual, unless a note or phone call is received from a parent/carer.

In order for students to access transport services, home and emergency contact numbers and any information regarding special requirements must be provided. Permission must also be given for this information to be forwarded to the bus company management if appropriate. This will be required each year.

It is also required that the parent or a responsible adult is at the student’s designated stop in the afternoon. If this does not occur, the bus will continue its journey and the service provider will notify the school immediately to arrange an alternative stop.

Parents/caregivers will:

- accompany a student to the bus stop each morning and meet the student in the afternoon unless other arrangements have been negotiated with the school;
- meet their children at the times as advised by the bus timetable;
- notify the school if there is a change to the person meeting the student or if the student will be absent for any period of time; and
- complete and return a bus permission slip to the school to request a change to the student’s travel arrangements.

Please don’t hesitate to contact the school if you have any concerns about your child when travelling on the bus.
Lunches
Students need to bring their lunch each day unless notified by the teacher about cooking or outing days.

Children are eating their lunches in the classroom under the supervision of teachers. Children begin to eat their lunch at 12:45pm so that they have finished eating by 1.15pm

Special Lunches
The Senior School students provide a special lunch on Fridays for students. These meals have included soups, noodles, pasta and rice dishes. An order is sent out each week.

Sending Money to School
Please ensure that any money sent to school is enclosed in a sealed envelope with the child’s name, amount and purpose written on it. Please be prompt in making payments as this ensures that programs can be booked and enjoyed by the students.
**Property**
Please ensure that your child’s belongings are clearly labelled, especially items which are likely to be removed, including swimming gear and shoes. If your child brings home someone else’s property by mistake, please return it to school.

**Taxi Cards**
Many of our regular programs may involve the use of taxis to transport students to and from a venue e.g. hydrotherapy, swimming, excursions, community access, RDA. To ensure that the cost to the school is minimal, all students eligible for Taxi Cards (half fare travel) should carry the card in their wallet or bag daily. The school meets the cost of taxis for program purposes.

Application forms for taxi cards are available at the school.

**Hats**
Please remember that in Terms One and Four students are required to wear a broad brimmed hat at recess, lunch and during outdoor sporting activities. Parents are required to provide this named hat which are approved by the Anti-Cancer Council.

Peak caps are not acceptable.
Students without hats are restricted to sitting in the shade.
Students are welcome to leave their hats at school.

**Jewellery**
For safety reasons, jewellery should be restricted to sleepers or studs and chains worn within clothing.

**Mobile Phones**
On arrival at school all mobile phones and other electronic devices (unless used for learning) are collected into a lockable box and returned prior to leaving school. Should you need to contact your child during school hours please do so through the school office. No student is permitted to carry their mobile phone during school hours.

**Hair**
Long hair must be tied back for health reasons.
School Hours
Students are at school from 9am until 3:00pm. It is important that students do not arrive at school before 8:30am as there is no supervision or access to the classrooms. If you wish to contact members of staff to discuss issues or concerns please phone before 9am or after 3pm. Messages can be left with reception and teachers will return calls when a convenient time occurs. Diaries are an alternative and preferred way of communicating with the teachers on a regular basis. We ask families check their child’s diary daily for messages and important documents. Thank you.

Uniform

Summer Items
Choice of either dark burgundy or white polo top/T shirt with school logo.
Choice of navy blue plain shorts e.g. cargo, stubbies, polycotton stretch knit or dress shorts.

Winter Items
Choice of dark burgundy or white long sleeved polo top or skivvy
Choice of navy blue trackpants or cotton trousers e.g. cargo pants, dress pants.
Choice of dark burgundy zip-neck or regular windcheater with school logo.
Shoes- Sturdy, supportive, safe sandals or shoes.
Sunhats- navy blue or burgundy.
The Uniform Shop on Corio can print the school logo onto items of clothing which can be brought from any location.