



# **2019 School Handbook**

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Rosanna Primary School No. 4568

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# A. School Vision, Mission, Values

## School Vision

Rosanna Primary School is a community that inspires a desire for knowledge and a life-long love of learning, while embracing diversity in a safe and stimulating environment.

## School Mission

- To develop each child to their full potential as literate, numerate and socially competent citizens who acknowledge both their rights and responsibilities those of others.
- To design and deliver a dynamic and flexible curriculum, within a nurturing environment, which meets the needs of each child, as they become active participants in lifelong learning.

## School Values

We exhibit Integrity through:

Honesty, Responsibility, Cooperation, Excellence and Respect

## Democratic Principles

Rosanna Primary School supports and promotes the principles and practice of Australian Democracy:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

## B. Child Safety

### Statement of Commitment to Child Safety

Rosanna Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Rosanna Primary School has zero tolerance for child abuse. Rosanna Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Rosanna Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. In its planning, decision-making and operations Rosanna Primary School will;

1. Take a preventative, proactive and participatory approach to child safety.
2. Value and empower children to participate in decisions which affect their lives.
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children.
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount.
5. Provide a written Code of Conduct that guides expected conduct and behaviour towards children.
6. Engage only the most suitable people to work with children.
7. Provide high quality supervision and professional development for staff and volunteers as required.
8. Ensure children know whom to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues.
9. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities.
10. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.
11. Value the input of and communicate regularly with families and carers.

# C. Philosophy and Curriculum

## Teaching and Learning

At Rosanna Primary School there is a strong focus on continuous improvement in professional practice. Driven by the Department of Education's (DET) Framework for Improving Student Outcomes (FISO), the school works to enhance teaching and learning practice and increase teacher capacity to ensure that the best possible student learning outcomes are achieved. The school's Strategic Plan has a focus on Building Practice Excellence and Empowering Students and Building School Pride. We aim to provide optimal learning opportunities for all students in classrooms, specialist programs, support and extension programs and extra-curricular activities. We are committed to Child Safety through the Child Safe Standards and commit to supporting the health and wellbeing of all members of the school community.

## What do We Teach?

Curriculum content is structured around the Victorian Curriculum which provides prescribed content and common achievement standards from prep through to year 10. This allows us to plan, implement and assess students' learning.

Core learning occurs in thirteen classrooms led by individual class teachers and within four specialist teaching subjects. Curriculum presented in classrooms includes the discipline based subjects of English, Mathematics, Science, Technologies (including Digital Technologies) and The Humanities. Across all learning in our school, students are supported in developing critical and creative thinking, ethical, intercultural, personal and social learning.

Our Specialist programs include Visual Arts, Music and Performing Arts, Health and Physical Education and Languages – Italian. All of our specialist teachers have particular expertise in their subject area and provide engaging and focused learning in these areas.

Our timetable is structured to ensure maximum use of resources and time. Literacy learning is embedded across all disciplines and an Inquiry Learning program allows us to embed learning from a range of disciplines in a student-centred process.

In addition to the prescribed learning in the Victorian Curriculum, the school emphasizes and develops strong student voice and agency through the development of protocols for deep learning. The school is engaged with the Respectful Relationships program as a partner school, which enhances the Health curriculum and personal and social learning. We also have a strong focus on Values. The school values are stated as: developing Integrity through explicit learning in Cooperation, Excellence, Respect, Honesty and Responsibility. This learning is supported by the FISH philosophy program across the school.

To support learning in a range of curriculum areas as described above we provide a comprehensive camping program, sustainability team, Junior School Council, school singing group, senior student leadership program and a range of extracurricular activities.

Students also have access to private learning opportunities both during and after school hours in instrumental music provided by four specialist teachers, the Cre8ive Masterminds and gateways programs for extension, Chess Club – including tournaments and after school sporting programs.

## **How do we Teach?**

The key instructional models used at Rosanna are a blend of explicit teaching, co-operative learning and Inquiry Learning. The school has prioritised the development of Inquiry learning practices, emphasising student-centred, open-ended learning, where questioning and curiosity are at the forefront of all learning activities. This process has meant that explicit teaching of skills around information gathering, processing and communication have become more prevalent than content specific teaching, as this has now moved more to the control of the students.

Teaching at the school has been driven by High Impact Teaching Strategies (HITS) and the Powerful Learning Theories of Action (ToA) to improve practice and ensure the best learning outcomes for students. Teaching and learning practices are continually reviewed to allow for best outcomes through a Professional Learning Team (PLT) process including, action research, peer observation and feedback, professional reading and review, professional learning, modelling and coaching. This supports teachers to be rigorous and precise in their teaching, maximising the time and resources for learning and giving students the best opportunity for success.

The school is organised into five area teams: yrPrep, yr1/2, yr2/3/4, yr4/5/6 and specialists. Each team is comprised of between 3-5 members. Teams accept a shared responsibility for student learning across the area. These teams meet regularly for administrative and organisational purposes and also separately as PLTs. Area teams analyse data, plan thoroughly together and create yearly overviews which are elaborated on in term and weekly planners. These documents ensure consistency of content and presentation. Teachers regularly evaluate student learning and adjust teaching content and presentation to ensure students are presented with learning at an appropriately challenging level. Classroom content is differentiated to allow for a range of abilities and learning styles. Additional teaching staff are provided to support students requiring extra assistance. This takes the form of a Reading Recovery program at year 1, EAL small group learning/classroom support across all year levels and Program for Students with Disabilities support for individually funded students.

All teachers are committed to building authentic relationships with students so as to have the opportunity to know their students interests, learning strengths, challenges and a bigger picture of the child as a whole. This supports the development of learning confidence in the students, and teachers and students are connected and work together to achieve the best outcomes for learning.

To support effective learning, positive, dynamic and attractive classroom and school spaces are created and maintained. School structures create a safe environment for all, where learning is prioritised. Explicit teaching of school values contributes to a culture of respect and support across the whole school: staff, students and community.

Our vertical school teams are structured to ensure reflection on practice, rigorous professional dialogue and effective professional learning. Leadership has teaching and learning as the key focus for the school, and staff are supported to develop effective practice in a cycle of reflection, learning, implementation and review. Vertical teams include: English, Mathematics, Assessment/Reporting/Data, Digital Technologies, Engagement and Wellbeing and Inquiry. All teaching staff members have a role to play on these teams which brings an overall understanding, collective responsibility and subject specific representation to the area teams.

## **How do we know our Students are Learning?**

The Assessment/Reporting/Data team takes overall responsibility for whole school data analysis. The school works around a formal assessment schedule for standardised assessment and classroom teachers are responsible for ongoing informal assessment of all students. Analysis of whole school data allows us to see trends in student learning and analysis of classroom data allows teachers to pinpoint individual students' learning and drive the next steps for growth.

Formal assessment tools used at the school include: On demand testing, NAPLAN, Fountas and Pinnell Benchmark assessment system, PAT maths, Early Years Numeracy and Literacy online assessment. Locally created assessment tasks and tools including mathematics tests, writing moderation tasks, rich tasks and spelling assessments enhance the information gained from the standardised tests and give an overall picture of student achievement. Student self-evaluation and reflection and work samples also form a part of the overall process. Teachers are committed to moderating their student data and use assessment information to direct teaching and learning.

Class Data and Targets sheets are implemented for each class, where data for all individual students is represented and targets for achievement are set, reviewed and evaluated during the course of the year.

Work around the Powerful Learning teacher Theory of Action – Connecting Feedback to Data, has resulted in specific feedback to students becoming more meaningful, and has allowed students access to specific and timely information to support learning improvement. Extension of this work to provide more opportunity for student feedback to teachers will continue to enhance student voice and agency in learning.

### **How do we provide feedback to our students and families on learning progress?**

Rosanna complies with DET guidelines for reporting to families on student learning progress. The school provides a formal written report twice yearly via the Compass student management system, at the end of terms two and four, and formal parent meetings in terms one and three. The initial parent meeting early in the year allows for the sharing of information and an opportunity for teachers to get to know the families of their students. The interview in term includes an opportunity for students to share their learning, in addition to the chance for families and teachers to discuss pertinent learning information. Parents are also welcome to make an appointment to meet with the classroom teacher at any time to discuss student learning or to share information. 2019 sees the introduction of the online platform, Seesaw, which allows the sharing of learning between home and school in a digital format.

The school also provides a communication process to support students who require extra support or extension. This mechanism is a Home/School Support Group and allows for the establishment of an Individual Learning Plan for students and formal, minuted meetings with parents. These meetings occur termly or more frequently if necessary.

Families of students with additional needs are offered the opportunity to participate in a Student Support Group (SSG) process where teachers, school leaders and family members can meet with allied health or support professionals to discuss progress and individual needs.

Whole school data is shared formally with School Council and is communicated to the community via the school newsletter and website where appropriate.

# D. Operational Information

## Purpose of this Document

This document provides information about current school operational procedures.

These procedures represent current policy and will be followed until it can be demonstrated that another form of organization is more effective.

## 1. Administration Staff

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Kim Brydson-Dixon and Ally Stokes are the school's Administrative Team. They are available to answer enquiries either via the phone or at the front office.

For matters related to student wellbeing or classroom organisation, parents are encouraged to make contact with their child's classroom teacher.

## 2. Area News

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At the commencement of each term, area teams prepare a document for parents that provides a brief explanation of how classroom programs operate. This outlines what will take place in literacy, numeracy, inquiry and each specialist program, as well as details of excursions, special events and important calendar dates.

## 3. Assemblies

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Each Friday at 3:00pm, students assemble as a whole school in front of the BER building. At all other times, students assemble in their designated area at the sound of music played over the PA system. A bell signifies the start of the line up. Teachers will be in attendance promptly to supervise their class. Students are expected to assemble in an orderly fashion and proceed into school under teacher supervision. For at least term one, prep parents are requested to remain with

their children until the teacher collects their class at the beginning of the day. Similarly, teachers will remain with the children until parents have collected them at the end of the day. As their independence grows, parents are welcome to discuss alternative options with their class teacher.

End of term assemblies take place in Chandler Hall. They are a wonderful opportunity to celebrate learning throughout the term.

## 4. Attendance Rolls

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Attendance is marked electronically using Compass. The roll is a legal document, so the greatest care is exercised when marking it at the commencement of each half day session (ie. at 9:00am and 12:30pm).

Parents can enter absence information directly on to the student management system, Compass. Alternatively, parents can phone the office to inform of an absence, write a note to the teacher or speak with the teacher in person. It is important that all absences are authorised by parents and a reason for the absence given. Family holidays require the approval of the principal and this should be requested in writing either by note or email.

Any student absence that extends for three consecutive days will be reported to the Assistant Principal for further follow up.

## 5. Bell Times

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9:00am	Commencement of classes
11:00am	Recess
11:27am	Cease playing and move to line up area (with music)
11:30am	Conclusion of recess
1:30pm	Lunch eating time
1:45pm	Lunch recess
2:15pm	Sports bell and students prepare to leave the oval
2:27pm	Cease playing and move to line up area (with music)



2:30pm Conclusion of lunch  
3:30pm Dismissal  
3:45pm Yard supervision ceases

Music marks the end of each major break. Students must be in line before bell rings.

## **6. Canteen**

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Our canteen opens every day of the week in Terms 1 and 4, and from Tuesday to Friday in Terms 2 and 3. The Canteen Manager will distribute price lists and an explanation of how orders can be made including payment by cash direct to class or via QKR. Each grade has a bag for lunch orders which is taken to the office by class monitors. Lunches are collected by monitors from the canteen at 1.25 pm and handed out to students.

## **7. Class Money Collections**

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Payments can be made by cash, cheque, debit or credit card. Payments will be accepted at the front office, by phone, via QKR (our electronic payment system) or direct to class teachers. When paying to class teachers, please use school payment envelopes which are available from the school office. Student's name, activity details and amount included should be clearly stated on the envelope.

## **8. Complaints**

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Rosanna Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning. For more detail on our Complaints Policy please see the school website or ask for a copy at the office.

## **9. Curriculum Program and Policies**

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Curriculum and Policy documentation is available on the school website [www.rosannaps.vic.edu.au](http://www.rosannaps.vic.edu.au)

## **10. Digital Equipment**

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Digital technologies equipment is provided for the use of all students at Rosanna. Each area of the school has access to a class set of laptop or netbook computers and iPads. There is no BYOD (Bring your own device) program at Rosanna and parents are not required to contribute to a lease or purchase program.

## **11. Dismissal Safety**

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Following the 3.30pm dismissal bell, teachers are on yard duty in the upper and lower playground areas. Students should move quickly and safely to their pick up place or travel home immediately. There is no supervised play after school. Children should only be in the playground if they are directly supervised by an adult carer. Students waiting for their pick up should remain with the teacher at the gate. Another bell rings at 3.45pm, indicating that students should go to the office if they have not been collected by parents. Students must not wait in the street. Yard duty teachers will direct all unsupervised students to the office.

Prep students attending OSHclub after school care program will be collected from the Prep classrooms.

## **12. Emergency Management Plan (EMP)**

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The Emergency Management Plan describes procedures in emergencies. All staff are familiar with the document. Drills will be practised and evaluated each term or as per policy.

The Emergency Management Plan incorporates a Communication Tree to be enacted by the Principal. Classroom teachers will maintain an

off-site secure storage of the Communication Tree and family contact details to be used in an emergency. Families will only be contacted if it is necessary to pick up students or, in the case of an overnight emergency, keep their children at home.

### **13. Excursions and Incursions**

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As part of the educational process, students are expected to take part in excursions and incursions to view, first hand, stimulating environments that provide information and/or language extension. Excursions will be listed as either Essential or Optional on the term charges.

Related Policies  
*Parent Payment Policy*  
*Camps & Excursions Policy*  
*External Providers Policy*

### **14. Exit/Entry Doors**

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Students will be supervised entering and exiting their classrooms. Students are not permitted to be inside buildings unless accompanied by a teacher. All entry doors will be closed and locked by staff at morning break, lunch break and afternoon dismissal. Access to first aid and the main office remains available at all times.

### **15. Extreme Weather Days**

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Our extreme weather policy states that students will remain in classrooms in inclement weather conditions. This may include, rain, high winds or heat above 35C. All classroom areas are supervised by yard duty staff.

### **16. Finance**

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Rosanna Primary School, like all DET schools, is guided by department policy. Tuition is free, but our parent payment policy determines payments for materials, equipment, and activities which are requested from families.

Some items are essential and must be paid. Some activities are optional and parents can choose whether their children participate or not. A third category of payment allows parents to make voluntary contributions if they choose.

All payment information is sent out at the beginning of the school year and then each term on the term charges notifications. You may also receive an account statement at intervals throughout the year.

Related Policies  
*Parent Payment Policy*

### **17. First Aid**

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First Aid and student wellbeing is a high priority at RPS. A designated trained First Aid officer is rostered for duty at recess and lunch times. Other trained staff are available during class times for serious illness or injury.

There are basic first aid supplies in each classroom and in yard duty bags which enable teachers to administer basic treatment.

All incidents requiring attention will be recorded on Compass and the appropriate documentation completed. Parents will receive a Compass notification if their child has received minor first aid treatment during the day. Parents or emergency contacts will be contacted directly (in person or by phone) in the event of injury to the head or genitals or if the injury is deemed serious by the first aid officer.

When a student is ill and possibly contagious, parents will be contacted to take the child home. This includes incidents of visible headlice.

Medicines to be administered by staff during school hours must be accompanied by a Medical Authority Form signed by a parent, stating times required and dosage. All medicines are to be kept in the First Aid Room during school hours. Students should not keep any medication in their school bags, with the exception of asthma inhalers as per medical plans.

Students suffering from asthma are encouraged to bring a spare, named inhaler/spray to school that is to be kept by the class teacher for emergency use.

Students with Anaphylaxis, allergies, asthma and other serious health conditions are identified throughout the school and processes are detailed for management of these conditions in our range of First Aid and Wellbeing policies and procedures.

## **18. Homework**

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The nature and extent of homework is determined by DET and School based policies. All students are expected to engage in reading at home and other, more specific homework expectations will be detailed in the Area News.

Related Policy  
*Homework Policy*

## **19. House System**

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Every student in the school has been allocated to a house – Red Waratah, Blue Gum, Golden Wattle and Green Grevillea. Student elected House Captains from year six receive badges and each house has a flag. A weekly competition is conducted and the winning house has its ribbon placed on the House Cup that is on display in the foyer. This is announced and presented at Monday morning assembly. Students in each grade may score points that are totalled at the end of each week. House points are collected by monitors on Friday afternoons.

There are also a range of whole school activities and events during the year where students are organised into house groups to encourage team spirit and multi age learning.

The winning House for the year is presented with the shield at the final assembly for the year. An inscribed plaque is attached.

## **20. Interschool Sport**

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Rosanna Primary School participates in the Banyule Inter-School Sport competition. Teams are made up of year six students and, where necessary to fill a team, year five students.

## **21. Junior School Council (JSC)**

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The JSC is responsible for all social service fundraising events as well as recommending ways to improve the school's practices and facilities. The JSC executive and senior class reps present a report to the School Council.

An executive consisting of three year six students is selected using the same process as for School Captains. The executive hold their positions for the entire year. Students from every class except Prep elect a JSC class representative who hold their position for one semester (6 months). One or two staff members will lead the JSC for the year.

## **22. Library**

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Our well stocked library is accessed by each class for a one hour session each week with their class or a specialist teacher. The library resource area is administered by Education Support Staff who work in conjunction with the school's Literacy Coordinator and Teaching and Learning Leaders to ensure the availability of appropriate resources. The school offers a tax deductible Library Fund which allows parents to make voluntary contributions to support the upkeep of our extensive collection and the digital resources to support reading.

## **23. Lost Property**

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Any item of clothing or belongings found throughout the school will be collected and stored in the lost property cupboard outside the student bathrooms in the admin building. If your child's uniform is 'rag tagd' and you have set up for notifications, lost items will be scanned

in the cupboard and you will receive an SMS message. Items identified by a teacher as having value will be left at the office. Parents are reminded to name all items of clothing and other belongings to assist early identification. The Parents' Association (FORPS) have regular displays of lost property and are responsible for the distribution and eventual disposal of unclaimed items.

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## 24. Lunch Times

Supervised lunch eating takes place in areas designated by area teams at 1:30pm each day. Classes may eat outside but will be supervised and seated.

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## 25. Monitors

Student leadership at a whole school and classroom level is encouraged. School monitors are required for the flagpole, house points, gates and doors. Most of these duties are shared between the 3/4 and 5/6 areas. Individual classes will allocate monitors for various duties relevant to that class.

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## 26. Newsletter

A newsletter is produced regularly on Thursdays for families. The newsletter is distributed electronically via Compass and on the school's website. Hard copies are available on request.

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## 27. Occupational Health and Safety (OH&S)

Rosanna Primary School affirms the importance of a safe workplace for all our community. We recognise that it is everyone's responsibility to ensure our school is a safe place.

The school OHS manager is Heather McIntosh (principal) and a Health and Safety Representative is elected by staff to sit on the OHS Committee that meets at least each term or as required.

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## 28. Oval

Our school oval, on the east side of Bellevue Avenue, is a wonderful space for active play and sports. A staff supervision roster is prepared so that students may access the oval at recess and lunch breaks. Students will be supervised by a teacher to cross the road at the designated school crossing and students must use the school crossing in an appropriate manner. Class teachers will provide regular training for this purpose. Students are asked to keep clear of fences and respect the privacy of neighbours. To minimise litter, students do not take packaged food to the oval.

If it is deemed that the oval is not suitable for play because it is wet or, the weather inclement, the library will be open instead and supervised by the yard duty teacher.

Prep students do not access the oval at break times until term 2.

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## 29. Out of School Hours Care (OSHC) Program

The before and after school care program is managed by OSHClub. The program operates in Chandler Hall from 7:00am to 8:45am each morning and 3:30pm to 6:00pm each afternoon. For further information contact the OSHClub Coordinator.

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## 30. Parent Notes

We ask that parents maintain open communication about any absences or other concerns. Absences can be communicated on Compass or via a note to the class teacher.

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## 31. Parent Participation Program

Parents are welcomed and encouraged to help at school in a range of ways. These may include: helping in class, assisting on excursions, presenting to classes for learning, being a member of School Council, joining our parents' association FORPS

(Friends of Rosanna Primary School), lawn mowing, working bees, working in the canteen, helping in the library, school banking and many other roles.

A current Working with Children Check and volunteer induction is a requirement of all volunteers working at school. It is also required that volunteers sign in and out of the office and wear a visitor's badge at all times.

Training will be made available for parents to support face to face participation in the classroom. This training will include aspects of teaching and learning as well as issues of confidentiality and inclusion.

Information sessions are also held at various times of the year to explain aspects of the curriculum or to provide an opportunity for families to engage in discussion about other aspects of the school's operation (eg. Life Education Program).

### **32. Playground Arrangements**

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Students are generally allowed to play in any area of the playground. However, the adventure playground closest to the music room is for year 3-6 students only, while the adjoining playground is for year P-3 students and the lower adventure playground is for year P-2 students only.

All students may use the green oval at lunch times and recess providing that a supervising teacher is present. No packaged food is allowed on the oval. Preps do not visit the green oval at break times until term 2.

### **33. Policy Development**

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Documented policies exist for a broad range of school processes and practices. Policies are made available in electronic form and, for some, on the school's website. There is an established process for the development and review of these policies that involves the input of staff, parents and, when appropriate, students.

### **34. Program for Students with Disabilities (PSD)**

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The school may have students who are identified for support through the DET Program for Students with Disabilities (PSD). If this is the case, a Student Support Group (SSG) meeting will be conducted each term with the parents and all staff involved with the student in order to monitor progress and plan future learning goals. A support aide may be employed to assist the student in the classroom if funding is available.

### **35. School Banking**

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School banking is available via the Commonwealth bank and occurs on Tuesdays. This program is run by parent volunteers. Bank books are handed in to class teachers each week. They are returned to students within two days.

### **36. School Council**

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School Council meets at least eight times per year. There is provision for ten parent members on School Council and sub-committees. Nominations are called for and elections are held in February each year.

### **37. School Strategic Plan**

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The school's Strategic Plan and Annual Implementation Plan guide the teaching and learning programs at RPS. These documents provide the focus for curriculum and general school development. The school undergoes a DET review every four years, measuring achievements from the Strategic Plan.

Teaching and Learning Teams are established to support the achievement of Strategic Plan goals and targets, detailed in the Annual Implementation Plan. These documents are available on the school website.

### **38. Special Religious Instruction (SRI)**

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Christian Religious Instruction is available on Monday afternoons, after school hours. It is provided by trained instructors and supervised by volunteer teachers. Information is provided to families at the beginning of each school year.

### **39. Staff Absences**

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When staff members are absent, every effort is made to replace the staff member with casual staff. On some occasions, it is necessary to split a class into other grades.

### **40. Student Engagement and Behaviour Management**

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We have a whole school approach to positive behaviour management via the Restorative Practices program.

Students will be supported by explicit teaching to build friendships, solve problems and resolve conflict. The school values programs support the Restorative Practices program. At the beginning of the school year, all classes will engage in a start-up program which will establish class expectations in a collaborative way. All teachers will offer positive reinforcement strategies to build a productive and supportive classroom culture.

We use a restorative justice approach to behaviour management which may be supplemented by a time-out and/or lunchtime detention process. Students are encouraged to speak up, discuss their concerns and seek teacher support if they are unable to solve a problem independently. More serious behaviours may be referred to area leaders or the Assistant Principal or Principal.

Related Policies  
*Wellbeing and Engagement Policy*

### **41. Student Induction**

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An induction program for new students is available to all. It aims to provide support for new members of our community by explicitly orientating them to Rosanna Primary School.

### **42. Student Movement**

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Classes are expected to move in an orderly manner throughout the school under teacher supervision. Students are expected to move quietly through all areas.

### **43. Student of the Week**

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A 'Student of the Week' award program exists throughout the whole school. Teachers nominate at least one student to receive the weekly class award at the whole school assembly.

### **44. Student School Captaincy**

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Two year six School Captains and two Vice Captains are selected each year by a process of peer voting (involving Year 3-6 students) and an interview conducted by a staff member panel (usually the Principal, Assistant Principal and a staff representative).

### **45. Student Support Services Officers (SSOs)**

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The school has access to a DET employed Psychologist and Speech Pathologist. Referrals for these services are made via the Assistant Principal. Student Support Services Officers visit the school on a regular basis and support families, students and teachers.

### **46. Time out (Thinking Space)**

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Students who demonstrate inappropriate physical or threatening behaviours or repeated other

inappropriate behaviours can be asked to attend the Thinking Space in the meeting room at recess or lunch time.

During this time, students are supervised while completing a reflection sheet which is passed on to the referring teacher.

The referring teacher will contact the parents of the student concerned, along with any students who have been affected, as soon as practical.

## 47. Timetables

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Class timetables will be communicated via the area news at the beginning of each term.

## 48. Toileting of Students

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It is preferable that students use the toilets at lunch and recess times rather than class time. However, if a student needs to go to the toilet during instruction time, he/she must be accompanied by at least **one** other student of the same gender. However, this may be varied for the internal toilets of the BER building (Years 3-6) which are in sight of the teachers.

Sometimes students may need support to change clothes due to illness, a toileting incident and/or other hygiene reasons. Students will be supported in a timely manner, ensuring their dignity and independence is maintained. Rosanna Primary Hygiene Care Guidelines provides procedures to support students in such circumstance.

## 49. Waste

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Each classroom has three coloured bins and a cardboard box for paper recycling. Red is for landfill waste (large skip), yellow for mixed recyclables (small skip) and green for compost (located near the veggie gardens). Paper Recycling Boxes are also provided in other areas of the school. These are emptied by monitors on a weekly basis.

We aim to minimise waste and ensure sustainable practices as much as possible. Please help by minimising waste in lunch boxes.

## 50. Working with Children Check

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All volunteers at Rosanna Primary School are required to have a current Working with Children Check with Rosanna Primary School noted as a volunteer organisation, and complete a volunteer induction process.

Relevant Policy  
*Working with Children Check Policy*

## 51. Yard Duty

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8:45am	- 9:00am	Two teachers
11:00am	- 11:15am	Three teachers
11:15am	- 11:30am	Three teachers
1:30pm	- 1:45pm	Five Teachers (Eating Time)
1:45pm	- 2:00pm	Three teachers
2:00pm	- 2:30pm	Three teachers
3:30pm	- 3:45pm	Two teachers

A supervision roster is prepared at the start of each year. Teachers are allocated to either the upper, oval or lower area for yard supervision. Duty teachers carry a yard duty bag and two-way radio and wear a hi-viz vest.

Teachers move around in their allocated area noting any area of potential concern and giving full attention to the role. First aid passes are given to any student requiring treatment. Staff call for additional support on yard duty, if needed, by using the two-way radio or sending a 'Staff Member Required', red card to the staff room.