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**Boronia K-12 College**

Albert Avenue, Boronia VIC 3155

P.O. Box 537, Boronia 3155

**T:** (03) 9760 4900  |  **F:** (03) 9761 0540

**E:** boronia.k12@edumail.vic.gov.au

**W:** www.boroniak-12.vic.edu.au

**College Principal:** David Rose
Dear Parent/Guardian,

Welcome to Boronia K-12 College. Our College was established in 2012 following the merger of Boronia Primary School, Boronia Heights College and the Allandale Kindergarten.

In 2015, all staff and students will be working and learning together at our College site located between Albert Avenue and Rangeview Road.

Our College is organised into four Stages of Learning as follows:

- The Early Years: Kindergarten to Grade 4
- The Middle Years: Years 5 – 7
- The Upper Middle Years: Years 8 - 9
- The Later Years: Years 10 -12

The Vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. The Vision of our College is underpinned by the following Values:
The implementation of these values relies on the development of positive relationships between all members of our College community. As a relational community we place a great emphasis on nurturing the following five key relationships:

- Students feeling positive about themselves and their ability to learn and succeed.
- Students being able to interact co-operatively with other students.
- Students being engaged with their learning and understanding its relevance to their own lives and the wider community.
- Students having a positive relationship based on mutual respect with their teacher/s.
- Supportive and constructive relationships between the home, the school and the local community.

Our students are supported in their learning journey through a pastoral care system, which caters to their relevant stage of learning. This ensures that every student feels confident that there is someone taking an active interest in his or her social, emotional and academic development.

Our classroom programs are shaped by a belief that high quality learning occurs when:

- The learning is personalised, assessed regularly and supported by high expectations.
- A safe and orderly learning environment exists.
- Students are actively engaged with their learning.
- 21st century digital tools are used effectively, ethically and productively.
- There are opportunities and pathways for all students to achieve success.
- There is a genuine and supportive partnership between the home and the College.

In our College, there is an understanding that everyone in our community is a leader and that we all have responsibilities to the learning process. Our challenge is to provide a wide variety of opportunities and experiences that will help to build the leadership capabilities of our students, staff and parents.

We are a school with high aspirations for all of our students. There is a clear expectation that all students, parents and staff will work together to the best of their abilities in order to provide the best possible learning environment. We expect all members of our community to take responsibility for their actions and to be actively engaged in the learning process.

The information contained in this booklet is designed to assist you to understand the operations and philosophy of the College. We encourage all parents to be involved, and stay engaged with the learning of their son or daughter as they progress from kindergarten to Year 12.

I encourage you to read this booklet and contact any member of the College's Leadership Team should you have any queries.

David Rose

College Principal
Early Years Overview

One of the great advantages of the organisational structure of Early, Middle and Later Years at Boronia K-12 College is that we are able to cater for the different needs of our students as they progress along their educational journey and develop as young people.

Prep to Year 4 marks a stage where students are encouraged to make sense of the world around them through real-life experiences. When children enter the formal education setting of school they develop more independence, as well as developing academic, physical and social skills.

During the first years of learning in primary schools, teachers aim to create a safe and happy environment where students are valued, praised and encouraged rather than constantly tested.

The Prep to Year 4 curriculum emphasises the importance of reading, writing, spelling, essential maths and problem solving skills. Students are also encouraged to explore the world around them and are given opportunities to develop physical, creative and information and communication technology (ICT) skills.

Students will work with the whole class, but at other times will be grouped for sessions with those who have similar needs. This allows students to work both independently and cooperatively with other children and teachers.

Prep to Year 4 focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy, and basic physical, personal and social capacities that underpin all future learning.

Years Prep, One and Two

The foundation knowledge, skills and behaviours that children develop in Levels 1 and 2 are:

- English (reading, writing, speaking and listening)
- Mathematics
- The arts (creating and making)
- Interpersonal development (with an emphasis on socialisation)
- Health and physical education (movement and physical activity).

Years Three to Four

The students begin to respond to information and ideas from contexts beyond their immediate experience.

Students are now also expected to achieve standards in science, the humanities, thinking processes, design, creativity and technology, personal learning, and civics and citizenship.
2015 Term Dates & College Hours

TERM DATES

TERM 1: Wednesday 28 January – Friday 27 March
- Wednesday 28 January  Staff Return
- Thursday 29 January  Parent / Student / Staff Interviews
- Friday 30 January  Classes commence

TERM 2: Monday 13 April – Friday 26 June

TERM 3: Monday 13 July – Friday 18 September

TERM 4: Monday 5 October – Friday 18 December

OFFICE HOURS

Opening & Closing Times: 8:30 am - 4:30 pm
Telephone: (03) 9760 4900
Fax Number: (03) 9761 0540
Email: boronia.k12@edumail.vic.gov.au
Website: www.boroniak-12.vic.edu.au

COLLEGE HOURS

At Boronia K-12 College, the school day is organised as follows for Prep to Year 7:

- The first learning session is between 8.55am and 11.00am.
- Recess is between 11.00am and 11.30am.
- The second learning session is between 11.30am and 1.30pm.
- Eating Time for Prep - 6 is 1.30pm – 1.40pm.
- Lunch is between 1.40pm and 2.30pm (Year 7 Students are allowed to eat in the yard).
  **Years 8 – 12 break for lunch between 12.30pm and 1.20pm.
- The third learning session is between 2.30pm and 3.30pm.

- **Prep students** start at 9.00 and finish at 1.00pm in the first week of school. Throughout Term 1 until the Labour Day Weekend, Prep students will attend Monday, Tuesday, Thursday and Friday.

Parents are reminded that students should not be at school before 8.40am, when supervision of students in the College grounds commences. Students should leave the College immediately after their last class, unless attending a scheduled meeting or after school activity.
College – Parent Partnership

As part of our commitment to establishing and maintaining positive, constructive and supportive links between the College and the home, we have allocated Thursday January 29 for Student/Parent/ Mentor interviews. These interviews will be 15 minutes in duration and take place between 1.00pm and 8.00pm. Please book an interview on PTO. The link can be found on the College website.

Each year government schools are provided with four student free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. This is January 28 in 2015. The remaining three student-free days are determined by each individual school.

Building the key partnership between the home and the school sits behind this initiative. Some of the matters to be discussed through these meetings may include:

- The opportunity to build a partnership between the home and the College based on shared understandings and trust.
- Identification of the best methods for, and frequency of, communication between the class teacher and the home.
- Confirmation of home contact details as listed in enrolment information with the College.
- The initial student learning goals for the semester
- The identification of any special learning needs / issues as well as interests, with respect to the student.
- The Codes of Expectation for Staff, Students and Parents
- Acceptable Use policy
- Uniform policy – students will attend the meeting in full school uniform with procedures for the implementation of the new school policy to be explained.
- Any questions parents and students may have in relation to school policies and procedures.

Should you have any concerns during the year with regards to your child's progress and/or wellbeing at the College please contact your child's teacher /mentor promptly.

PARENT INVOLVEMENT OPPORTUNITIES

One of the most valuable supports you can provide to your son / daughter is to commit time and interest to their education. Involvement with the College can be maintained or initiated in a wide variety of ways. Some of the opportunities for parents may include some of the following:

- ‘Parent Helper’ role to assist with classroom reading etc.
- Regular liaison with the Classroom teacher / Mentor
- Regular discussions with your son/daughter about their school work and life.
- Membership of College Council or a sub-committee of Council eg Education Policy, Buildings and Grounds, Parents and Friends
- Attendance at events such as the Parent / Student / Staff Partnership meetings, student led conferences, school events etc.
- Attendance at Working Bees
- Assistance with sporting events and College activities

Please let us know if you have any other skills or knowledge you would like to share with us.
Code of Expectations

Boronia K-12 College is committed to the provision of a safe and supportive environment within the College. We have developed Codes of Expectations directly linked to the College Values of Community, Achievement, Respect and Lifelong Learning for students, staff and parents and ratified by College Council in April 2013.

BORONIA K-12 COLLEGE - STUDENT CODE OF EXPECTATIONS

The Student Code of Expectations is consistent with the College Values and the Student Engagement Policy of the College. The Code of Expectations aims to provide direction to students as to their responsibilities to staff, parents, other student members and the wider community.

Boronia K-12 College students have developed the following non-negotiable behaviours to operate within the College:

- We are honest, courteous and treat others as we would like to be treated ourselves.
- We abide by College policies and take responsibility for our actions.
- We treat our environment with respect, pride and care.
- We actively listen, care and support one another and will not tolerate bullying and racism in any form.

<table>
<thead>
<tr>
<th>VALUES</th>
<th>VALUE DESCRIPTORS</th>
<th>BK12 STUDENTS WILL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Collaborate and share</td>
<td>✓ Commit to working cooperatively with others and valuing their knowledge and expertise.</td>
</tr>
<tr>
<td></td>
<td>Positive Role Models</td>
<td>✓ Model the Values of the College in a positive and consistent fashion and wear our uniform with pride.</td>
</tr>
<tr>
<td></td>
<td>Value community and proud to contribute</td>
<td>✓ Have high standards of behaviour and actively contribute to the programs of the College.</td>
</tr>
<tr>
<td></td>
<td>Care and support for each other</td>
<td>✓ Work together to create a happy, safe and caring College community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Challenge and assist each other to achieve our best.</td>
</tr>
<tr>
<td></td>
<td>High Expectations</td>
<td>✓ Act on the goals we set for our learning in a positive and constructive fashion.</td>
</tr>
<tr>
<td></td>
<td>Set goals and take risks</td>
<td>✓ Listen to and act in a positive manner to feedback about our learning.</td>
</tr>
<tr>
<td></td>
<td>Seek feedback to reflect and improve</td>
<td>✓ Acknowledge the achievements of other students in all walks of College life.</td>
</tr>
<tr>
<td></td>
<td>Celebrate our successes</td>
<td>✓ Listen to, and appreciate other points of view in a non-critical manner, even if we don't necessarily agree.</td>
</tr>
<tr>
<td></td>
<td>Listen to one another with an open mind</td>
<td>✓ Work as a team in a supportive and cooperative manner.</td>
</tr>
<tr>
<td></td>
<td>Value our diversity</td>
<td>✓ Treat others as we would like to be treated ourselves.</td>
</tr>
<tr>
<td></td>
<td>Treat everyone with honesty and empathy</td>
<td>✓ Learn from our mistakes and are honest in accepting responsibility for our actions and behaviour.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for our actions</td>
<td>✓ Be open to exploring different ways of overcoming obstacles to our learning.</td>
</tr>
<tr>
<td></td>
<td>Open minded and flexible with our learning</td>
<td>✓ Be open to new ideas and ways of learning.</td>
</tr>
<tr>
<td></td>
<td>Inquisitive and seek out new knowledge and skills</td>
<td>✓ Take an active role in our learning and are receptive to working and learning together in different ways.</td>
</tr>
<tr>
<td></td>
<td>Enterprise, initiative and creative abilities</td>
<td>✓ Be open to exploring different ways of overcoming obstacles to our learning.</td>
</tr>
<tr>
<td></td>
<td>Not afraid of making mistakes and constantly seek to improve</td>
<td>✓ Learn from our mistakes and setbacks and continually seek to improve.</td>
</tr>
</tbody>
</table>
The Staff Code of Expectations is consistent with DEECD guidelines, VIT Code of Conduct, College Values and the Student Engagement Policy of the College.

The Code of Expectations aims to provide direction to staff as to their responsibilities to students, parents, other staff members and the wider community.

Boronia K-12 College staff have developed the following non-negotiable behaviours to operate within the College:

- We treat others with care, courtesy, cooperation, honesty, tolerance and non-discriminatory behaviour.
- We act with professionalism at all times with respect to our actions, appearance, comments and performance as reflected by VIT Standards.
- We demonstrate enthusiasm and commitment to our teaching programs, teams and College.
- Through a positive attitude, we instil a sense of pride, passion and fun to our work.

<table>
<thead>
<tr>
<th>VALUES</th>
<th>VALUE DESCRIPTORS</th>
<th>BK12 STAFF WILL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Collaborate and share</td>
<td>✓ Commit to working cooperatively with others and valuing their knowledge and expertise.</td>
</tr>
<tr>
<td></td>
<td>Positive Role Models</td>
<td>✓ Model the values and implement the policies of the College in a positive and consistent fashion.</td>
</tr>
<tr>
<td></td>
<td>Value community and proud to contribute</td>
<td>✓ Seek ways to engage the community with the College and the classroom.</td>
</tr>
<tr>
<td></td>
<td>Care and support for each other</td>
<td>✓ Take an active interest in the wellbeing of our students and support our colleagues.</td>
</tr>
<tr>
<td>Achievement</td>
<td>High Expectations</td>
<td>✓ Challenge and assist each other to achieve our best.</td>
</tr>
<tr>
<td></td>
<td>Set goals and take risks</td>
<td>✓ Be willing to try new approaches in our classes to maximise student learning outcomes for all.</td>
</tr>
<tr>
<td></td>
<td>Seek feedback to reflect and improve</td>
<td>✓ Use data to monitor and discuss the progress of our students and our teaching practices.</td>
</tr>
<tr>
<td></td>
<td>Celebrate our successes</td>
<td>✓ Seek opportunities to acknowledge the achievements and positive work of our students and staff.</td>
</tr>
<tr>
<td>Respect</td>
<td>Listen to one another with an open mind</td>
<td>✓ Listen to, and appreciate other points of view in a non-critical manner, even if we don't necessarily agree.</td>
</tr>
<tr>
<td></td>
<td>Value our diversity</td>
<td>✓ Interact with each other with empathy, understanding and tolerance.</td>
</tr>
<tr>
<td></td>
<td>Treat everyone with honesty and empathy</td>
<td>✓ Treat others as we would like to be treated ourselves.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for our actions</td>
<td>✓ Learn from our mistakes and accept responsibility for our behaviour.</td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Open minded and flexible with our learning</td>
<td>✓ Be open to new ideas through professional learning opportunities.</td>
</tr>
<tr>
<td></td>
<td>Inquisitive and seek out new knowledge and skills</td>
<td>✓ Build capacity by seeking out, and keeping abreast of best practices.</td>
</tr>
<tr>
<td></td>
<td>Enterprise, initiative and creative abilities</td>
<td>✓ Explore working in different ways and be willing to share knowledge and expertise with others.</td>
</tr>
<tr>
<td></td>
<td>Not afraid of making mistakes and constantly seek to improve.</td>
<td>✓ Actively use the Annual Review process and other opportunities to build capacity and improve performance.</td>
</tr>
</tbody>
</table>
The Parent Code of Expectations is consistent with DEECD guidelines, College Values and the Student Engagement Policy of the College.

The Code of Expectations aims to provide direction to parents as to their responsibilities to students, other parents, staff members and the wider community.

**Boronia K-12 College parents have developed the following non – negotiable behaviours to operate within the College:**

- We treat others with respect, understanding, compassion, honesty and tolerance.
- We respect the rights of others to hold points of view different to our own in a non-critical or judgmental manner.
- Through a positive attitude, we work co-operatively with the College to resolve problems, noting the responsibility of both parties to act with fairness and consistency when issues arise.

<table>
<thead>
<tr>
<th>VALUES</th>
<th>VALUE DESCRIPTORS</th>
<th>BK12 PARENTS WILL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Collaborate and share</td>
<td>✓ Commit to working cooperatively with all members of the College community.</td>
</tr>
<tr>
<td></td>
<td>Positive Role Models</td>
<td>✓ Model the values of the College in a positive and consistent fashion.</td>
</tr>
<tr>
<td></td>
<td>Value community and proud to contribute</td>
<td>✓ Actively seek ways to be personally involved in the life of the College.</td>
</tr>
<tr>
<td></td>
<td>Care and support for each other</td>
<td>✓ Treat all members of the College community with empathy and compassion.</td>
</tr>
<tr>
<td>Achievement</td>
<td>High Expectations</td>
<td>✓ Challenge and support their child so they can achieve their personal best in everything they do.</td>
</tr>
<tr>
<td></td>
<td>Set goals and take risks</td>
<td>✓ Focus on building a strong and supportive partnership with the College based on trust and respect.</td>
</tr>
<tr>
<td></td>
<td>Seek feedback to reflect and improve</td>
<td>✓ Communicate with the College in a positive, timely and proactive fashion if issues arise.</td>
</tr>
<tr>
<td></td>
<td>Celebrate our successes</td>
<td>✓ Be actively involved in the learning of their children and celebrate the successes of our College.</td>
</tr>
<tr>
<td>Respect</td>
<td>Listen to one another with an open mind</td>
<td>✓ Listen to, and appreciate other points of view in a non-critical manner, even if we don't necessarily agree.</td>
</tr>
<tr>
<td></td>
<td>Value our diversity</td>
<td>✓ Interact with each other in an inclusive fashion with care, understanding, tolerance and respect.</td>
</tr>
<tr>
<td></td>
<td>Treat everyone with honesty and empathy</td>
<td>✓ Treat others as we would like to be treated ourselves.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for our actions</td>
<td>✓ Learn from our mistakes and accept responsibility for our behaviour.</td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Open minded and flexible with our learning</td>
<td>✓ Be open to new ideas and different approaches to learning.</td>
</tr>
<tr>
<td></td>
<td>Inquisitive and seek out new knowledge and skills</td>
<td>✓ Seek ways to display interest and stay engaged with the education of their children.</td>
</tr>
<tr>
<td></td>
<td>Enterprise, initiative and creative abilities</td>
<td>✓ Explore different ways and opportunities to support the vision and goals of the College.</td>
</tr>
<tr>
<td></td>
<td>Not afraid of making mistakes and constantly seek to improve</td>
<td>✓ Strengthen our community by acknowledging mistakes in a positive, non-critical manner.</td>
</tr>
</tbody>
</table>
Responsibilities and Rights

As indicated earlier, a key focus for our College is the development of a close partnership between the home and the school to ensure each student can achieve their best and at the same time develop positive relationships with their peers, studies and their teachers. For this to occur, each member of our College community needs be aware of their rights and responsibilities, to ensure they uphold and model the College values in their daily interactions with others. As a K-12 College these relationships should be special and long lasting as families attend the College for kinder, primary and secondary education.

The College is committed to the implementation of its Student Engagement policy in a fair and consistent manner. Where problems exist, we expect issues to be dealt with in a proactive and timely manner so that the issue can be resolved. Where appropriate, a graded series of consequences that emphasise the importance of self-control, accountability, responsibility and the ownership of one's behaviour will be enforced.

<table>
<thead>
<tr>
<th>Students have the following responsibilities</th>
<th>Students have the following rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take responsibility for their own learning and not interfere with the learning of others</td>
<td>To experience exemplary teaching and to learn without interference from others</td>
</tr>
<tr>
<td>To cooperate with staff in the performance of their duties</td>
<td>To be treated by staff with fairness and consistency</td>
</tr>
<tr>
<td>To treat others with respect, resolving differences through discussion and compromise, not conflict</td>
<td>To be treated with respect, free from harassment</td>
</tr>
<tr>
<td>To speak and listen in a respectful manner</td>
<td>To communicate ideas and views with confidence</td>
</tr>
<tr>
<td>To act in a safe and considerate manner</td>
<td>To be and to feel safe</td>
</tr>
<tr>
<td>To maintain a healthy, safe, clean and attractive environment</td>
<td>To learn in a healthy, clean and attractive environment</td>
</tr>
</tbody>
</table>

It is everyone's responsibility to behave with care and tolerance of others to ensure that the College is free of the following unacceptable behaviours.

- Bullying in all forms, including deliberate and / or ongoing alienation, and refusal to work with a particular person because of their background, gender or sexual orientations.
- Cyber bullying: Bullying that is carried out through an internet service such as email, chat room, social network sites or instant messaging. It can also include bullying through mobile phone technologies. Examples include teasing, spreading rumours online, unwanted messages or defamation.
- Deliberately accessing, displaying, downloading or sending unacceptable or illegal material, (racist, sexist, violent, anti-social, obscene or pornographic). Libelous criticism of other people or organisations is not permitted.
- Discriminatory behaviour based on gender, religion, race, socio-economic status, class, age, cultural background or sexual orientation.
- All forms of aggressive behaviour that endangers others whether verbal or physical.
• Verbal abuse including derogatory or offensive language, comments or jokes that unfairly label or stereotype characteristics of a particular group, imitating the accent or pronunciation of another person and name calling.

• Refusal to listen to / impatience with another's verbal expression.

• Physical violence including fighting, purposefully brushing up against another's body and unwelcomed pinching, patting, touching and embracing.

• Sexist and racist attitudes.

• Sex-based harassment in all forms including: sexually provocative remarks; offensive staring and leering; suggestive questions or comments about another's sexual morality, physical appearance or sexual orientation; repeated requests to go out with somebody after prior refusal; or requests for sexual favours.

• Displays of sexually graphic material, wearing clothing, which is offensive or which denigrates an individual or group.

• The use, carrying, acceptance, or provision of others of cigarettes, alcohol, or other drugs of addiction. This prohibition applies to the College and all off campus organised activities, between students' homes and the College, and in the vicinity of the College.

Procedures and Consequences:

• Students should report all cases of inappropriate behaviour to their classroom teacher, the Early Years Team Leader or the Assistant Principal. Students are encouraged to support their peers, by reporting all such instances to staff members.

• Victims and perpetrators will be given appropriate advice, counseling and guidance by the appropriate staff which may include the College Chaplain, Student Welfare Coordinator or the School Educational Psychologist.

• The Early Years Team Leader will exercise professional judgement in seeking personal and or family counseling for students.

• Disciplinary action is at the discretion of the Early Years Team Leader or for very serious and persistent cases, the Assistant Principal, who may seek to suspend or expel the offending student.

• Mandatory reporting provisions require teachers to report to the appropriate authority all cases of suspected sexual or physical abuse.
College Dress Code

Boronia K-12 College uniform is **compulsory** for all students. If for any reason students cannot wear their uniform on a particular day they must bring a note and obtain an out of uniform pass from their teacher.

The College adopted a new ‘Stages of Schooling’ approach to uniform as a result of the College merger. All students will be expected to wear the new Early Years uniform (Years Prep - 4). No old uniform items from Boronia Primary School or Boronia Heights College can be worn in 2015 (the two year transition period finished at the end of 2014).

The uniform supplier is LOWES, situated at shop 1001A, Knox Ozone Shopping Centre, 425 Burwood Highway, Wantirna South, 3152. Phone: 9800 3611. Online: www.lowes.com.au

**EARLY YEARS UNIFORM: PREP – YEAR 4 GIRLS**

- Summer Dress
- Bomber jacket*
- Windcheater*
- Polo shirt – long/short sleeve*
- Winter Pinafore
- Track pants (with zip pocket)
- Unisex cool flow shorts
- Socks – white, short or long
- Tights – navy
- Shoes – black leather with pinafore and dress, black or white runners with shorts or track pants
- Hair ties – navy or white
- Plain navy, broad brim hat
- Scarf – navy **Item with College Logo**

**EARLY YEARS UNIFORM: PREP – YEAR 4 BOYS**

- Bomber jacket*
- Windcheater*
- Polo shirt – long/short sleeve*
- Cargo shorts (navy)
- Cargo pants (navy)
- Track pants (with zip pocket) double knee
- Unisex cool flow shorts
- Socks – white
- Shoes – black leather with cargo pants/shorts, black or white runners with track pants/shorts
- Plain navy, broad brim hat
- Scarf – navy **Item with College Logo**

**IMPORTANT NOTES WITH RESPECT TO THE UNIFORM CODE**

- Please clearly label each item of uniform at the start of the school year with an indelible pen
- Hats, 30+SPF sunscreen and approved sunglasses should be worn in terms 1 and 4 both in the school yard and during sporting activities. A water bottle is advisable.
- Facial piercings are not acceptable, for health and safety reasons and for the requirement for moderation as endorsed by the College Council.
- Earrings are limited to small studs or sleepers.
- Long hair should be tied back each day.
- Extreme, non-natural hair colours and/or hairstyles are **not permitted**.
- Moderation in all of the above is expected.
FIRST AID PROCEDURES

- In cases of illness, students in class will seek the permission of the teacher to go to sick bay.
- During recess and lunchtime, students are to see the yard duty teacher and then proceed directly to the sickbay.
- It is the responsibility of each parent to provide the College with current telephone numbers by which a parent or guardian may be contacted without delay should serious illness or injury occur.
- If a student is unfit to return to class after treatment, a parent or guardian will be asked to come to the College to take the student home.
- In the case where a student is taken by ambulance to hospital, parents or a family representative must meet the student at the hospital or accompany the ambulance.
- We strongly recommend that parents have ambulance cover.
- If your child has an infectious disease, please keep them at home until the infectious period has passed and notify the College a.s.a.p. We have children with low immunity and need to inform parents so they can monitor or remove their children from school if considered necessary.

MEDICATION

Staff and schools are often asked by parents to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff. As a general rule the following points should be noted by parents:

- Children who are unwell should not attend school.
- A designated school officer will be responsible for administering prescribed medications to children.
- Non-prescribed oral medications (eg: headache tablets) will not be administered by school staff, unless a medical certificate is provided by your doctor.
- No type of medication (prescribed or not) should be left in school bags or lunch boxes.
- All parent requests for the designated school officer to administer prescribed medications to their child must be in writing and must be supported by specific written instruction from the medical practitioner or pharmacist’s including the name of the student, dosage and time to be administered (the original medication bottle or container should provide this information).

PARENTAL DISPUTES

Schools are often confronted with issues relating to custody of students. While such issues are often emotionally charged, the school will manage custody related issues in accordance with the law. Parents are requested to ensure that the College is notified in writing (with relevant documentation) of any custodial restrictions that may apply to their child.

ATTENDANCE POLICY

It is the responsibility of parents and guardians to account for any student absences to the College through the following procedures:

- Notify the College on the day of the absence prior to 9.00am via:
  - Phone absence line
  - Text message
  - College App, Tiqbiz
- An automatically generated SMS text message will be sent by 9.30am on the day of a student absence if the parent has not advised the College of the absence by 9.00am.
- Follow up with a written note to the student's class teacher explaining the reason for the absence.

PUNCTUALITY & EARLY DEPARTURE

Student lateness to class causes unnecessary disruption to the learning process of the
Please ensure that your son/daughter arrives at school prior to the commencement of class time. If for some reason your son/daughter is to be late to school, please provide them with a note explaining the reason why and have them present this to the General Office. If you need to pick up your child early from school for any reason, please, where possible, provide a written note to the Pod/ Mentor Teacher/ General Office. Your child will be sent to the office at the time pre-arranged with you. As we are minimizing P.A. announcements, if you arrive without prior notification you may have to wait until someone is available to collect your child from class.

MOBILE PHONES & ELECTRONIC DEVICES

Although mobile phones and other personal electronic devices are important modern day communication tools, they can easily be improperly used, lost or damaged and must therefore be effectively managed. Students, if they bring these devices to school, need to lock them in their locker during the school day out of sight and switched off. If phones are misused during the day they will be confiscated for the remainder of the day. In some subjects the teacher may direct students to use phones or similar devices for a specific educational purpose. This is the only exception for their use during school time. Any message you wish communicated to your child (e.g. changed travel arrangements) can be arranged if you contact the General Office at your earliest convenience.

SUNSMART

Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school. All Early Years students will be expected to wear a broad brimmed hat during Terms 1 and 4. Please put your child’s name on the inside of their hat.

COLLEGE COUNCIL

The College Council is responsible for the educational, financial and physical management of the College. It generally meets twice a term and elections are held for parent representatives at College Council subcommittees: Buildings and Grounds/ OHS, Finance and Resources, Education Policy, Parents and Friends and Marketing. Please contact the Principal or Assistant Principal if you are interested in participating in College activities.

STUDENT ACCIDENT INSURANCE

Student Injury Personal Accident Protection Plan

Jardine Lloyd Thompson Pty Ltd’s Student Injury Protection Plan is offered yearly to students aged between 5 and 19. Further information about the plan will be available at the General Office early in the school year. Parents will be notified of this in the Parent Newsletter. We strongly recommend that parents purchase insurance cover for their child.