

ASPIRATION

GROWTH

COURAGE

RESPECT

DEPARTMENT OF  
EDUCATION  
*learners first*



# PARENT HANDBOOK

## 2023

Mount Stuart Primary School  
Department of Education



## CONTENTS

WELCOME TO MOUNT STUART PRIMARY SCHOOL .....	2	LEVIES & PAYMENT .....	15
INTRODUCTION .....	4	LIBRARY .....	15
THE PURPOSE OF OUR HANDBOOK .....	5	MEDICAL / EMERGENCY CONTACT DETAILS .....	16
AFTER/BEFORE SCHOOL CARE .....	6	MEDICATION .....	16
ATTENDANCE .....	6	.....	19
ASSEMBLIES .....	6	MOVE WELL EAT WELL .....	19
BAND .....	7	MUSIC .....	20
BIKES .....	7	NEWSLETTER .....	20
CANTEEN .....	7	NUT AWARE SCHOOL .....	20
CHANGE OF ADDRESS OR TELEPHONE NUMBER .....	7	PARENT HELP .....	21
CURRICULUM .....	7	PARENT ORGANISATIONS .....	23
ENROLMENT AND CLASS PLACEMENT .....	9	PARKING .....	23
AREA MAP .....	10	PERSONAL PROPERTY .....	23
FAMILY, CHILD AND YOUTH HEALTH SERVICE .....	10	POSITIVE BEHAVIOUR .....	24
FOOD .....	12	REPORTING TO PARENTS .....	26
HIGH SCHOOL .....	12	ROAD SAFETY .....	27
HOMEWORK OPPORTUNITIES .....	12	SCHOLASTIC AUSTRALIA BOOK CLUB .....	27
ILLNESS OR ACCIDENT .....	12	SCHOOL TIMES .....	27
INFECTIOUS DISEASES .....	12	SCHOOL UNIFORM .....	28
KINDERGATEN .....	12	SPORT & PHYSICAL EDUCATION .....	28
LAUNCH INTO LEARNING (LIL) – BIRTH TO 4 YRS PROGRAM .....	15	STUDENT ASSISTANCE SCHEME (STAS) ...	29
		SUN SMART .....	29
		TRANSFERRING TO ANOTHER SCHOOL	30
		VISUAL MEDIA AT SCHOOL	30

# WELCOME TO MOUNT STUART PRIMARY SCHOOL

## Our School Vision....

*'A Collaborative Community of Passionate Learners'*

## Our School Values...



A culture of high expectations and high achievement



Accepting challenges and embracing opportunities



Improving by always learning and finding better ways to do things



Respecting ourselves, others, our past, our future, and our environment.

## INTRODUCTION

Overlooking the Derwent River, Mount Stuart Primary is a community school that offers a rich and diverse curriculum to approximately 360 students. We are a vibrant learning organisation whose values of being respectful, courageous, aspirational and always growing as learners are paramount to developing intelligent, compassionate and independent young people.

Mount Stuart offers a range of learning across Kinder to Grade 6, including Gardening, Japanese (Nihongo), Art, Music, IT, Health, PE, Social Clubs and a student led Daily Fitness program. We also provide a number of extension programs for students to explore areas of learning they are passionate about. Mount Stuart Primary staff are dedicated and focused on achieving the best outcomes for each child.

We aim to be a centre of educational excellence set in a community, which is fully involved in its activities and to work together with parents to create a climate where learning is valued, children are safe and secure and where the partnership between school and parents continues to be productive and mutually supportive. We are a proud school, who strive to give all students the opportunity to achieve to their potential.



### **School Office Hours**

8.30am – 4.00pm

106 Gillon Crescent

Mount Stuart, TAS, 7000

Phone: 6234 1705

Email: [mount.stuart.primary@education.tas.gov.au](mailto:mount.stuart.primary@education.tas.gov.au)

Web: <https://mountstuartprimary.education.tas.edu.au/>



## THE PURPOSE OF OUR HANDBOOK

This booklet has been prepared to provide you with important details about:

- our school philosophy
- the school's organisation
- general information relating to school programs

We hope you will take the time to become familiar with its contents and we would welcome suggestions for additional information which you may wish to have included in the future.

Mount Stuart provides a balanced program from Kindergarten to Grade 6, but also has Early Learning/Launching into Learning (Birth - 4) program.

Learning activities beginning at birth and continuing through to Grade 6 help children to develop skills, attitudes, values, self-control, self-confidence, responsibility and independence.

We believe that the education of a child is a shared responsibility between parents, teachers, and the child. Your child's attitude to school, work and teachers will be strongly influenced by your attitude to the school and teachers. We want to do the best we can for your child, and we need to work cooperatively with you to ensure that we achieve as much as possible for your child.

What we believe about learning:

- The school supports a love of learning and encourages all members of the school community to promote lifelong learning.
- Young children quickly acquire a belief in themselves based on their successes or failures.
- All learners learn best when they can see the immediate purpose of the learning and its connection to the everyday world.
- Effective learning happens when teaching occurs in a supportive and challenging environment that emphasises care and respect, values effort and has clear expectations.
- Learners respond to clear, frequent, and constructive feedback.
- Learning occurs in a social context, and learners become more engaged when participating in planning for learning.
- We believe in the value of whole school approaches to learning.



## AFTER AND BEFORE SCHOOL CARE

After school care operates from the GP Hall each weekday from 3.00pm-6.00pm and is facilitated by Scots Early Learning Centre, not the school. Before School Care is also offered each weekday from 7.00am – 8.30am. For further information please contact Scots Early Learning on Ph. 62 34 2018

## ATTENDANCE

An amendment to the Education Act has made attendance at school for children aged five (5) years and over compulsory. Missing school can result in significant gaps in your child's learning. A child should only be away from school when they are unwell.

When your child is absent from school **please contact the school by phone, email or in person.**

Students who arrive after 9.15am must be signed in at the school office. Students leaving school during the school day must be signed out by their parent/carer at the office.

We have a system whereby we contact parents/carers (on a daily basis) when a student absence has not been explained. Calls seeking an explanation for absences will only be made to you if you have not made contact with our school office by phone, email or in person.

Should a student continue to have unexplained absences, alerts are sent by the Department to the Principal and a letter will be sent to the parents/carers requesting an explanation.

Please note that all family holidays will be marked as *unauthorised-not an excusable circumstance (M14)* as per the 2017 Education Act.

<b>Days absent</b>	<b>Total days</b>	<b>Number of terms</b>	<b>Number of years missed</b>
1 day per week	451	9	2 years 1 term
1.5 days per week	676.5	13.5	3 years 1.5 terms
2 days per week	902	18	4 years 2 terms
3 days per week	1353	27	6 years 3 terms
5 weeks per term	1127.5	22	5 years 2 terms
Average 5 days per term	220	5.5	1 year 1.5 terms
Average 10 days per term	440	11	2 years 3 terms

The chart above **highlights the impact of non-attendance** over time. Viewed in this context, the implications of regular absenteeism are startling. The chart shows the cumulative effect of persistent non-attendance over the period of compulsory schooling.

*From Cycles for Success DETE, SA 2002 p.4*

## ASSEMBLIES

Whole school assemblies are held twice a term on Friday afternoons from 2pm. Assembly dates are published in the school newsletter. Our assemblies are a great opportunity for our school community to share in the learning experiences of our students.

## BAND

The Band program is an optional program for students in Grades 5-6 and runs throughout the year. Each child who wishes to enrol receives 40 mins tuition with a qualified tutor per week. Tuition and instrument hiring fees are set at the beginning of each year and are the responsibility of families. Please note that in 2023 NO REFUNDS will be made if students decide to leave the program. Once a student has enrolled in the program it is expected that he or she will remain in the program for the duration of the year and hopefully for the remainder of their primary school education.

## BIKES

These points apply to bringing bikes to school:

- Bikes must be kept at school in the designated area.
- Children must wear a helmet whilst riding their bikes.
- Bikes must adhere to safety standards.
- Students must not ride bikes inside school grounds, they should dismount and push to holding area.
- School Association Policy does not permit the bringing of scooters or skateboards to school.

## CANTEEN

The canteen is run by a private organisation – LIL Tuckers – they are open Thursdays and Fridays. A canteen price list will be published in the newsletter early in the year but may also be obtained from the office, or on their Facebook page, LIL' Tuckers. To order you will have to download the QKR app. Cut off time is 8.30am, we are also able to take orders over the phone until 10am with payment by card. If you would like more information, please contact: [info@liltuckers.com.au](mailto:info@liltuckers.com.au)

Ordering Procedure:

- Parents can also order using the QKR app & pay online

## CHANGE OF ADDRESS OR TELEPHONE NUMBER

If you change your address or telephone number after your child has enrolled, please notify the school immediately as there may be times when we need to contact you urgently.

## CURRICULUM

In 2023 all Tasmanian Government schools will be continuing to implement the Australian Curriculum. For more information about the Australian Curriculum please visit: [www.acara.edu.au](http://www.acara.edu.au).

Curriculum direction for Kindergarten is strongly linked to the Australian Curriculum. Programs catering for children's education from birth to age 5 are guided by the Early Years Learning Framework (EYLF).

Mount Stuart Primary School is fully engaged with the Australian Curriculum. Our teachers are committed to using best practice, whole of school approaches in the teaching of Australian Curriculum English, Mathematics, Science, History, and Geography. Dedicated time is allocated to these learning areas, Kinder to Grade 6.

Mount Stuart Primary also offers specialist programs including Music and Health and Physical Education. More information about the Australian Curriculum can be found at the following website: <http://www.australiancurriculum.edu.au/> 8

### EARLY YEARS LEARNING FRAMEWORK – (EYLF)

In the early years, we understand that play provides opportunities for children to learn as they discover, create, improvise, and imagine. Our early years teachers plan active and complex play opportunities to support the achievement of learning outcomes described in the Early Years Framework.

### ADDITIONAL PROGRAMS

Across the school year a wide range of additional programs support our class programs. Opportunities are offered for students in the following areas:

- Carnivals (inter-house and inter-school) – Athletics, Cross Country, Swimming & Triathlon.
- Whole School Special Days (e.g. events organised by our Student Representative Council) and the School Association.
- School and Community Activities (e.g. Exhibitions)
- Grade 6 Debating.
- Grade 3-5 Swimming & Water Safety Program
- Book Week.
- Soccer - Prep – 6. (Saturdays)
- Class teacher and school-initiated activities. (e.g. excursions and performances)

Class programs are also complemented by visits to the school by cultural groups, performers or individuals and people with special expertise. Details of all special events are provided in newsletters.

### DAILY FITNESS

The Mount Stuart Primary Daily Fitness program operates every day from 8.55am to 9.15am and is led by specially trained Grade 6 students. This program has been conducted at our school for many years and during that period we have been amazed at the positive physical and social outcomes it has brought to our students and our whole school community.

The benefits of this program are well beyond the physical. The Mount Stuart Primary Daily Fitness program has engendered a tradition of leadership, co-operation and organisation amongst the Grade 6 leaders that the other students respect. It has grown familiarisation, friendships, respect and acceptance between children from all grades and ages through the daily interaction that happens through the vertical grouping process. We believe that the culture of 'working together' that this program fosters is largely responsible for the minimal behavioural problems we experience at our school.

### DIGITAL LEARNING TECHNOLOGIES

Mount Stuart Primary has embarked on a pathway to fully utilise available digital learning technologies to enhance student learning and engagement in today's world. Our teachers employ 21st century learning design skills within their classroom programs to assist with engaging our students in learning activities, as well as providing them with the tools they need to learn 'anywhere, anytime'.



### IN THE CLASSROOM

If you walk into any classroom at our school you are likely to see students using a variety of tools and resources to enhance their learning opportunities and outcomes, including a variety of digital technologies.

### THE INTERNET

Mount Stuart Primary students use digital technologies as teaching and learning tools. We see them as valuable resources and tools but acknowledge that they should be used responsibly.

Your child will be asked to agree to use digital technologies responsibly at school through the parent or student signing of an ICT User Agreement. Parents should be aware that the nature of the Internet means that full protection from inappropriate content cannot always be guaranteed.

At our school we provide a filtered internet service and teachers provide supervision and direction with activities where students will be using the Internet. As a part of all curriculum programs, teachers will reinforce the importance of safe and respectful use of digital technologies, including internet use.

### SWIMMING AND WATER SAFETY

The program for Grades 3 - 5 will run for two weeks i.e. 10 days in Term 2.



## ENROLMENT AND CLASS PLACEMENT

Your child must be four (4) on or before 1 January to be able to start at Kindergarten that year.

The process of enrolment at Mount Stuart Primary School is as follows:

- Contact the school and you will receive a copy of the Handbook and Application for Enrolment form.
- Make an appointment to have a tour of the classrooms and grounds. We encourage potential new families to visit the school.
- Meet with the Principal or a member of senior staff. This provides an opportunity to discuss the school's operations and programs. It can also be combined with an orientation session for your child to visit the school.

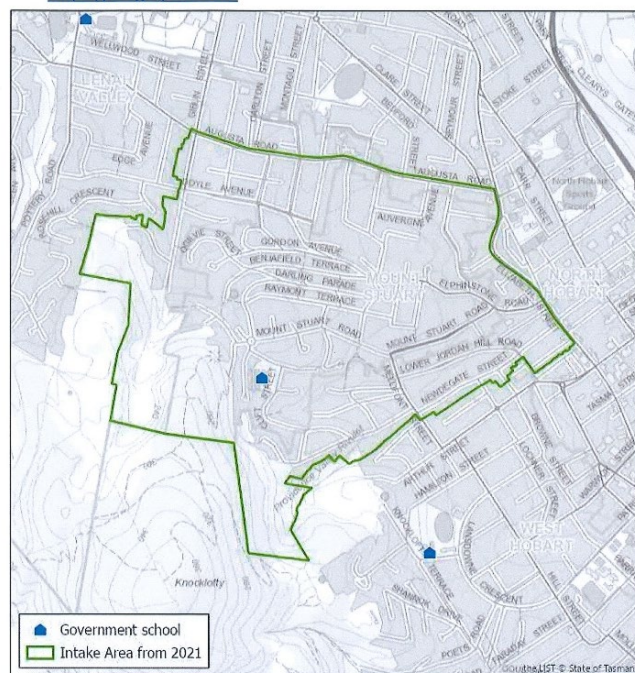
Our Enrolment Policy is as follows:

- Our school has a *Home Area* which is basically the Mount Stuart area.
- 85 – 90% of our students live in our *Home Area*.
- We do from time to time accept *Out of Area* enrolments for a variety of educational reasons and circumstances.

## AREA MAP

### Mount Stuart Primary School

To see a more detailed map or search for an address please go to  
<https://arcg.is/1a9Gem>



Our Class Placement approach is as follows:

- Teaching staff will place students in a class group taking into consideration the educational needs of the child, the social and emotional needs of the child, the balance of student abilities within the class group and the balance between boys and girls in each class group.
- Parents will be given the opportunity to make a class placement request for their child for the following year. The opportunity to do this will be advised via the Principals column in the newsletter in Term 4. This should be communicated to the Principal either by letter, email or a formal meeting. A class placement request will only be considered on educational grounds, not individual class teacher preferences.
- After teachers have initially placed students in a class group for the following year, the Principal will review class placements considering any specific parental requests.

**Not all class placement requests can be met and ultimately the final decision rests with the Principal.**

## FAMILY, CHILD AND YOUTH HEALTH SERVICE

Students and families are able to access, through the Education Department's referral processes, a range of additional support services.

### SCHOOL PSYCHOLOGISTS

Registered Psychologists work across schools. They work with students, staff and parents to achieve the best outcomes for students' education achievement and personal wellbeing through assessments, counselling and case management. They offer support for concerns such as underachievement, poor social coping skills, anxiety, depression, grief, loss and trauma impact. If you would like your child to see our school psychologist, you should speak first to your child's teacher.

### SOCIAL WORKER

Social Workers in schools work with students, families, staff and the wider community to overcome barriers to students' access to and participation in education. Issues Social Workers work with include attendance, family relationships, friendships and referral to community organisations. Mount Stuart Primary School has an on-call service. Please talk to class teachers or contact the office for further information.

### SPEECH AND LANGUAGE PATHOLOGISTS

Speech and Language Pathologists are qualified and skilled in assessing, diagnosing and managing speech, language and feeding disorders and difficulties. They work with students, parents, teachers and support staff to help students overcome developmental delays or disorders. Please speak first with your child's teacher.

### ADDITIONAL SERVICES

Specialist Support Teachers: Support Teachers are teachers with special skills who support classroom teachers to improve outcomes for students with disability or additional support needs. Support teachers are allocated to school to:

- help optimise the education opportunities, engagement and learning outcomes for students with the highest educational needs.
- enhance collaboration with other professional support staff to ensure expertise from a range of services is provided.
- ensure learners have access to a relevant curriculum and effective instruction within a positive learning environment.

Teacher Assistants: TAs work with classroom teachers and specialist teachers to support the learning and social, emotional needs of children, often on a one-to-one basis with a particular child or with a small group of children.

In addition, Anglicare provide a free service for Vulnerable families with children and young people (0-18) who are showing early signs of, or at risk of, developing mental illness. It is a free service based at 18 Watchorn St, Hobart TAS, Australia. Anglicare's professional support staff work alongside young people, their families and carers to support the young person's mental wellbeing.

The program has a primary focus on children and young people while working with them in a whole of family context. Anglicare is focused on giving you choice and matching you with the staff person who best suits your needs and goals. You can visit their website for more information - <https://www.anglicare-tas.org.au/support-for-children-young-people-and-their-families-south/>

## FOOD

Children need to bring food for three breaks – a fruit break, morning recess and lunch in a clearly named lunch box. Due to allergy issues, please do not send along nuts and nut products, we are a **NUT AWARE** school. Children will also need a drink bottle that is clearly named. Each child will be given a broad brimmed school hat that connects them to a Sports House on the first day of school. Please **CLEARLY NAME** all personal belongings.

## HIGH SCHOOL

The feeder schools for children who attend Mount Stuart Primary School are Hobart City High School and Taroona High School. The appropriate forms are made available to our school in Term 3. Parents/carers of Grade 6 students are required to complete a high school intention form at that time.

## HOMEWORK OPPORTUNITIES

Homework can be a useful link between school learning and the home for primary school students. School learning can be supported and enhanced at home through students completing unfinished school work, undertaking research and practising educational skills with minimal parental assistance. Term outlines will express skill and topics that can be focused on at home.

- K - 2: No formal homework at all. Reading and information gathering encouraged.
- 3 - 6: Unfinished class work may be sent home by a teacher for a student to complete by a due date determined by the teacher.
- Students may be asked to complete educational skills' practice at home.
- Reading and information gathering at home encouraged.
- Teachers will expect homework to be completed, but a simple note from a parent saying the homework could not be completed will be accepted.
- Working at home on schoolwork for 30 minutes per session is the maximum recommended time.

All homework should be able to be completed with minimal parental assistance.

## ILLNESS OR ACCIDENT

On occasions when a student is ill or has been in an accident at school, parents will be contacted by telephone and suitable arrangements organised. The school has trained First Aid Officers who deal with minor incidents. Students who are unwell should not come to school. Any students with injury resulting in a doctors visit or hospitalisation will result in an incident report being submitted by the First Aid officer.

## INFECTIOUS DISEASES

Parents are asked to inform the school in cases where children contract infectious diseases - Swine Flu, Chicken Pox, Conjunctivitis, Diphtheria, Hepatitis A, German Measles, Hand/Foot & Mouth, Leprosy, Measles, Mumps, Slapped Cheek, Whooping Cough, Head Lice and School Sores. For further information go to: [www.education.tas.gov.au](http://www.education.tas.gov.au)

## KINDERGATEN

### Kindergarten is:

- A place where children can explore, question and discover in a safe, secure and caring environment.
- A place where carefully planned learning challenges are presented so that every child can learn and grow intellectually, socially, physically and emotionally.
- Children learn to become a part of a larger group and to work and play cooperatively
- The diversity of children's interests is recognised and used as a starting point for a challenging, child-centred program
- Children are encouraged to be responsible, resourceful, caring and independent
- The excitement of learning is fostered, and the children's natural curiosity is stimulated

Kindergarten is a play-based inclusive learning environment for 4 and 5 year old children. If your child is born in 2018 they are due to start Kindergarten in 2023. Teachers provide a stimulating educational program incorporating both planned and spontaneous play experiences as the most natural methods for learning for young children.

### Early Years Learning Framework:

This document is used to extend and enrich children's learning. It is the basis of all programs throughout Australia for children aged 0 - 5 years of age.

Belonging, Being and Becoming - The Early Years Learning Framework (EYLF) for Australia is the foundation document on which the Kindergarten program is based. The EYLF has five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

### Organisation:

We are excited about the 2023 Kindergarten year and look forward to starting your child on their learning journey. We will have two Kindergarten groups in 2023. The days for each of these classes are as follows: Monday – Tuesday – Wednesday. This enables all the students to be at school on Wednesday so they can have P.E and Music and also for the teachers to collaborate planning for Kindergarten. The Kindergarten class times are 8.55am - 2.45pm, doors open at 8.30am.

To assist the children with their transition into school life, we will be staggering the starting dates for Kindergarten students. Parents are notified of the starting dates early in the new year.



### Home/school Relationships

As parents, you are your child's first and most important teacher and therefore partnerships between home and school are important. Regular communication helps us provide the best programs for your child. It is helpful to ensure your contact details are always kept up to date.

### Play

A child's play is their work. A child learns through play – using all their senses. Children are active, natural learners.

### Individualised Learning

Each child is different and will learn at his or her own rate.

### Establishing A Sense Of Belonging

If a child feels good about himself or herself, feels valued and cared for and enjoys what they are doing, there is a greater likelihood that they will become successful learners. Every effort a child makes should be encouraged.

### The Environment Is Used As A Tool for Teaching and Learning

Outdoor experiences will be purposefully planned and set up to motivate, interest and inspire children. We aim to utilise the outdoor environment as much as possible, so please ensure children come with an adequate coat in cooler months. We focus on the exciting learning opportunities offered by water, sand, worms in the garden etc. rather than the temporary inconvenience of a little sand in the shoes. Please pack spare named clothes to ensure your child's comfort.

### Times

Class times are 8.50am to 2.45pm. Doors to classrooms open at 8.30am before school and 2.45pm at the end of the day.

### Oral Language Development

The Kindergarten program will heavily focus on the development of effective oral language skills in the first part of the year in particular. The acquisition of effective communication, listening, questioning and comprehension skills is the building block for the successful future literacy development of reading and writing as well as helping children understand mathematical concepts. Positive and effective oral language skills also greatly enhance children's ability to interact socially with their peers and adults.

### Kindergarten Development Check

The Kindergarten Development Check is used state-wide and is designed to assist teachers in the early identification of any Kindergarten student who is at risk of not achieving expected developmental outcomes. The check is conducted twice a year by the school health nurse, in May and October. This check helps teachers plan appropriate intervention programs and gain support from specific support personnel.

Kindergarten Speech and Language Screening tests will be done with each Kindergarten child. These will be done by the school Speech and Language Pathologist and will test expressive and receptive language and speech skills.

Parents will receive a letter informing them of their child's results once all tests have been completed. If your child requires further work in this area, you may be requested to fill out a referral form to our school Speech and Language Pathologist.



## LAUNCH INTO LEARNING (LIL) – BIRTH TO 4 YRS PROGRAM

Launching into Learning provides quality-learning environments to promote learning through play and works with families to support their child's early learning prior to Kindergarten. The Mount Stuart Primary School LIL Program will run weekly, Music – **'Seedlings'** 9.00am – 9.45am. **'Little Thistles'** from 9.00am to 10.15am from early in Term 1 until the end of Term 3 for those not in Pre-Kinder.

Starting dates will be advertised in the School Newsletter.

Pre-Kinder sessions will be held weekly for 6 sessions will be held in Term 4. Information will be sent to the new students.

## LEVIES & PAYMENT

Mount Stuart Primary School has a composite levy in line with recommended Departmental Policy. The levy includes the provision of a basic supply of books, materials and equipment associated with learning programs and for children to attend a variety of cultural performances, local excursions each year and Grade 3, 4 and 5 Swimming and Water Safety program.

Parents will receive a levy information sheet outlining total amounts owed for the next school year in December and the invoice for that levy will be issued in January. Payment of the school levy may be made at the school office in the week before school begins.

Levies can also be paid via:

- Cash, or EFTPOS
- BPay - with your cheque, savings, debit, credit card account
- BPoint – online payment without the need to have access to online banking
- Service Tasmania - with your cash, EFTPOS or credit card
- Centrepay - for parents who wish to make periodic payments from their Centrelink benefits. Forms are available from the school office

The following payment schedule is available:

- Full amount paid by March 2023
- Payment in instalments - If you wish to make an arrangement to pay levies by instalment please contact the School Office on (03) 6234 1705 for an application form.

The school does not charge interest or any other fees on deferred payment arrangements. All deferred arrangements are required to be finalised by the date as negotiated in your instalment agreement. Our School Magazine can be paid for anytime although notification will appear in the school newsletter.

## LIBRARY

The Library is situated in the main block of the school building. Our Library is open all week to classes accompanied by their teacher. Students are encouraged to protect their library books by using a library bag available from the uniform shop.

## MEDICAL / EMERGENCY CONTACT DETAILS

A student information validation form will be distributed for completion for each child at the beginning of Term 1 each year. These forms become the basis of an emergency contact file for use in the case of accident, illness or emergency at school. **It is most important that this form is filled out and returned to school promptly.** Parents are asked to advise the school of any disability, medical health or allergy problem affecting their child and any accompanying medical action plans and medications.

## MEDICATION

If your child needs medication for Asthma or an EpiPen we would like a medical plan in the Kindergarten class and also in the medical room in the office area. If the student is in the grounds of the school other than the kindergarten area it is essential that we have medication close at hand for these children.

## ADMINISTRATION OF MEDICATION

Administration of prescribed medication for students by designated staff members during school hours will only be undertaken if it is necessary. In such cases, a meeting between the parent/carer of the student concerned will take place beforehand. This will entail the parent/carer filling in an 'Administration of Routine Medication Authorisation' form, which will be held at the school office. A letter from the student's doctor is required to be attached to this form.

Any medication that needs to be administered to a student during school hours will be kept in a secure place at all times. The type of storage place may vary, depending on the type of medication.

Non-prescribed medication (such as analgesics and over-the-counter medication) will not be administered to students by staff members. The exceptions to this are: inhalers for known asthmatic students and EpiPens/antihistamines for students who have severe allergic reactions.

## ALLERGY AWARENESS

### Rationale

- To provide a safe learning environment for all members of the Mount Stuart Primary School community.
- To raise awareness of all members of the school community regarding the prevention of, and procedures related to severe allergies at the school.

### Background

- Anaphylaxis, or anaphylactic shock, is a systemic allergic reaction that can be fatal within minutes; through swelling that shuts off airways or through a dramatic drop in blood pressure.
- Our allergy awareness includes exposure to animals, insect bites and/or foods that contain nuts, almond meal, seeds, fish, cow's milk and/or egg.

### Risk Management

- All children who have allergic reactions will be identified, and their photos and medical needs displayed in the staffroom, sickroom, office and individual class and relief folders.
- Class teachers, as well as all other staff who work with children who have allergic reactions, will be fully aware of the child's needs and emergency procedures.
- Staff will maintain "Allergy Aware" supervision of student eating times.
- Students will be discouraged from sharing food.
- Students and staff will be encouraged to wash hands after eating.
- When the school or a class is having a shared food day that includes a student who has an anaphylactic reaction to food products, all parents of students involved will be encouraged not to bring or send along any foods containing those products.
- All food products provided for school events, including shared food days, will need to include a full list of ingredients.
- The Principal will obtain specific medical information from the family at the time of enrolling a student with a "severe allergy" (i.e. an Anaphylaxis Action Plan being provided by a medical practitioner). This will include a clear photo of the child and documentation of the allergic triggers.
- Families will supply in-date medication, as prescribed in individual Medical Action Plans, to be kept at school in an agreed location e.g. classroom or office.
- Parents of students with severe allergies which require the use of an EpiPen will be asked to supply an additional EpiPen for excursions.
- Actions Plans will be updated by the family Doctor at the beginning of each school year as part of the validation process.

### Emergency Management

- An Action Plan for Anaphylaxis completed by the student's medical practitioner is provided to the school by parents. The Action Plan will be in the national format developed by Australasian Society of Clinical Immunology and Allergy (ASCIA).
- Staff will follow the individual Management Plan provided for a child who presents with an Anaphylaxis reaction.
- Staff will take EpiPens, medications and medical plans on any excursions including swimming lessons. If the classroom teacher is not attending the event, it is their responsibility to relay relevant information and medication to the attending staff member.
- A treatment information poster will be displayed in classrooms, the office, the sickroom, and the staffroom outlining the treatment system for anaphylaxis. A copy will also be included in all duty bags.

### Education and Promotion

- All staff participate in annual training sessions in understanding and dealing with Anaphylaxis and the use of EpiPens.
- Parents and caregivers are informed of the Allergy Awareness Guidelines through the annual Parent Handbook.
- Parents of students with allergies will ensure that their child understands the condition, the triggers and symptoms. The child also needs to know what to do if they believe they are having a reaction.
- Staff, including relief and registered volunteers, will be made aware of specific students via photographs and information in staffroom, sickroom, office and individual class and relief folders.

## ASTHMA MANAGEMENT GUIDELINES

### Rationale

- To provide a safe learning environment for all members of the Mount Stuart Primary School community.
- To raise awareness of all members of the school community regarding the procedures related to managing asthma at the school.

### Background

- Asthma is a disease of the airways. Sometimes it is harder for a person with asthma to breathe in and out, but at other times their breathing is normal.

### The most common symptoms of asthma are:

- wheezing – a continuous, high-pitched sound coming from the chest while breathing.
- shortness of breath – a feeling of not being able to get enough air.
- a feeling of tightness in the chest.
- coughing – alongside other symptoms.

A person does not need to have all of these symptoms to be diagnosed with asthma.

Asthma triggers differ between individuals. Some can be avoided altogether whilst others will need to be planned for.

### Risk Management

- The school will obtain specific medical information from the family at the time of enrolling a student with Asthma (i.e. an Asthma Action Plan provided by a medical practitioner).
- All children who have Asthma will be identified, and their photos and medical needs displayed in the staffroom, sickroom, office and individual class and relief folders. Duty bags will also contain this information.
- Families will supply in-date reliever medication and an individual spacer, to be kept at school in an agreed location e.g. classroom or Medical room.
- Class teachers, as well as all other staff who work with children who have Asthma, will be fully aware of the child's needs, triggers and emergency procedures.
- If sport is identified as a trigger for Asthma, affected students will be instructed by staff to use their blue reliever medication prior to activity to open up their airways.
- Actions Plans will be reviewed with parents at the beginning of each school year as part of the validation process.

### Emergency Management

- An Action Plan for Asthma, completed by the student's medical practitioner, is provided to the school by parents.
- Staff will follow the individual management plan provided for a child who presents with Asthma.
- Staff will take medications and medical plans on any excursions including swimming lessons; if the classroom teacher is not attending the event it is their responsibility to relay relevant information and medication to the attending staff member.

A treatment information poster will be displayed in the office, the sickroom, and the staffroom outlining the treatment system for asthma. A copy will also be included in all duty bags.



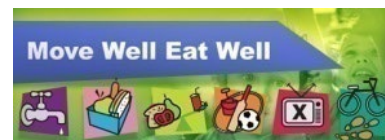
### Education and Promotion

- All staff participate in training to understand and deal with Asthma.
- Parents and caregivers are informed of the Asthma Management Guidelines through the annual Parent Handbook.
- Parents of students with Asthma will ensure that their child understands their condition, the triggers and symptoms. The child also needs to know what to do if they believe they are having an asthma flare-up.
- Staff, including relief and registered volunteers, will be made aware of specific students via photographs/information in staffroom, medical room, office and individual class and relief folders.

## MOVE WELL EAT WELL

### Rationale:

Healthy eating and physical activity are associated with improved learning and concentration, better mood and behaviour, healthy growth and weight and lifelong health and wellbeing. Our school community can help students develop healthy habits to live, learn, grow and play.



### Purpose:

- To provide a range of relevant learning experiences to students and parents about current health and wellbeing resources and information.
- To create a school environment that supports healthy eating and physical activity.
- To enable parents to participate in decisions made about their children's health and wellbeing.

### Goals:

- To promote the health and wellbeing of students by making healthy eating and physical activity a regular part of every child's day.
- To recognise that the school community impacts on children's health and can contribute to creating an environment that promotes healthy eating and physical activity.
- To ensure all members of the school community including staff, students, parents and volunteers are supported to meet this policy.

### Implementation:

- An awareness campaign of Move Well Eat Well is implemented across all classes and throughout the curriculum.
- The Health and Wellbeing Curriculum is implemented from Kinder to Grade 6.
- Each class has a daily fruit and vegetable and water break before recess.
- Students are encouraged to drink water throughout the school day including class time. Water drinks are encouraged following any physical activity including daily fitness, outdoor games and physical education. Drinking fountains always provide access to water for students.
- School based community events will offer water as an option in preference to sugary drinks.

Staff and parents are encouraged to model and participate in physical activity and healthy eating choices.

- The canteen is committed to retaining its accreditation with the Tasmanian School Canteen

Association, and to offering healthy food choices

- Staff are encouraged not to use 'occasional' foods as rewards in class.
- Chocolate drives are discouraged throughout the school. *Meet the Teacher* and other barbeques will include wholemeal and grain bread options. Class parties will promote healthy food options.
- Play and sporting equipment is provided through a borrowing system run by students at break times. Access to equipment is available to all students at all year levels. This is monitored and evaluated regularly.
- There is a well-established Daily Fitness Program run by Grade 6 leaders which is highly valued and is well resourced from the Healthy Active Australian Schools. Students from Prep to Grade 6 participate in the program. Students with additional needs participate in a Daily Activities Program aimed at developing gross motor skills.
- The whole school participates in the Get Walking Tasmania Day, and all classes are involved in an appropriately challenging walk.
- Classes are encouraged to walk to local excursions weather permitting.
- All students are encouraged to participate in active games, sports and walking at the end of year picnic.
- All classes participate in a specialist Physical Education lesson per week.
- Parents are involved in coaching of students Prep-6 in soccer.

## MUSIC

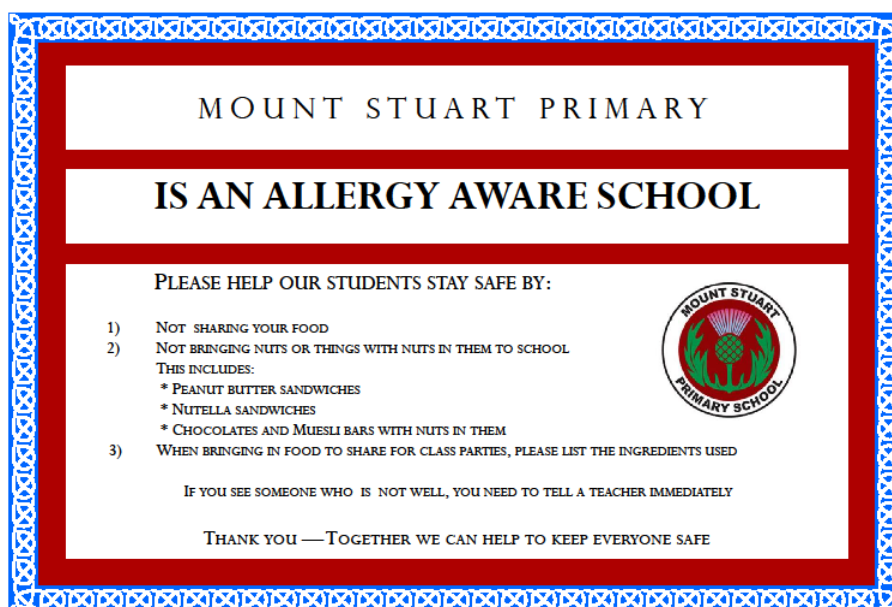
Children from Kinder – Grade 4 attend weekly specialist Music lessons which allow them to develop skills through listening to, creating, moving to, presenting and playing music. A strong emphasis is placed upon children developing a positive attitude towards Music with fun activities that aim to build upon prior knowledge. We also offer extra instrumental programs, through Band for Grades 5-6 and choirs as timetables allow.

## NEWSLETTER

The school newsletter is the main form of communication with our school community. It contains information about current school events and activities which may interest parents. Our newsletter is published weekly on a Wednesday and is distributed to parents electronically, on our School Website <https://mountstuartprimary.education.tas.edu.au/> and can be accessed via our School Stream App that can be downloaded from the App Store on your smart phone, follow the prompts and put Mount Stuart Primary School as your preferred school and your device will automatically receive the Newsletter information. Alternatively, a paper copy can be collected from the school office if needed. If you have items for inclusion in the Newsletter, please ensure that they are related to school or students and left at the school office by Monday afternoon. If you would like to email an item for the newsletter please send it to [mount.stuart.primary@education.tas.gov.au](mailto:mount.stuart.primary@education.tas.gov.au), and mark it "newsletter item". We do not guarantee that it will be in the newsletter but space permitting we will do our best.

## NUT AWARE SCHOOL

Our school is a nut aware school. This is because a number of our students have a severe nut allergy. Even the slightest contact, either directly or indirectly, with any nuts or food containing nuts may result in the onset of an anaphylactic shock. As this condition is potentially life threatening, we need to make the entire school nut free. This means that children are not to bring nut products or food containing nuts to school. Hands must be washed thoroughly if nut based foods are consumed by students prior to coming to school and teeth should be brushed. We would appreciate every family's support in this matter.



## PARENT HELP

We encourage parent help at Mount Stuart Primary because it offers benefits to all involved. Children benefit from the positive interaction with their own parents, other adults and in being able to participate in a wider range of experiences. Parents benefit from being able to observe classroom operation, their own child's strengths, weaknesses and social interactions. They know what is happening in the classroom and can be more involved with their children and support their learnings on the home front.

***People that help in a school environment are now required to have a Working with Vulnerable Peoples Card (WWVP) which can be applied for online at: [http://www.justice.tas.gov.au/working\\_with\\_children](http://www.justice.tas.gov.au/working_with_children)***

### WHAT WOULD I BE DOING?

Within the classroom you could be working directly with children: listening to reading, supervising small groups with various English, Maths, Art, Science, History, computer or gross or fine motor activities. Also, at time parent support is required for sporting events, coaching, helping with the many tasks in the library or assisting with working bees. Many parents have expertise in special fields that could be useful in regard to classroom programs.

### HOW DOES IT ALL WORK?

Individual teachers have their own way of advertising for parent help. Some send home a letter, others have a classroom roster. Some teachers start the year with parent help, others like to wait until discipline and routines are firmly established. If you are in doubt just ask!

### ARE THERE ANY PROBLEMS ASSOCIATED WITH PARENT HELP?

We wouldn't be honest if we said no. It can be unnerving to have another adult in the room. It can be frustrating if a parent doesn't turn up when a teacher has planned for a particular activity. It doesn't work if young siblings come along, so try and have someone baby sit if you are coming for parent help.

Teachers expect parents to receive the same respect as themselves. You should always let the teacher know if there is a problem. Teachers provide hands on experiences so children can practise fine motor and numeracy skills. It is therefore important that it is the children practising those skills.

Teachers never feel they have enough time to explain an activity. We would recommend arriving a little early just so you can check out what is required.

### CONFIDENTIALITY

Teachers must operate under a Code of Confidentiality and as a parent in someone's classroom, you must be prepared to adopt the same code. This means not discussing individual students' ability, behaviour or personal circumstances within the classroom or in the wider school community.

All parent helpers and volunteers will be required to have a current **Working with Vulnerable Peoples Card (WWVP)**

### HINTS ON HELPING WITH READING

- Talk about the cover, story, title, author and illustrator first.
- Ask, "What the story might be about?"
- Encourage children to use reading strategies such as predicting, sounding out, saying in syllables and picture cues rather than just telling them the word.
- If a child makes a mistake that changes the meaning, wait until they finish the sentence and then ask, "Does it make sense?"
- At the end, discuss an aspect of the story. For example: "What part did you enjoy?"

### POINTS FOR PARENTS AND VOLUNTEERS WORKING IN THE SCHOOL

Please remember:

- A child can learn a lot from making mistakes, so mistakes should be treated as learning experiences. Parents are the child's first teacher. A child learns best when parents, teachers and child work together.
- There are stages at which each child can and will learn more easily. All children are working at levels at which they can cope and also have appropriate challenges.
- Children like to talk. They like adults to talk with them and answer their questions fully, not just a 'yes' or 'no'.
- Listen to children. Encourage them to talk to you about their experiences.

Please avoid:

- Discussing other children's progress and behaviour with friends or neighbours.
- Comparing classroom operation, as teachers approach their tasks as individuals.

- Working with your child for long periods - work with other children or other groups of children for some of the time.
- Interrupting your child if he/she is working with another adult.
- Doing the tasks for the children
- Please note: The entire school site is a "Smoke Free Zone".

## PARENT ORGANISATIONS

The School Association is a formally elected body. The Association consists of nine elected members: four staff including the principal, four parent members and one community member. The Association is the overarching body that has formally established sub-committees and any special purpose committees.

### The functions of the Association:

- To develop school policies, in accordance with Education Act;
- To participate in the formulation and implementation of plans for the improvement of the school
- Establishing and reviewing the school's priorities
- The planning of financial arrangements necessary to fund those priorities
- Evaluating the school's progress in achieving those priorities
- To participate in, and provide advice on, the selection of the person to be the principal
- To provide advice and recommendations to the secretary on any matter relating to policy with respect to state schools and schooling.
- To foster in the school's community an understanding of the value and benefits of education
- To foster cooperation among teachers, students, parents and the school's community; and
- To perform any other functions determined by the minister
- To further the interests of the school and education in general.
- To organise functions in order to raise funds for the benefit of the students.
- Parents, whether they have been families at the school for several years or are new to the school, are welcome and encouraged to attend monthly meetings. These dates will be advised to the school community in a timely fashion. Meetings are held in the staffroom.

## PARKING

Parents are **not** to park in the staff car park off Gillon Crescent unless they have prior permission or for using a disabled park. Parents need to display disabled parking vouchers when using these spaces.

## PERSONAL PROPERTY

Parents are requested to ensure all items of children's clothing, stationery and equipment are clearly marked. Although every care is taken, we cannot accept responsibility for lost or damaged property. Students are asked not to bring valuable toys or electronic items to school. A lost property box is located opposite the Netball courts under cover with signage.



## POSITIVE BEHAVIOUR

### Rationale:

Mount Stuart Primary School has a set of values that underpin each and every response and rationale in all aspects of student behaviours and achievements which are aligned with the Department of Education.

### Values:

- *Aspiration*
- *Courage*
- *Growth*
- *Respect*

### Understanding and applying our values:

Each classroom has posters that clearly show our values and has examples of actions that exhibit our values in action in both the classroom and the playground. Each classroom teacher uses these values as the foundation for establishing the classroom rules and expectations. We celebrate and recognise those students who have shown these values in their behaviour at our assemblies, through our Values Certificates.

### Zones of Regulation:

In 2017, Mount Stuart Primary adopted the Zones of Regulation as a means for teaching and learning about student self-regulation. This approach is school-wide and works at each and every student having explicit teaching so that they understand what zone they are in, how to act to self-regulate and what to do if they find themselves out of their preferred zone.

The zones are human emotions, none of them being unusual or “bad” however in a school environment being calm and regulated; usually in the Green Zone is the optimal zone for learning.

Each student understanding their own levels of focus and anxiety is important to them having ownership over their own learning and not negatively impacting upon the learning of others.

### Promoting Positive Behaviour at Mount Stuart Primary School:

Mount Stuart Primary School has a variety of activities and opportunities that support students developing their own positive sense of self and their own engagement and alignment with our school community.

### Some ways we achieve this are through:

- Social skills sessions within the classroom based on our school values.
- Health and Wellbeing Units.
- Social Clubs – operating every lunchtime to allow structured opportunities for learning and play through a range of activities such as Lego, chess, veggie patch, table tennis and “tinker club.”
- Buddy Class systems which encourage children to get to know each other across the school.
- The Daily Fitness Program provides students with cross grade groups where they can build friendships and where Grade 6 leaders can demonstrate their leadership skills through respectful relationships. Grade 5 students are also mentored by the Grade 6 students to become leaders the following year.

Individual Education Plans (IEPs) are sometimes used by teachers to provide a documented plan of strategies to assist a student with specific behaviour issues. In most cases, parents/carers are involved in this procedure.

### Some ways we achieve this are through:

- Social skills sessions within the classroom based on our school values.
- Health and Wellbeing Units.
- Social Clubs – operating every lunchtime to allow structured opportunities for learning and play through a range of activities such as Lego, chess, veggie patch, table tennis and “tinker club.”
- Buddy Class systems which encourage children to get to know each other across the school.
- The Daily Fitness Program provides students with cross grade groups where they can build friendships and where Grade 6 leaders have the opportunity to demonstrate their leadership skills through respectful relationships. Grade 5 students are also mentored by the Grade 6 students to become leaders the following year.
- Individual Education Plans (IEPs) are sometimes used by teachers to provide a documented plan of strategies to assist a student with specific behaviour issues. In most cases, parents/carers are involved in this procedure.

### Consequences for Inappropriate Behaviour:

The Mount Stuart Primary School community values a caring and supportive environment where positive relationships are fostered among staff, parents and students. All students deserve the right to learn in a safe and secure environment to develop their potential. Any behaviour which prevents this will be appropriately managed in the following manner:

- Consequences will, in the first instance, relate to the primary behaviour in question.
- The consequence will reflect the seriousness of the behaviour.
- The student will be dealt with in a professional manner.
- Students will be given the opportunity to calmly and honestly present their version of the event.
- Parents will be involved as per the staged behaviour management policy outlined next page.

### Supportive Classroom Environment:

Each teacher works to ensure that their classroom is the most supportive and inclusive environment that supports each student achieving to their potential. Each teacher has a set of rules or expectations that is specific to their class and physical space. These are based on our whole school vision and values.

If a student does not act in a way that is within our expectations, the teacher will act in this way:

- Verbally redirect the student to the task at hand and offer support to allow engagement.  
If the student fails to comply:
- The teacher will ask the student to change their physical location in the classroom (either to another space in the room or to a relocation class). If the student fails to comply:
- The teacher will engage senior staff to support them in dealing with the behaviour; this will usually result in some time out of the classroom until the student is calm, able to talk about the issue and willing to engage with the learning.

### Supportive Playground Environment:

Each teacher has an obligation and duty to ensure that each child is safe and cared for at Mount Stuart Primary School. During any recess or lunch break, there are at least 4 adults on duty. These adults are there to support students who may have hurt themselves, who may be having social difficulty or who need someone to talk to. When outside the key values that we think about is being Safe and being Respectful.

- Give verbal directions to the student about what they should be doing.
- Engage the student to have some “time out” such as walking with the teacher, sitting on a bench, staying in a certain space or staying away from a certain space.
- If a student continues to act in an unsatisfactory manner, then the teacher will ask the student to go to the office for senior staff to then engage with the student.

### Restorative Justice:

Sometimes situations occur between students that requires a broader conversation and “unpacking” of the situation. If this is required then parents/carers may include in the communication and staff will use the restorative justice model of empowering all students to share their own feelings, understand their own impact on others and restore the social damage that they may have done.

## REPORTING TO PARENTS

Throughout the year, there exists an open invitation for parents and carers to contact teachers to arrange an appointment to discuss their child’s progress at school and any concerns. Likewise, teachers may contact parents for an appointment at any stage when a particular need arises in relation to their child’s learning, progress or wellbeing.

A term outline will be provided by all class teachers to parents/carers by the end of the first week of each term.

### **Term 1**

#### **K-Gr 6**

Communication with families focusing on application to learning; either tick-box report, tick-box, face to face or telephone conversation.

### **Term 2**

#### **K-Gr 6**

Parent/carer teacher conversation focusing on learning progress, application to learning and wellbeing.

### **Reporting Gr 1 – Gr 6**

Assessment against a 9-Point Scale for English, Maths and Science.

### **Term 3**

#### **P – Gr 6**

Conversation focussing on learning progress, application to learning and wellbeing.

### **Term 6**

#### **Kinder**

Celebration of Learning.

## P-Gr 6

Conversation on learning progress.

Reporting against the 9-Point Scale for:

- Prep: Maths, English and Science
- Gr 1 – Gr 6: Maths, English, Science and HASS (Humanities and Social Sciences)

## NAPLAN REPORTS

Parents/carers will also be provided with a copy of the Department of Education's documentation of their child's performance in the NAPLAN Year 3 and 5 Literacy and Numeracy monitoring when released.

## ROAD SAFETY

Children are expected to use the school crossings and follow directions of the duty teacher at the crossing. Parents and teachers are encouraged to use the crossing with children, thus reinforcing and modelling safe practice. Please review road rules with your child, both for pedestrians and bike riders regularly. Children with the permission of parents, may ride their bikes to school if they

know, and abide by the road rules. We also suggest that you have a lock on the bike. Parents are requested to obey all parking and road rules that apply at various times during the day. Parents and students must use pedestrian paths provided when entering/leaving the school via the front entrance.

***For safety reasons the car park is not to be used as a thoroughfare, please model correct behaviour.***

## SCHOLASTIC AUSTRALIA BOOK CLUB

Scholastic Australia Book Club is supported by the school and there is at least one order per term. Book club orders are completed online, no cash orders are accepted. Admin staff checks and delivers orders to teachers to distribute to students unless it is a gift order in which case the order will be kept at the office for a parent to collect. Bonus vouchers and free packs are used by classroom teachers to select items for their class. Our involvement in this book club is supported by the School Association.

## SCHOOL TIMES

Children should arrive at school no earlier than 8.30am each day. No supervision is provided prior to 8.30am and children **must not** be at school until this time. Before School Care is available 7:00am – 8:30am.

8.30am	Children to enter classrooms
8.50am	Start
8.55am	Daily Fitness
10.35am	Recess
11.00am	End of Recess
1.00pm	Eat Lunch
1.10pm	Start of Play Time
1.45pm	End of Lunch
2.45pm	Kindergarten Finish
3.00pm	End of Day



## SCHOOL UNIFORM

We believe our school uniform demonstrates pride in our school.

Students are required to wear uniform as per our uniform policy. Most parents feel that a uniform is generally cheaper in the longrun and it certainly provides a sense of equality among students which in turn allows them to focus on school life free of distraction from clothing pressures.

### CONTACT DETAIL

The Cambridge Centre

66-68 Kennedy Drive, Cambridge

Phone: 03 6215 7222

Email: [cambridgepark@theschoollocker.com.au](mailto:cambridgepark@theschoollocker.com.au)

Website: <https://theschoollocker.com.au/>

### TRADING HOURS

Monday to Friday 9.00am – 5.00pm

Saturday 10.00am – 4.00pm

### SHOP ONLINE

School uniforms and other products are also available for purchase from the school locker website. You can choose to have your order shipped directly to you, or you can collect it from the school locker Cambridge park store, during the normal trading hours. Shop online anytime at <https://theschoollocker.com.au/>

### HATS

Hats are a vital part of the uniform during Terms 1 and 4 and are compulsory for children to play outside during these terms. It is also a style that promotes sun safety when playing and working. Your child's first hat is provided free of charge by the school, however, if they need to be replaced for any reason, parents are responsible for doing so. Replacement hats can be purchased at the school office.

### FUNCTIONS/PERFORMANCES

Children representing the school at official functions/performances must wear a uniform. Parents having difficulty supplying a uniform should contact the school.

## SPORT & PHYSICAL EDUCATION

The school has an active sports program with the emphasis on student involvement.

Major sporting events during the year are:

- In first term, the school athletic carnival, involving students from Grades 3-6 is conducted. Students are then selected from this to participate in the S.P.S.S.A. Athletic Carnival in March/April.
- The school cross country carnival, involving K-6 students is held in the first half of the year.



- Some students in Grades 3-6 will then be selected for the L.S.S.A. Cross Country Carnival.
- K – 6 Athletics Carnival
- Two swimming carnivals are held each year. One for each of Grade 3/4 and 5/6. Some students in Grades 5-6 will be selected in the LSSSA swimming carnival.
- A Swimming and Water Safety Program is conducted for Grades 3, 4 and 5.

All classes are involved in a daily physical education program which consists of a 25 minute session.

Weekly Physical Education sessions are conducted by the Physical Education teacher for children in Kinder-6. The teacher also offers a balanced PE program designed to assist children develop all motor skills.

## STUDENT ASSISTANCE SCHEME (STAS)

The Student Assistance Scheme provides assistance for low-income families towards the cost of school levies. The Student Assistance Scheme covers only the basic requirements of stationery and levies. Excursions and cultural performances are also covered by this scheme.

## SUN SMART

Our Sun Smart policy has been developed to ensure that all students and staff attending this school are protected as well as possible from skin damage caused by harmful ultraviolet rays from the sun. Excessive sun exposure in the first eighteen years of life can contribute significantly to the lifetime risk of developing skin cancer. However, some skin exposure to the sun's UV rays is needed for the production of Vitamin D, vital for maintenance of healthy bones, teeth and general good health. Therefore, a safe balance between skin protection and sun exposure for Vitamin D is of paramount importance.



### AS PART OF GENERAL SUN SMART STRATEGIES:

- Students and staff members will use a combination of sun protection measures when UV Level is 3 and above (usually from mid-September to mid-April) on school days during outside break times and all outdoor activities.

### BEHAVIOUR

- Require students to wear hats which protect the face, neck and ears whenever they are outside (recess, lunch, sport, excursions) in Term 1 and Term 4.
- Students without a sun safe hat at peak UV ray times will be directed to one of two large shade areas at the school. "No Hat, No Sun".
- Encourage children to use available areas of shade for outdoor activities at peak UV times.
- Encourage staff and parents to act as role models by practising Sun Smart behaviours.
- Students with very dark skin (skin types 5 and 6) may need 4-6 times as much sun for vitamin D production and do not need sunscreen when outside at school but it is recommended they wear hats and or sunglasses to provide eye protection.

## CURRICULUM

- Incorporate programs on skin cancer prevention into the curriculum at all grade levels.
- Regularly reinforce Sun Smart behaviour in a positive way through newsletters, parent meetings, and student and teacher activities and sporting events.

## TRANSFERRING TO ANOTHER SCHOOL

When children transfer to another school within Tasmania, relevant records are forwarded to the child's new school. For interstate or overseas transfers, the class teacher will provide a synopsis of the child's progress. Parents are required to share details of the transfer (including date and school) in writing addressed to the principal.

## VISUAL MEDIA AT SCHOOL

### EDUCATIONAL VISUAL MEDIA

Teachers, where appropriate, may use visual media to enhance their educational programs or to address the component of 'viewing' as part of the Australian Curriculum English.

Teachers may include:

- Recorded TV, YouTube clips.
- Current Affairs programs.
- Specially produced commercial television programs.
- Direct broadcast of significant events.

Teachers will communicate to parents and carers when the material being viewed may be sensitive in nature and, in particular, when related to personal growth and development.

### ENTERTAINMENT VISUAL MEDIA

Teachers may use entertainment visual media when the material has a direct relation to the classroom program. For example, a class has read 'Charlotte's Web' and then they view the DVD for comparison between media forms. Occasionally, a movie may be shown as a reward or as an 'end of term' activity.

Where possible, only 'G' rated movies will be used with students from Kindergarten to Grade 6, however on some occasions, teachers may want students to view a DVD or CD (or part thereof) rated 'PG'. In this case, permission will be sought from parents at least one week prior to showing the movie.

### CONCLUSION:

The use of visual media should have a clear purpose in the educational program of the class.

Teachers have the responsibility to communicate to parents and carers when they use 'non-educational' films or videos during instructional time or when the material may be of a sensitive nature.

Mount Stuart Primary School  
*A Collaborative Community of Passionate Learners*  
106 Gillon Crescent, Mount Stuart Tas 7000  
Ph: 62 341 705  
Email: [mount.stuart.primary@education.tas.gov.au](mailto:mount.stuart.primary@education.tas.gov.au)  
Web: <https://mountstuartprimary.education.tas.edu.au/>

