



PARENT HANDBOOK

2025

www.officerps.vic.edu.au



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WELCOME WOMINJEKA

We acknowledge the Bunurong people, the Traditional Custodians of the land on which Officer Primary School is situated and pay our respects to their Elders past and present and leaders who are emerging.

Officer Primary School provides a stimulating, engaging and holistic education forming critical and creative thinkers who always engage in rich experiences. With an extensive extra-curricular program, use of high impact wellbeing strategies and student enrichment opportunities we aim to create smiling minds.

Our team promotes an inclusive and diverse school culture that is welcoming to all. We always aim for student growth in both academic and social/emotional learning. We aspire for continuous improvement in all our students as we look forward to them becoming resilient, productive, and cooperative global citizens.

We are proud to provide a high-quality, connected, inclusive and caring environment for every child. Our point of difference is our small class sizes, strong personal relationships, community connection and belonging. We maintain strong partnerships between students, staff, parents and the broader community. We simply know every single student!

We implement evidence-based, precise, high-quality and consistent teaching and wellbeing practices. We personalise student learning to meet student academic, social, emotional, physical and creative needs.

Our strong Department parent opinion survey results, exemplary attitude to school surveys results, outstanding school culture (staff opinion survey) results are a testament to us serving our community as best as we can.

Overall, we believe in G.R.O.W.T.H for every child. We forever aim to ensure our students are happy and healthy!

Yours sincerely,
Nicole Smith



SCHOOL VISION

Our vision is to promote an inclusive and diverse school culture that is welcoming to all.
We aim for student growth in both academic and social/emotional learning and promote a love of learning.

We aspire for continuous improvement in all our students as we look forward to them becoming resilient, productive, and cooperative global citizens.

Officer Primary School provides a stimulating, engaging and holistic education to develop critical and creative thinkers who always engage in rich experiences.
We endeavour to ensure our students are happy and healthy.

Our School Values

G.R.O.W.T.H.

Gratitude

We appreciate the people and resources around us and act kindly

Respect

We behave appropriately all the time

Outstanding (Excellence)

We strive for excellence in all that we do

Wellbeing

We are always considerate of each other's and our own health and happiness

Teamwork

We work together to achieve success and positive outcomes

Honesty

We are truthful in our conduct and actions all the time



CONTACT US

Principal: Nicole Smith

Business Manager: Julie Barrow

Address: 13 – 23 Tivendale Road, Officer 3809

Telephone: 5943 2315

Email: officer.ps@education.vic.gov.au

Website: www.officerps.vic.edu.au

School App: Compass

Facebook: www.facebook.com/OfficerPrimarySchool



Our Staff



Nicole Smith
Julie Barrow
Julian De Zilva
Luisa Prendergast
Nicole Peachey
Emily Waldron
Amber Augustus
Bella D'Atri
Jesse Shaw
Bodhi White
Jen Dyt
Shannon Cooke
Carol Major
Jacqui Dall
Braden Venning
Corinna Vogel

School Principal
Business Manager
Classroom Teacher/Numeracy Specialist
Classroom Teacher/Literacy Specialist
Classroom Teacher/Disability & Inclusion Leader
Specialist Teacher/Mental Health & Wellbeing Leader
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Specialist Teacher
Administration/Education Support
Education Support
Education Support
Education Support
Education Support



Term Dates – 2025 (for students)

Term 1	29th Jan	4th April
Term 2	22nd April	4th July
Term 3	21st July	19th Sept
Term 4	6th Oct	19th Dec

Public Holidays (Student Free days) – 2025

Labour Day	Monday 10th March
Easter Monday	Monday 21st April
ANZAC Day	Friday 25th April
King's Birthday	Monday 9th June
Melbourne Cup Day	Tuesday 4th November

Curriculum Days (Student Free)

Each year Victorian schools receive student-free days (when student instruction does not occur) for professional development, school planning and administration, curriculum development and student assessment and reporting. These days are set in conjunction with School Council and families, and are advised in advance so suitable arrangements can be made.



Enrolment

Prep enrolments and non-foundation enrolments for 2026 are now OPEN. The Department has now transitioned to an online platform to manage this process called VicSchools. Schools are no longer processing paper-based applications. Please refer to the Quick Reference Guide and a letter from our Principal explaining how to navigate through this new process, located on our website.

Our school zone is available on findmyschool.vic.gov.au which hosts the most up-to-date information about Victorian school zones.

Students residing in our school zone are guaranteed a place at our school, which is determined on the basis of your permanent residential address.

The Department provides guidance through the [Enrolment: Placement Policy](#) to ensure that students have access to their designated neighbourhood school and the freedom to choose other schools, subject to facility limitations.

You can find more information and answers to frequently asked questions on the Department's website under [School zones](#).



Attendance

Arrivals

The time before school starts is essential in the social development of your child. It provides a time to share stories and events with their friends and peers. This means that when children go into class, they are ready for learning. Therefore, we recommend that all children should arrive at school by 8:50am, and no later than 9:00am.

Late Arrivals

Late arrivals can be disruptive to your child and their class. All children are expected to be on time every day. Students arriving late (after 9:05am) must attend the office and be 'signed in' by their parent/guardian.

Early Pick-Up

All students are expected to be at school for the full day. If it is absolutely necessary for your child to leave the school during school hours, they must be signed out and collected via the school office.

Absences

When a student is going to be or has been absent, the parent/guardian must:

1. Notify the school via Compass (preferred method) OR
2. Telephone the school office OR
3. Email the classroom teacher via Compass



School Drop Off and Pick Up

The school gates open at 8:50am. Students must head straight to the classroom as the school yard is not supervised before school.

Students finish the day at 3:15pm. If a parent realises that they will be late to collect their child, they must notify the office.

Attendance for Preps in Term 1

During their first term at school, all Prep students will be invited to attend a one-on-one interview with their classroom teacher to work through a range of assessments. These interviews will occur on Wednesdays throughout Term One and take approximately 1 to 1 ½ hours. Your child's teacher will invite you to an interview in your first week of school. During this assessment period, Prep students are not required to attend school on the Wednesdays aside from their allocated interview time.

School Routine

8:50am	Gates open - students must go straight to class
9:00am	First session begins
11:00 - 11:30am	Recess
11.30am - 1.15pm	Second session
1:30 - 2:15pm	Lunch
2.15 - 3.15pm	Last session
3:15pm	End of school day



General Information

Out of School Hours Care (OSHC)

OSHClub is the schools on-site Out of School Hours Care. To enrol your child, or for further information, please contact them via email: officer@oshclub.com.au or phone: 0438 566 988.

Assemblies

Assemblies run every second Friday at 2:30pm. This is where students receive awards, birthdays are celebrated and events are talked about.

Booklists

Our students' stationery packs are available to order online at www.booklistorders.com.au. For further information please refer to our website.

Homework

A minimum expectation at Officer is that students are reading every night, either independently or to an adult. Teachers will provide further information appropriate to their Year Level.

Lost Property

We encourage parents to ensure that their child's clothing is named. Clothing that is found and has a name will be returned to its owner; however other clothing will be placed in the lost property cupboard in the office.



School Crossing

Our school has a supervised school crossing on Tivendale Road. Children and parents are expected to use the crossing when in operation. Children with bicycles are expected to walk their bicycles across the school crossing. The instructions of the supervisor are to be obeyed at all times. The school urges parents to emphasise the importance and safety aspects of school crossings and to adhere to the same road rules as the children.

Bikes and Scooters

Bikes and scooters must not be ridden through the school, but walked safely to the gated bike area near the staff car park.

Sun Smart Policy

Our school is a SunSmart school. Students must wear suitable hats every day in term 1 and term 4.

Website

Visit our school website at www.officerps.vic.edu.au for information regarding our school, policies and documents, as well as latest news and newsletters.

Camps, Sports and Excursions Fund (CSEF)

In recent years the CSEF has been provided by the Victorian Government to assist eligible families to cover the cost of school trips, camps and sporting activities. The payment cannot be used towards booklists, stationery, school uniforms, OSHC, music lessons etc. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses related to camps, excursions, or sporting activities for the benefit of your child. In 2024 the annual CSEF amount per student is \$150. To apply contact the school office to obtain a CSEF application form or you can download it from <https://www2.education.vic.gov.au/pal/camps-sports-and-excursions-fund/policy>.

Extra Curricular Activities

At Officer, our students take part in a variety of extra curricular activities, including Victorian State School Spectacular, Division and District Cross Country, Inter School Sport and Hooptime.

Instrumental Music

High quality instrumental music lessons are offered at Officer Primary School. Lessons are held on a weekly basis on school premises during school hours and will be accessible at an affordable price. Please refer to our website for further information.



Yard Duty Teacher Supervision

The school grounds are supervised during recess and lunch and for 15 minutes at the end of the school day. Teachers wear high visibility vests to assist children to locate them in the event of any concerns. Any minor incidents that occur in the yard are normally dealt with by the yard duty teacher, however on those rare occasions that something of a more serious nature occurs, children will be sent to the office. Parents will be notified of any serious breaches of school guidelines.

Excursions and Incursions

To enhance school programs, teachers sometimes arrange for the children to be taken out of the school on excursions. Written approval will need to be given for all excursions involving buses. Students must wear full school uniform when on all school excursions. This demonstrates pride in our school and assists us in identifying our students when in a large venue. At times parents may be invited to participate in excursions and to help with supervision when needed; however, parent inclusion cannot be guaranteed and all parents participating would need to hold a current Working With Children Check.

From time to time, we will invite guest speakers and performers into school to again enhance our programs. There may be costs associated with both excursions and incursions and prompt return of money and/forms is appreciated. We are aware of the financial burdens placed on families and we will endeavour to keep costs to a minimum.

Families in receipt of a Health Care Card are eligible for the State Governments Camps, Sports and Excursions Fund (CSEF). This money can be used exclusively for the funding of camps and excursions throughout the school year. Forms are available at the office.



Parking

The school does not have a parent carpark. Please park in the designated parking areas on and around Tivendale Road. Do not park in the staff car park. This is not safe for children.

Personal Goods at School

Children are discouraged from bringing private property to school as this is not insured. The Department of Education and the school are not responsible for any damage or loss. Children are not allowed to bring any electronic games or devices to school.

Mobile Phones

All mobile phones must be handed into the office at the beginning of the day. Their appropriate use is covered in our Mobile Phone Use Policy.

Parent Payments

Our Parent Payment Policy can be found on our website.

School Policies and Procedures

All school policies and procedures are available via our school website (officerps.vic.edu.au) or from the school office. Our policies are regularly updated by the Principal and/or School Council. Any changes to existing or new policies are updated on our website.



School Uniform

Our school uniform has been developed to provide choice for our students, allowing them to engage in the many varied school activities safely and comfortably. Students are expected to comply with our Uniform Policy while travelling to and from school, during school hours and when attending school activities.

A school hat must be worn at all times when outside in terms 1 and 4. All uniform items are available from our uniform supplier Primary School Wear (PSW). A copy of our Uniform Policy is available on our website or from the school office.

Jewellery

The wearing of jewellery such as bracelets, necklaces etc. is not permitted unless it is for religious or cultural reasons. Small discreet studs or sleepers are allowed for pierced ears. Watches may be worn at own risk, smartwatches are not permitted during school hours as per our Mobile Phone Use Policy.

Footwear

Sensible closed footwear (preferably black or white) must always be worn. Thongs and open toed sandals are not permitted. More information is available in our Uniform Policy.



Confidential Student Information

When a child is enrolled, it is important that the information provided is correct, in the event of an accident, illness or emergency. It would be appreciated if parents could notify the school of any changes as soon as they occur.

Infectious Diseases – Exclusion from School

The primary responsibility for the prevention and control of infectious diseases lies with individuals, families and public health authorities. Schools are not expected to provide expert advice or treat students, which is the role of medical practitioners and health authorities. A person in charge of a primary school must not allow a child to attend the school in accordance with the 2019 Public Health and Wellbeing Regulations (the Regulations) if they have been informed the child is infected with, or been in contact with, a person with an infectious disease/condition listed in the Regulations; where that condition requires exclusion. Diseases and exclusion periods are listed in the DH school exclusion table. These diseases include ringworm, chicken pox, conjunctivitis, hand, foot and mouth disease, impetigo (school sores), diarrhoeal illness, influenza and many others.



Snack and Lunches

At Officer we are aware of the importance of a good healthy lunch. We are also aware of the need to reduce the amount of rubbish that is generated through lunch wrappers. We encourage all children to bring along their snacks and lunch in containers and not wrapped in plastic or in other wrappers. This will reduce the impact on our environment. We also encourage you to send fruit with your child as each class will have fruit eating time at approximately 10:00am each day.

Sharing Food/Allergies

Due to food allergies and anaphylaxis concerns, students at our school should not share food with others. Our school is not a nut-free school.

Photography and Filming Policy

We have a photographing and filming policy on our website. Importantly, this policy states "Parents are able to take photos or film of their own children at school and at school activities and events. However these photos may at times include other students, so we ask parents to 'respect the individual's right to control how and for what purpose their personal information is used'. This means parents should not forward, share, upload or use images of children other than their own."

*Updated in line with Child Safe



Visitors and Parent Helpers

All parent helpers must have a Working With Children Card. Applications are online at www.vic.gov.au/working-with-children-check . A copy of the card needs to be presented to the school office.

Visitors and parent helpers are also required to sign in at the office on arrival.

There will be an induction process for parent helpers. The Parent Volunteer Program will be subject to the operational needs of the school.

Kindergarten

Milestones Early Learning Officer provide high-quality early education and care for children aged 0-5 years.

milestones.com.au/vic/officer



First Year of School (Prep)

Moving into a school setting, students are encouraged to become independent and responsible learners. We support our students to grow and have success by working through some social and emotional skills. You can support your child by discussing and modelling these things at home:

- Listen carefully and follow simple directions
- Respect their own and others' personal property
- Speak with confidence and kindness
- Turn taking
- Recognise their own name on their belongings
- Using their own lunchbox
- Manage their own toilet needs
- Wash their hands thoroughly
- Tidy up after themselves
- Fasten their own shoes (we recommend Velcro in Prep)
- Be familiar with pick-up arrangements at the end of the school day
- Ask for help if they need it
- Put on and take off their jumpers
- Recognise and describe how they feel (e.g. happy, hot, cold).

As a parent you have assisted your child in progressing through the many and varied developmental milestones such as crawling, walking and communicating. You will be able to continue your valuable role as your child transitions from preschool to Prep and commences a new and exciting learning journey at OPS. It is important to acknowledge that not all children will master their learning at the same time. You can provide encouragement and opportunities to assist in the development of many skills – consistent praise of any effort and achievement is always beneficial. Most children will settle quickly and happily into the routine of school; however some may feel anxious about coming to school. Modelling good coping strategies and reinforcing the positive aspects will assist your child to feel secure in their new environment.

Early Years Assessment

During the first term of school, our Prep students do not attend on Wednesdays. On one of these Wednesdays each student will be required to attend an individual student assessment at school. These student assessments are designed to assist teachers in gathering information about your child's literacy and numeracy understandings. This information helps us to provide the very best teaching and learning programs to cater for the individual needs of your child and to ensure that starting school is a rewarding experience.

Learning Program

During the first term of school, your child will be learning a lot. However, be patient with this learning progress. A lot of our learning in the first term will be around social and emotional learning. It is also a big time to adjust to new routines, new people and new rules. Give your child some time and praise as they adapt to the rules and routine of school.

Please refer to our Prep Transition Handbook for more information.





Buddies

During Foundation students' first year of school at Officer Primary School, we introduce our buddy program. This program allows our prep students to join with our older cohorts and enjoy collaborative games, social stories and whole school events together, (Wellbeing, Harmony Day, Pyjama Day etc). This program creates another safe person for new students to seek help from, allows foundation students to further build social skills through role modelling from Year Six students and provides leadership opportunities for Year Six students.

Our Buddy program will run every fortnight, starting in the middle of Term One in order to give the Foundation students an opportunity to settle into the classroom routine and to not overwhelm them with too many changes early on in their transition.

As the year progresses, our Buddies will be more involved with whole school events alongside our Preps, specifically around 100 days of school preparation.

During Term Two, every fortnight we collaborate to understand more about students in the Foundation and Year Six cohorts, we do this to ensure that if either Prep or Year Six students are absent that the Buddy program can still run as scheduled. We focus on each other's families, our likes and dislikes and create self-portraits of one another during our sessions.

In Term Three and Term Four, we focus on playing social games with our senior students. Working together to have literacy sessions that involve shared reading, numeracy based games and practising turn taking and patience with the help of older students.



Curriculum

Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

Learning Areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic. Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding, and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.



Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines. The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Literacy

The scope and sequence for English at our primary school, aligned with the Victorian Curriculum, provides a structured framework for developing students' literacy skills across reading, writing, speaking, and listening. Beginning with foundational phonics and vocabulary in the early years, we progressively introduce more complex texts and genres, encouraging critical comprehension and analysis as students advance through the grades. Writing instruction focuses on developing clear and coherent texts, with an emphasis on grammar, punctuation, and creative expression. Speaking and listening activities promote effective communication skills, fostering confidence and collaboration in various contexts. Throughout the curriculum, we incorporate rich, diverse literature and real-world applications to engage students and enhance their love for language, ensuring they are well-prepared for future academic challenges.



In 2025, we are enthusiastically implementing the Little Learners Love Literacy program to enhance our students' reading and writing skills from an early age. This engaging, phonics-based approach is designed to build strong foundational literacy skills through interactive and multisensory activities. In the classroom, teachers use a variety of resources, including storybooks, phonics games, and hands-on activities that encourage students to explore sounds, letters, and words in a fun and meaningful way. The program emphasises systematic phonemic awareness and the development of essential comprehension strategies, allowing children to connect sounds to letters and build confidence in their reading abilities. By fostering a love for literacy through captivating stories and playful learning experiences, Little Learners Love Literacy not only equips our students with the skills they need for academic success but also ignites a lifelong passion for reading.

Numeracy

At Officer Primary School, the teaching of Numeracy incorporates the main strands of the updated 2.0 Victorian Curriculum for Mathematics; Number, Algebra, Measurement, Space, Statistics and Probability.

Teachers use agreed scope and sequence documents to inform their planning for Mathematics, ensuring that students are provided access to high-quality learning of specific skills within each strand.

Students have access to a range of resources including hands-on materials to give them the best opportunity to develop their understanding of new concepts.

Within each Mathematics lesson across F-6 at Officer Primary School, students are provided with a consistent number-focused warm-up activity to maintain relevant core number skills that are used in day-to-day activities.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.



Information and Communications Technologies

In the Victorian Curriculum F–10, the ICT general capability skills are either specifically embedded in the content descriptions of Mathematics, Media Arts, Geography, English and Digital Technologies or schools have the flexibility to determine how these skills will be used in their teaching and learning programs for other curriculum areas.

Standards and Levels

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age. Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

Further information on the placement of the achievement standards is available: Victorian Curriculum Foundation–10: Structure





Curriculum Support and Enrichment Programs

Officer Primary School is benefiting from the introduction of our Enrichment Program this year. This program is run by an experienced teacher who utilises the most current research and high-quality practices to design a learning experience that guides students towards their highest potential.

Officer Primary has been involved in using a range of assessments that our Enrichment Coach has been analysing to gain a better insight into our students, their needs and learning goals. We use this information to develop individualised goals for students and create a map of learning experiences to support their educational journey.

When students are welcomed into our sessions, they are made to feel safe and supported to explore Mathematics through using hands-on materials. They are exposed to high level questions and experiences, and supported to achieve success through guidance and high-quality modelling and teaching.

Students experience the advantage of small groups, and appreciate the one-on-one support. This allows for time to explore and rehearse concepts. Students are involved in meaningful learning opportunities that allow them to work closely with a teacher and collaborate with their peers. Having small groups means that our coach is able to be flexible within lessons, and adapt teaching methods and learning methods as necessary. Students are provided with instant feedback, which sees them review their learning and make adaptations to their responses.

The students take great pleasure in asking questions and gaining more insight into what piques their interest. Lessons involve multiple exposures of previous topics, to ensure students are able to hold new and old information. They apply newly taught skills to Numeracy games and open ended questions.



Class Programs

Our class programs are planned according to the Victorian Curriculum and aim to engage students with their learning and enhance their academic, social and emotional development.

Specialist Programs

Students participate in the following specialist classes:

- Physical Education
- STEAM
- Language – AUSLAN

Library

Our students are actively encouraged to regularly borrow books from the school library.

Student Support Services

The Department of Education and Training employs a multi-disciplinary team of Psychologists, Speech Pathologists and Social Workers. They support schools and students by:

- Providing advice relating to student learning, wellbeing, and engagement
- Providing diagnostic and/or assessment services
- Building the capacity of teachers, support staff, parents/carers

Parental consent is required prior to Student Support Services engaging with students.

Camps

Each year, our grade 3s – 6s attend a 2 night camp. Previous camps have included Camp Manyung, CYC City Camp and The Summit Camp.

Lunchtime Clubs

Various lunchtime clubs/activities are offered, including table tennis, board games and mindful colouring.



Parent-Teacher Interviews and Student Academic Reports

Full academic school reports are issued twice a year, in June and December. Parent-Teacher Interviews are also conducted in conjunction with the June reports. If you have any concerns about your child's progress at any other time, you are encouraged to discuss your concerns with their teacher. This is best arranged by a telephone call or email and arranging an appointment that is mutually convenient to you and the teacher.

School News

Our school newsletter is published twice a term via our Facebook page, Compass and our website. This is our key means of communication between the school and our families.

It is important that parents log on to Compass regularly to check the latest newsfeed or enable notifications through the Compass App.

Transition into Secondary School

A successful transition from primary to secondary school involves a student being able to move as seamlessly as possible to their new setting. To ensure all students are supported in their transition to secondary school, schools must ensure their transition practice and programs provide appropriate personal, social and academic support to promote student engagement and wellbeing.



Student Health

School Medical Service

Each year, a school nurse visits the school and conducts health checks for all Prep students whose parents have provided permission. All students starting school will be asked to provide an up to date Immunisation Certificate upon enrolment.

Sick Bay/First Aid Procedure

In the interests of all staff and students, we ask that parents do not send their child to school when they are unwell. Please ensure that the emergency contact numbers that you have provided the school are correct. Emergency contact numbers can be updated via the compass app at any time. Should your child be referred to the sick bay, a first aid qualified staff member will attend to them. If the issue cannot be resolved, a parent/guardian will be called.

Medication at School

Any medication brought to school by a student MUST be taken to the office by a parent/guardian. A Medication Authority form must be completed and signed by the parent/guardian. Medication CANNOT be kept in school bags or classrooms. All medication must be administered under the supervision of a staff member with the details documented.

Head Lice

Parents/guardians are requested to make regular checks of their child's hair, particularly if he/she seems to have an itchy scalp.

Head lice show no bias to whose head they are attracted. A great way to keep head lice at bay is to use the conditioner and comb method once a week as a preventative measure. Please contact the school promptly if your child has head lice as this will assist with the overall management of this issue. As per the School Uniform Policy, all hair shoulder length or longer hair needs to be tied back, this will also help with head lice prevention.



School Council

School councils play a vital role in Victorian government schools and are established and operate under the Education and Training Reform Act 2006 (Vic), the Education and Training Reform Regulations 2017 (Vic) and a constituting order.

A well-informed and effective school council strengthens community confidence in the school and helps to build and secure the school's reputation.

Understanding the distinction in roles and responsibilities between school council and the principal supports the effective and efficient operations of the council and the school. School council powers and functions are set out in the School Council policy. Responsibility for all other aspects of running a school rest with the principal, with support from the department and other members of school staff.

Functions of school council

The key functions of school council with regard to the school are:

- to establish the broad direction and vision of the school within the school's community
- to arrange for the supply of:
 - goods
 - services
 - facilities
 - materials
 - equipment
 - other things or matters required for the conduct of the school, including the provision of preschool programs
- to raise funds for school related purposes
- to regulate and facilitate the after-hours use of the school premises and grounds
- to exercise a general oversight of the school buildings and grounds and ensure they are kept in good order and condition
- to provide for the cleaning and sanitary services that are necessary for the school



- to ensure that all money coming into the hands of the council is expended for proper purposes relating to the school
- to provide meals and refreshments for the staff and students of the school and make charges for those meals or refreshments
- to inform itself and take into account any views of the school community for the purpose of making decisions in regard to the school and the students at the school
- to generally stimulate interest in the school in the wider community
- to prepare the School Strategic Plan and review the Annual Implementation Plan — to be signed by the president and the principal
- to report annually (the Annual Report) to the school community and to the department on:
 - the school’s financial activities
 - the School Strategic Plan, and
 - any other matters that are determined by the Minister
- to manage the hire, licence and shared use of school facilities
- to determine the dates for the school’s student-free days:
 - in accordance with the number of student-free days each calendar year specified by the Secretary of the department
- to perform any other function or duty, or to exercise any power conferred or imposed on the council by or under:
 - the Education and Training Reform Act 2006, or
 - any regulations made under that Act
 - a Ministerial Order made, or direction issued, by the Minister under the Education and Training Reform Act.

Information on the role and responsibilities of the various school council officer bearers (such as the principal as Executive Officer and the school council president) is available on School Councils – Composition and Officer Bearers. Our Council meets twice a term, to decide financial allocations, maintenance and minor works priorities, approve programs and expenditure, discuss general school operations and to oversee the welfare of the School Community. Parents and staff members are elected for two-year terms, with half retiring every year.



Parents and Friends/Fundraising

Parents and Friends (alternatively called parents' associations) promote the welfare of, and provide support to, the school and its community. Parents are key partners in their child's learning. By interacting with the school and other parents, parents' club members can use their skills and experience to work collaboratively with others in supporting the school and its students and build a sense of community within the school.

The aims and objectives of a parents' club is to work in cooperation with the principal and school council to:

- contribute to the wellbeing of the school community
- encourage the participation of all parents in the life of the school and the education of their children
- provide opportunities for parents to get to know each other and to be informed about their child's school
- provide opportunities for parents to extend their understanding of school operations, and general education policy
- contribute to proposals on school policy and other educational issues (as identified or discussed with the principal or school council)
- raise funds for the benefit of the school (optional).

A parents' club is not a subcommittee of the school council. Parents' clubs have no legal powers, functions or formally prescribed powers or duties and must ensure they operate in accordance with the Regulations and have a ministerially approved constitution. The constitution must be consistent with the template Model Parents' Club Constitution published by the Secretary from time to time – refer to [Model Parents' Club Constitution \(DOCX\)](#). Parents' clubs must operate in accordance with the rules and procedures set out in their constitution.



Working with the Principal and School Council

Parents' clubs are most effective when there is a close and cooperative working relationship with the Principal, other school staff and School Council.

This can be achieved by:

- providing opportunities for regular updates and discussion between the parents' club, principal, other school staff and school council
- principals (and school council where required) providing feedback when the club is planning social, educational or fundraising activities
- encouraging discussion about, and an understanding of, a wide range of issues relating to broader general education and student welfare matters
- inviting parents' club members on sub-committees of the school council
- offering a position on school council in the community member category, where appropriate to do so, to a parents' club representative
- utilising the parents' club as a reliable mechanism for parent feedback on school policy and initiatives, to assist in school and school council decision-making.

Typical activities of a parents' club

In performing their role, parents' clubs may undertake a variety of social, cultural, educational or fundraising activities. Parents' club members, working with the principal, provide invaluable support to the school in a number of ways with the primary motivation of building a sense of community. Such activities may include:

- promoting cultural and social diversity by encouraging membership and participation of all parents in parents' clubs
- channelling parents' views to the school leadership about school policies that have been identified by the school for review
- discussing, planning and organising events such as:
 - welcoming new students and parents at the school
 - second-hand book and uniform schemes
 - social opportunities
 - comedy or movie nights
 - twilight markets
 - bush dances
 - barbeques
 - parent information sessions
- raising funds for the school with the prior approval of the school council.



Behavioural Expectations

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

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the Victorian Teaching Profession Code of Conduct.

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Bullying Prevention Policy and Child Safety and Wellbeing Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's Respectful Behaviours within the School Community Policy.

Unreasonable Behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our Visitors Policy and Volunteers Policy). Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.



Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.



School Wide Positive Behaviours (SWPBs)

Officer Primary School is committed to the implementation of a whole school approach to Positive Behaviour Support for engagement and learning.

Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring and rewarding positive behaviour.

At Officer, we strive to provide an inclusive, supportive and safe learning environment by encouraging all students to demonstrate our values.

The goal of School Wide Positive Behaviour Support (SWPBS) is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

The SWPBS approach consists of evidence-based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families.





Child Safety Standards

The Child Safe Standards (the Standards) are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF) provides the framework for child safety in schools.

Victorian schools can continue to build on their existing child safety strategies, policies and practices to strengthen their culture of child safety and protect children and young people from abuse.

The Child Safe Standards include requirements to keep children, young people and students safe, including:

- involvement of families and students in child safety
- schools' focus on safety for Aboriginal students
- better management of child abuse risks in online environments
- governance, systems and processes for keeping students safe.

The Victorian Registration and Qualifications Authority is responsible for regulating the compliance of schools with the Standards. Schools are required to comply with the Standards as part of the prescribed minimum standards for registration.

There are 11 Child Safe Standards:

- Standard 1: Culturally safe environments – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- Standard 2: Leadership, governance and culture – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- Standard 3: Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- Standard 4: Family engagement – Families and communities are informed and involved in promoting child safety and wellbeing.
- Standard 5: Diversity and equity – Equity is upheld and diverse needs are respected in policy and practice.
- Standard 6: Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Standard 7: Child-focused complaints processes – Ensure that processes for complaints and concerns are child focused.
- Standard 8: Child safety knowledge, skills and awareness – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Standard 9: Physical and online environments – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Standard 10: Review of child safety practices – Implementation of the Child Safe Standards is regularly reviewed and improved.
- Standard 11: Implementation of child safety practices – Policies and procedures that document how schools are safe for children, young people and students.

EVACUATION PLAN

OFFICER PRIMARY SCHOOL

13-23 Tivendale Rd
Officer VIC
3809



ASSEMBLY POINTS

YOUR ASSEMBLY POINTS ARE
LOCATED AT:

OVAL
BASKETBALL COURT

FOR YOUR SAFETY

DO NOT stop to collect personal belongings.
DO NOT re-enter the building unless told it is safe to do so.

