



**LANG
LANG** Primary School

"Building a learning community"

**Respect, Positive Mindsets,
Community, Positive Relationships**

INFORMATION BOOKLET 2023



www.langlangps.com.au

Phone: 5997 5322

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Welcome

Dear Parents and Guardians,

It is with much pleasure that I welcome you to Lang Lang Primary School. Lang Lang Primary School is a proud community school that serves the district of Lang Lang and outlying areas. Our objective is to empower each student by providing an engaging and enriching environment and our core purpose is to provide quality education in a safe and supportive environment enabling our students to become lifelong learners and active members of our community.

Our core values are used to support our students in becoming positive citizens within their community.

Respect

Community

Positive Relationships

Positive Mindsets



We offer a varied and expert curriculum covering all areas, and extension and support to those children who require it. Our staff care about children and their social, emotional and academic growth underpins everything we do.

We work in partnership with parents to provide the best education and facilities for your child. Open and honest communication is critical, and we invite you to visit as often as possible to take an active role in the education of your child.

The purpose of this handbook is to provide you with information about the routines and organisation of our school. We welcome any queries you may have and encourage you to contact us for further information.

Each child is unique and special, and we look forward to embarking on the educational journey of your child with you.



Sharon Mitchell
Principal



Contacting Lang Lang Primary School

Principal:	Sharon Mitchell
Business Manager:	Fiona Barwick
Address:	52 Westernport Road Lang Lang 3984
Telephone:	5997 5322
E-mail:	lang.lang.ps@education.vic.gov.au
Webpage:	http://www.langlangps.com.au
App :	Compass
Facebook:	https://www.facebook.com/LangLangPrimarySchool

Term Dates - 2023 (For Students)

	Start date	Finish date
Term 1	30 January	6 April
Term 2	24 April	23 June
Term 3	10 July	15 September
Term 4	2 October	20 December

Curriculum (Pupil Free) Days – 2023

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.

The days are set in conjunction with school council and families will be advised well in advance so suitable arrangements can be made.

Attendance for Preps in Term 1 – 2023

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 time in your first week of school. During this assessment period, Prep students are not required to attend school on Wednesdays.

School Strategic Plan

The school strategic plan outlines the goals and priorities of our school. A quality strategic plan engages our whole school community to ensure that we are united by a common purpose. It helps to establish a clear and shared understanding of the school's strategic direction over a four year period. This is expressed through goals, targets and key improvement strategies. A detailed copy of our current Strategic Plan 2019-2022 can be found on our website [here](#).

School Vision

"Building a Learning Community" – We strive to provide an all-inclusive environment, where we are all developing the attitudes, skills and knowledge required to be life-long learners.

School Values

Our core values are used to support our students in becoming positive citizens within our community: -

- Respect
- Positive Relationships
- Community
- Positive Mindsets

Strategic Intent

Lang Lang Primary School is aiming to continue to improve student outcomes in Literacy and Numeracy. Our school will focus on increasing the number of students achieving in the top two bands of NAPLAN. The other key areas of work will be on improving student voice and agency. The school will focus on improving school connectedness with all students, providing a stimulating learning environment, improving the quality of student feedback that improves teacher practice and student outcomes.

School Routine

School Bell Times

8:55 am	Music
8:58 am	Bell – students to be in class
9:00 – 11:00am	Class time
11:00 – 11:20am	Morning recess
11:20 – 12:20pm	Class time
12:20 – 12:30pm	Lunch eating time (students eat in their classroom)
12:30 – 1:00pm	Lunch recess
1:00 – 2:00pm	Class time
2:00 – 2:30pm	Afternoon recess
2:30 – 3:30pm	Class time

Wet Day

When it is too wet to go outside, all students remain in their classrooms during recess times and are supervised by a teacher.

Brain Food

At 10:00am each day, all students in Prep to Year 2 have a short 'brain break'. Appropriate brain break food is piece of fruit and/or vegetable (e.g. apple, banana, carrot sticks etc)

Attendance

Arrivals

The time before school starts is essential in the social development of your child. It provides a time to tell stories and events that have occurred since their last meeting. This means that when children go into class, they are ready for work and not socialising. Therefore, children should arrive at least 10 minutes before school commences, but no earlier than 8:30am.

Late Arrivals

Late arrivals disrupt classes and school routine. All children are expected to be on time every day. Students arriving late must attend the office to be 'signed in' by their parent/guardian.

Early Dismissal

All children 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 via the school office **PRIOR** to collecting your child.

Absences

When a student will be absent, or has been absent, the parent/guardian must:

1. Notify school via Compass (preferred method) OR
2. Telephone the school office on 5997 5322 OR
3. Email the teacher via Compass

School Drop Off and Pickup

The school yard is supervised before school from 8:30am each morning until the first bell at 8:57am. We ask that students arrive at school no later than 8:50am. Any student at school before 8:30am **MUST** be supervised by a parent/guardian.

Students finish the day at 3:30pm. Parents collecting their child from school must collect them between 3:30 – 3:45pm. If a parent realises that they will be late to collect their child, please notify the office.

After School Care

Windemere operate an Outside School Hours Childcare program onsite at Lang Lang Primary School. Securing a place in this service can be made directly with Windemere.

Assemblies

Assemblies are held each Monday at 3:00pm at the Under Cover Stage Area and parents are most welcome to attend. Our student leaders conduct these assemblies, and we see this as an important part of the school culture, welfare and development of our students. This is also an opportunity for the school to recognise the achievements of our students.

Buddies and Care Groups

Each Prep class has a buddy class where an older class adopts the Prep class as "Buddies". The classes come together to support the Preps in their first year of school whilst developing the leadership skills of the older children. The class teachers plan enjoyable learning activities and meet at mutually agreeable times. The aim is to promote a sense of community and connectedness across the school while learning together and having fun.

Camps, Sports & 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, before or after school care, music lesson etc. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF if the government continues with this benefit.

The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child. In 2021 the annual CSEF amount per student is \$125 for primary school aged students. To apply contact the school office to obtain a CSEF application form or download from <https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>.

Child Safety Standards

In 2013, the Victorian Parliament held an Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, resulting in the Betrayal of Trust Report. The report found that more could be done to strengthen existing approaches to child safety. In response, the Victorian Government is phasing in child safe standards for organisations that work with children, including

schools.

The child safe standards require schools to consider all aspects of child safety and put measures in place to protect children from all forms of abuse, including:

- sexual or grooming offences
- physical violence
- serious emotional or psychological harm
- serious neglect.

Below are the seven child safe standards. The Minister for Education has set out in Ministerial Order No. 870 what specific actions schools need to take to meet the child safe standards.

To create and maintain a child safe organisation, the following Child Safe Standards apply:

1. Strategies to embed an organisational culture of child safety, through effective leadership arrangements.
2. A child safe policy or statement of commitment to child safety.
3. A code of conduct that establishes clear expectations for appropriate behaviour with children.
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
5. Processes for responding to and reporting suspected child abuse.
6. Strategies to identify and reduce or remove risks of child abuse.
7. Strategies to promote the participation and empowerment of children. The school must take account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and children who are vulnerable.

Children have the right to be safe and protected, including at school. It is important that you feel confident that your child is safe and well in the care of Lang Lang Primary School. Available on the school website are copies of our Child Safe Policies.

Confidential Student Information Form

When a child is enrolled, an enrolment information sheet is filled out with many details concerning the child and his/her family. The details are only as accurate as the parents provide. It would be appreciated if parents could notify the school of changes in file details.

CORRECT DETAILS ARE IMPORTANT IN THE EVENT OF ACCIDENT, ILLNESS OR EMERGENCY.

Curriculum

We believe students need to develop a set of knowledge, skills and attitudes which will prepare them for success in a world which is complex, rapidly changing, rich in information and communications technology, demanding high-order knowledge and understanding, and increasingly global in its outlook and influences.

To ensure that our curriculum develops students with these capacities, skills and behaviours, we provide students with a broad curriculum which prepares them for further education and the basis for a rewarding future.

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 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. Victorian government and Catholic schools are required to use the Victorian Curriculum F–10. Independent schools may use the Victorian Curriculum F–10 as a model and resource for the effective implementation of the Australian Curriculum.

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.

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.

Learning Areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

Learning Areas

The Victorian Curriculum F–10 learning areas are a reaffirmation of the importance of a discipline-based approach to learning. 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

Cross-curriculum Priorities

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the curriculum areas of the Victorian Curriculum F–10. These priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.

Curriculum Support and Enrichment Programs

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
- Performing Arts
- Visual Arts
- Language – AUSLAN

Social Service

Regular fundraising activities are organised by the Junior School Council with funds raised donated to various charities including The Cancer Foundation, Lions Club and R.S.L.

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 and intervention relating to student learning, wellbeing, and engagement
- Providing diagnostic and/or assessment services
- Building the capacity of teachers, support staff, parents/carers
- Providing therapy, counselling and/or intervention with students.

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

In support of our SSS team, we have a Speech Therapy Assistant who works on-site with referred students weekly to support their speech development.

School Chaplain

The National School Chaplaincy Program (NSCP):

- Supports the emotional wellbeing of students
- Provides pastoral care services and strategies that support the emotional wellbeing of the school community.

Our School Chaplain works at our school two days a week and their role is to:

- Work as member of our school's wellbeing team
- Contribute to improving student engagement and connectedness
- Contribute to providing a safe, inclusive and supportive learning environment
- Connect our families and students with their community and external support providers.

Parents/carers must give written consent for their child to engage with our School Chaplain.

Camps

- Year 2 – 1 night sleepover at school
- Year 3 & 4 - 2 night camp (Farm/Beach Camp)
- Year 5 & 6 – 3 night camp (Sovereign Hill / Urban Camp)

Lunchtime Clubs

Various lunchtime clubs/activities are offered throughout the year.

School Production

Students will have the opportunity, usually in term 3 to perform to their families and our community via a school production. This is normally held at our local town hall.

Conflict Management

Conflict will always occur, however at Lang Lang, we pride ourselves on how we deal with this conflict. At Lang Lang, we do not talk about punishment, but instead we talk about consequences. It is our belief that children should be responsible for their behaviour, they make the decisions and therefore they must accept the consequence of that behaviour. We endeavour to focus on the positives as opposed to the negatives, e.g. "What can you do next time?" instead of "That was naughty."

Children are encouraged to respect everyone. Respect is central to all relationships. Children are counselled about their behaviours and parents are kept informed of any ongoing issues.

Our response to behaviour management is guided by our School Wide Positive Behaviour Framework which we use to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

Duty Teachers and Lunch Supervision

The school grounds are supervised 30 minutes before school, recess times and for 15 minutes at the end of the school day. Teachers wear high visibility vests to assist children 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 then children will be asked to go to the office for a short period of time. Parents will be notified of any serious breaches of school guidelines.

We have a wonderful and spacious schoolyard and encourage children to be active and fit. We do not have designated playing areas for children apart from the beginning of the year when preps play only out the front.

Lunch is eaten prior to 12.30pm and is supervised by the classroom teacher. Please ensure that your child's lunchbox, drink bottle etc. are labelled with their name. We also encourage the provision of a healthy lunch box for children with a variety of healthy foods.

Excursions & Incursions

To enhance the school programs teachers 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 also 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 Excursion 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.

Homework

A minimum expectation for all students at LLPS is that they are reading every night, either independently or to an adult. Other homework may include a variety of learning activities including researching, measuring, collecting, practising, physical training, making, cooking, playing games, spelling and note taking. Teachers will provide further information appropriate to their Year level.

Infectious Diseases - Exclusion From School

The Principal must not allow a child to attend school in accordance with the Public Health and Wellbeing Regulations 2019, 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.

A list of Infectious Diseases and the possible exclusions can be accessed [here](#) or on our website.

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 housed in the lost property stand. After a time it will be cleaned and handed over to the local Opportunity Shop.

Lunches

At Lang Lang PS 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 encourage you to send fruit with your child every day as each class will have fruit eating times throughout the day. Please see your child's teacher about this.

Mobile Library

The Casey - Cardinia Mobile Library makes its great resources available to children from the school by parking at the school between 12.15pm and 2.15pm every Friday. Children will be issued with an application to join early in term one. Children are encouraged to use it; however the books borrowed from the Mobile library are the responsibility of parents.

Parent – School Communication

Good communication between parents and the school is strongly encouraged. Parents and teachers working in cooperating with each other help ensure that each child's school day is happy and successful. We ask that our families do not hesitate in contacting their classroom teacher to discuss matters concerning your child.

Should you wish to meet with your child's teacher, you will need to arrange a suitable time. Information and meeting requests can be sent to the teacher via email or by calling the school office. Parents can also request a time to meet with the Principal.

Compass

Compass is an integrated, online portal that allows our parents to access up-to-date information about our school and your child's progress. Compass includes many different features, including the ability to:

- Monitor your child's attendance and enter an explanation for absence or lateness
- Receive fortnightly updates on your child's learning progression
- Receive newsletters and reminders of upcoming events
- Update your family contact information
- Download and view your child's Semester and Progress reports
- Book student conferences
- Pay and provide consent for events and school fees.

Accessing Compass

Compass is a web-based system that is accessible on any modern web browser or by using the "Compass School Manager" App which is available for both iOS and Android.

All families receive personal access and login details directly from the school. To access our Parent Portal go to: [Lang Lang Compass Link](#).

Parent-Teacher Interviews and Student Academic Reports

You will receive ongoing advice throughout the year about your child's learning growth via regular Learning Tasks that are made available to you via Compass. Each fortnight you will receive an update on your child's progress in a particular curriculum area. Full academic school reports are issued twice a year, in June and December. Interviews are also conducted in conjunction with the June reports. Open

classrooms are held throughout the year and are a great opportunity to find out how things operate in your child's class.

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 and arranging an appointment that is mutually convenient to you and the teacher.

School News

School notices and the school newsletter are all published on Compass and are the key means of communication between the school and our families. Newsletters are published fortnightly and are sent out via Compass and made available on our website. We do not issue hard copies of the newsletter. It is important the parents log on to Compass regularly to check the latest newsfeed.

Parking

Parking spaces are very limited around the school; therefore, we encourage families if possible to walk to school. In conjunction with the Cardinia Shire, we have established a Stop and Drop Zone near the Medical Centre in Whitstable Street. This means that you are able to drop your child off at this location knowing that there will be other students all walking the same route to school.

We have also established a Kiss 'n Go area at our Westernport Road entrance. This area will enable parents to drop or pick up their children, give them a quick kiss and then go. These two strategies will hopefully eliminate traffic congestion and improve the safety of our students at peak traffic times. We ask that parents DO NOT use the staff car park located in James Street or the church grounds.

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 to school.

Mobile Phones

All mobile phones/ipads/smartwatches must be handed into the school office during school hours and their appropriate use is covered in our [Mobile Phone Use Policy](#).

School Council

This group is the official governing body of our school. Membership consists of:

- Elected Parents
- Elected Staff Members

- Principal
- Co-Opted Members

Our Council meets monthly, on the 3rd Tuesday, to decide financial allocation, 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.

Activities/ Fundraising

Activities/Fundraising events are organised through the School Council and parents are most welcome to help with these events. All parent helpers are required to hold a current Working with Children Check.

School Policies & Procedures

All school policies and procedures are available via our school website (www.langlangps.com.au) or in the School Handbook located at the School Office. Our policies are updated regularly by School Council. Any changes to existing or new policies are updated on our website and included in our school newsletter.

School Crossing

Our school has a supervised school crossing in Westernport Road. Children and parents are expected to use the crossing when in operation. Children with bicycles who wish to cross the road are also 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.

School Uniform

Our school uniform colours are maroon and gold for all children in preps to grade 5. Students in grade 6 have the option of wearing a slightly different combination and a black windcheater. The wearing of our school uniform is compulsory. A wide brimmed hat must be worn at all times when outside in Terms 1 and 4. All uniform items are available from our uniform supplier Beleza Uniform either online www.beleza.com.au or from their stores in Pakenham and Cranbourne. A copy of the school Uniform Policy is available on our website or from the 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 owner's risk.

Footwear

Sensible closed footwear must be worn at all times. Canvas shoes are not suitable for the activities that we conduct at school as they do not provide the young foot with the support required. Thongs and open toed sandals are not permitted. More information is available in our Uniform Policy.

School Buses

Lang Lang Primary School is serviced by three school buses and your child may be travelling on one of these. We will ensure that your child gets on the correct bus each night. If, for some reason, you wish to change this procedure then please let us know in **WRITING or by PHONE** or by informing the office staff in person.

At 3.30pm each day, children travelling on buses assemble in their groups at the bus area. Teachers supervise and help them to get on the correct bus.

Behaviour on the buses is expected to be of the **highest standard**. Children who do not behave **will** have their bus travel cancelled.

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.

Sickbay/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 your 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 (other than for asthma) **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

Parent/guardians are requested to make regular checks of their child's hair, particularly if he/she seems to have an itchy scalp. When classes are checked for head lice, if lice eggs are present your child will

be provided with a note to inform you. Children may return to school after treatment has commenced.

Head lice show no particular 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 LLPS School Uniform Policy, all hair shoulder length or longer hair needs to be tied back, this will also help with head lice prevention.

Website

Visit our school website at www.langlangps.com.au for information regarding our curriculum, policies and documents along with our latest newsletters.

Visitors & Parent Helpers

There are many ways in which parents can help their child and we encourage parent participation in many ways (e.g. reading, language groups, PMP, Clubs etc.). Don't be afraid to ask if you are able to help or to find out ways in which you can help. Parent helpers who help with children other than their own must have a Working with Children Card. Application is made online at www.workingwithchildren.vic.gov.au. A copy of the card needs to be presented to school office.

Visitors and parent helpers are also required to sign in at the office when they arrive at the school.



UNITY

I dreamed I stood
in a studio
And watched two sculptors there,
The clay they used
was a young child's mind
And they fashioned
it with care,

One was a teacher;
the tools she used
were books and
music and art;
One was a parent
with a guiding hand
And a gentle loving heart.

And when at last
their work was done
They were proud of
what they had wrought
For the things they
had worked into the child
Could never be
sold or bought

And each agreed they
would have failed
If they had worked alone
For behind the parent
Stood the school,
and behind the teacher
stood the home

Ray A Lingefelter

School Wide Positive Behaviours Support (SWPBS)



Program Overview

Our Expectations

Lang Lang 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 behaviour systems to create an emphasis on explicitly teaching, monitoring and rewarding positive behaviour.

We use our behaviour matrix to teach our three school expectations.



These three expectations are broken down into the following settings which are relevant to our school.

- Classroom
- Playground
- Oval
- Assembly
- Toilets
- Corridor
- Office and Sickbay

“At Lang Lang Primary School, we strive to provide an inclusive, supportive and safe learning environment by encouraging all students to demonstrate our values in a safe, respectful and responsible way.”

LANG LANG PRIMARY SCHOOL

EXPECTED BEHAVIOURS

IN THESE SETTINGS WE ARE...

RESPECTFUL



SAFE



RESPONSIBLE



ALL SETTINGS

Follow directions.
Use please, thank you and excuse me.
Use a kind tone of voice.
Use equipment for its correct purpose.
Ask to use other people's property.

Keep body to self.
Walk inside.
Are in the right place at the right time.
Give others space.

Wear the correct school uniform.
Look after our own things.
Organise the correct equipment.
Participate.
Listen actively.

CLASSROOM

Allow others to stay on task.
Put our hands up to speak.
Work quietly.
Work as a team.

Tuck in our chairs.
Sit only where we are meant to.

Stay on task.
Pack up.
Arrive in the classroom on time.
Stay on task.
Complete all tasks.

CORRIDOR

Use a quiet voice.
Only touch what belongs to us.

Look where we are going.
Put our belongings in our school bag.
Hang our bags up.

Return to class immediately.

PLAYGROUND

Put rubbish in the bin.
Share equipment.
Include others.
Follow agreed game rules.
Show good sportsmanship.

Wear a hat in Terms 1&4.
Line up when we hear the music.
Remain inbounds.
Walk our bike/scooter through the yard.
Use equipment correctly.

Report any issues to yard duty teacher.
Get a drink or go to the toilet when the music starts to play.
Walk away when someone has upset us.

OVAL

Put rubbish in the bin.
Include others.
Follow agreed game rules.
Show good sportsmanship.

Wear a hat in Terms 1&4.
Remain inbounds.
Keep to the running track while riding our bike.
Line up when we hear the music.

Report any issues to yard duty teacher.
Get a drink or go to the toilet when the music starts to play.
Walk away when someone has upset us.

TOILETS

Leave toilets clean.
Always flush after using.
Use a quiet voice.

Ask a teacher before you go.
Take a buddy with you.
Leave as soon as we are finished.

Wash hands.
Report any issues to the teacher.
Only take the amount of paper we need.
Only put toilet paper in the bowl.

OFFICE/SICKBAY

Wait our turn.
Sit quietly while we are waiting.

Walk.
Return to the teacher if the office is unattended.

Ask a teacher before going to the office.

ASSEMBLY

Enter and exit quietly.
Clap at the correct time.
Are quiet.

Leave walkways clear.
Sit in designated area for our grade.
Walk as you enter and exit.

Listen to messages.
Sit in our GLs.
Sit with our classes.

EXCURSIONS

Listen to all teachers, parents and volunteers.
Ask to touch things that belongs to others.

Sit in our seat on the bus.
Wear a seatbelt on the bus.
Stay with our group.

Demonstrate all expected behaviours.
Follow the rules of the venue.
Stay with our assigned group.

What is SWPBS?

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

SWPBS is “....a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.” (Sugai & Horner, 2001; 2002)

The SWPBS approach is comprised 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.

SWPBS has its conceptual foundations in:

- Behavioural Theory – Behaviour is learned, lawful and malleable.
- Applied Behaviour Analysis – Behavioural theory, principles, and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- Positive Behaviour Support – Behavioural supports are considered in the larger context of improving quality of life.

Through the implementation of SWPBS, school wide systems are aligned to create an inclusive environment where there is a:

- Common purpose and approach to discipline
- Clear set of positive expectations and behaviours
- Procedures for teaching expected behaviour
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for data collection, ongoing monitoring and evaluation

Guiding Principles of SWPB

Lang Lang Primary School uses the following principles to guide our decisions and actions:

1. Use data to guide decision making
2. Establish school discipline as an instrument for academic and behaviour success
3. Make decisions that are linked to important and measurable outcomes
4. Utilise research validated practices, interventions and strategies
5. Emphasise an instructional approach to behaviour management
6. Emphasise prevention
7. Integrate initiatives, programs and interventions that have common outcomes
8. Adapt products, activities, actions, etc. to align with cultural and contextual characteristics of local environment (e.g. family, neighbourhood, community)
9. Build and sustain a continuum of behaviour support
10. Consider and implement school-wide practices and systems for all students, all staff and all settings
11. Evaluate continuously
12. Coordinate efforts with a school-wide leadership team.

Strategies to Support and Teach Behaviour

Strategies used at Lang Lang Primary to support and teach expected behaviours include:

- Common Expectations
- Value of the week introduced at assembly, then explicitly taught in class
- Positive acknowledgment reward system: SPOTTO's
- Clearly defined behaviours with general procedures for dealing with problem behaviours both in the yard and in class
- Data Collection
- Student Behaviour Reflection forms
- Visual reminders placed indoors and outdoors (see below for example)
- Classroom Behaviour Management Plan
- Yard Behaviour Management Plans

For students who require Tier 2 & 3 interventions we implement some or all of the following:

- Access to indoor break times
- Behaviour Support Plan
- Safety Management Plan
- Student Support Group meetings
- Counselling

Other whole school supports to provide a holistic approach are:

- Access to our School Chaplain
- Student Support Services Interventions

Positive Acknowledgement System (Spottos)

Spotto Acknowledgements

Positive acknowledgment is a major component of our SWPBS. In recognition of students who are following our school values they may receive a Spotto sticker.

A Spotto can be given to a student when they are demonstrating positive behaviour(s). It is not intended as a preventative measure to avoid negative behaviour but rather to encourage students to do the right thing, show initiative and potentially change those less desirable learned behaviours.

How can students earn a Spotto?

When a student has been observed following school expectations, they may be given a Spotto. Students who have also followed a teacher's instructions, carried out a task or shown initiative may all receive a Spotto. This does not mean that every time a student is observed showing positive behaviour that they should receive a Spotto. All staff (teaching and nonteaching) will be required to be aware at all times of students who may be demonstrating positive behaviour.

Although fair does not equate to the same amount of recognition for each student, it is the teacher's responsibility to also ensure that all students experience success through our acknowledgment system.



Spottos can be cashed in on shopping day for rewards selected from the Spotto menu on the following page.



SPOTTO REWARDS MENU



- Pencil from the office
- Slippers for the day
- Have your shoes off in class for a day
- Have lunch with a friend from another classroom.
- Icy-pole
- Teacher's assistant for the day
- Line leader for the day
- Choose the book to read during CAFÉ Reading

- Have a toy in the classroom for the day
- Choose your talking buddy for the day
- 15 minutes free time with one friend
- Teach your class something new
- Use your teachers chair for the day
- Be a yard duty assistant and wear a yard duty jacket
- Choose something from the shed to play with at playtime
- Sit on a chair instead of the floor

- Choose the warm up game for your class in PE
- Lunch and a board game/cards with a teacher of your choice.
- Skipping with Mrs Streater
- Chess with Miss Dalton
- Learn a magic trick from Mr Horton.
- Art with Miss Stirling
- Karaoke with Mrs Turner
- Basketball or Football with Mr Hodge
- Just Dance with Mrs Mitchell
- Free play on the PE Mats with Ms Hynes
- Decorate biscuits with Miss Doman
- Help in the office for half an hour

- 15 minutes of extra playtime for your whole class.
- Game of your choice for your whole class.
- Play inside at playtime with one friend.
- Listen to music during class for your whole class
- Bring an electronic to school and play with it during playtime
- Help out in a lower class for the afternoon
- Do your work at the teacher's desk for the day

Whatever choice you choose, when it happens needs to be agreed upon by your classroom teacher.