LANG LANG Primary School

LANG LANG Primary School

"Building a learning community"

Respect, Positive Mindsets, Community, Positive Relationships

INFORMATION BOOKLET 2026

www.langlangps.vic.edu.au

Phone: 5997 5322

Contents

Welcome 4
Contacting Lang Lang Primary School 5
Term Dates - 2026 (For Students) 5
Curriculum (Pupil Free) Days – 2026 5
Attendance for Preps in Term 1 – 2026 5
School Strategic Plan 6
  School Vision 6
  School Values 6
  Strategic Intent 6
School Routine 7
  School Bell Times 7
  Wet Day / Extreme Weather 7
  Brain Food 7
Attendance 7
  Arrivals 7
  Late Arrivals 7
  Early Dismissal 7
  Absences 8
  School Drop Off and Pickup 8
  Parking 8
After School Care 8
Assemblies 8
Breakfast Club 8
Buddies and 'Connect and Engage' 8
Camps, Sports & Excursions Fund (CSEF) 9
Child Safety Standards 9
Confidential Student Information Form 10
Curriculum 10
  Victorian Curriculum 10
  Curriculum Support and Enrichment Programs 12
Conflict Management 14
Duty Teachers and Lunch Supervision 14
Excursions & Incursions 14
Homework 15
Infectious Diseases - Exclusion From School 15
Lost Property 15
Lunches 15
Mobile Library 16
Parent/Carer – School Communication 16
  Compass 16
  Parent-Teacher Interviews and Student Academic Reports 16
  School News 17
Parking 17
Personal Goods at School 17

Mobile Phones/ Devices 17
School Council 17
Activities/ Fundraising 18
School Policies & Procedures 18
School Crossing 18
School Uniform 18
Jewellery 18
Footwear 18
School Buses 18
Student Health 19
School Medical Service 19
Sickbay/First Aid Procedure 19
Medication at School 19
Head Lice 19
Website – Social Media 20
Visitors & Parent Helpers 20
Berry Street Educational Model 22
School Wide Positive Behaviours Support (SWPBS) 23

LANG LANG Primary School

"Building a Learning Community"

RESPECT POSITIVE RELATIONSHIPS COMMUNITY POSITIVE MINDSETS

Welcome

Dear Parents and Carers,

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, with students' social, emotional and academic growth underpinning everything we do.

We work in partnership with parents and carers 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.

Luke Wilson

Luke Wilson
Acting Principal

LANG LANG Primary School

"Building a Learning Community"

RESPECT POSITIVE RELATIONSHIPS COMMUNITY POSITIVE MINDSETS

Contacting Lang Lang Primary School

Principal: Luke Wilson

Leading Teacher: Ryan Jacobs

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 – 2026 (For Students)

	Start date	Finish date
Term 1	28th January	2nd April
Term 2	20th April	26th June
Term 3	13th July	18th September
Term 4	5th October	18th December

Curriculum (Pupil Free) Days – 2026

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 – 2026

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 are purely to give our educators a clear understanding of where your child is academically, to inform planning. The 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 the 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 though goals, targets and key improvement strategies. A detailed copy of our current Strategic Plan 2023 - 2027 is available on our website.

School Vision

"Building a Learning Community" – We strive to provide an all-inclusive environment, where everyone is safe to develop 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

These values flow into our *Schoolwide Positive Behaviours* framework of *Responsible, Respectful* and *Safe* and our work with the *Berry Street Educational Model* building students' ability to self regulate, focusing upon: *Body, Relationship, Stamina, Engagement* and *Character.*

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 / Extreme Weather

When it is too wet to go outside, or in extreme weather conditions, 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 for connections to be built, with children telling 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/carer, at which point students independently make their way to the classroom, with staff members supporting if required.

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 your child being called to the office for collection.

Absences

When a student will be absent, or has been absent, the parent/carer 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. Students at school before 8:30am MUST be supervised by a parent/carer. Any visitors onsite between 9:00am and 3:15pm must sign in through the office.

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.

Parking

Please ensure that 'drop and go' and 'no standing' zones are adhered to, for the safety of all of our learning community. Parking is available opposite the school on James Street.

After School Care

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

Assemblies

Assemblies are held each Friday at 3:10pm at either the Stage Area or basketball courts, and parents/carers 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 students' achievements.

Breakfast Club

Thanks to the work of our wonderful volunteers, our Breakfast Club is very popular. It currently runs two mornings a week, on Tuesdays and Thursdays from 8:30am.

Buddies and 'Connect and Engage'

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. Our 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.

Connect and Engage are multi-age, interest-based groups that run on Fridays involving Year 1 to 6 students. The aim of these groups is for students to develop a range of connections beyond classroom groups, as we recognise the importance of connection as a protective factor, keeping our students safe and engaged at school. Students get to choose from a range of activities, including fundraising, school beautification, sports, drawing, dance, drama and chess, to name but a few.

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 2024 the annual CSEF amount per student is $145 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 has implemented 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/carers provide. Parents/carers need to notify the school of changes in file details.

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

Curriculum

To be calm and adaptive members of society, we support our students to develop skills, attitudes and knowledge, which will prepare them for success in an ever-changing world that demands higher order knowledge and understanding and is increasingly global in its outlook.

In providing an education that develops students with these capacities, skills and behaviours, we strive to provide students with a broad curriculum which prepares them for the next steps in their life and the basis for a rewarding future.

Victorian Curriculum

(From https://victoriancurriculum.vcaa.vic.edu.au/)

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. It 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.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design. Victorian government and Catholic schools are required to use the Victorian Curriculum F–10.

It is important to recognise that educators use the curriculum to meet students at (and extend them from) their point of need. As such, multiple curriculum areas may be covered within any given class.

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. *Our educators pride themselves on getting to know their students as learners, to provide focused, point of need educational support.*

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. *It is important that students can apply their knowledge in different contexts, moving beyond solely remembering facts.*

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. *Again, it is vital that students are given opportunities to apply their knowledge in different contexts, to support their ability to make connections.* 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 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 ways of understanding, and the associated skills they provide for students.

Each of the learning areas 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

There is considerable research that identifies the importance of the teaching of literacy and numeracy and ICT in the context of the different curriculum areas. It is both appropriate and necessary that the literacy, numeracy and ICT requirements be embedded in the curriculum areas.

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, enhancing their academic, social and emotional development.

Specialist Programs

Students participate in the following specialist classes:

- Physical Education
- Performing Arts
- Visual Arts
- Language – AUSLAN
- Science

School Wellbeing Team

Our School Wellbeing Team provides points of connection for our students, supporting them to be ready to learn. Led by our Leading Teachers Ryan Jacobs (Wellbeing) and Tara Burke (Inclusion), our team engages with students at their point of need, be it in the classroom, playground or working in the Wellbeing Space.

We work within the *Berry Street Educational Model,* using trauma informed practices to support students to develop emotional literacy, increase and maintain engagement with their learning and build learning stamina. We use the *Zones of Regulation* to support students to identify level of energy in their bodies and what emotions and behaviours may be linked with this.

There is a Ready to Learn Space for students to be supported with calming strategies, to ensure that

they are ready to learn when they re-enter learning spaces. Parents and carers are welcome to contact our Wellbeing Team at any time, as we are here to support the whole Lang Lang Primary School community.

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.

Camps

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

The Year 3 to 6 camps alternate from year to year.

Opportunities for Connection – Lunchtime Clubs

We value student connections and opportunities for engagement, to support student wellbeing. A range of lunchtime clubs and activities are provided at different times throughout the year, to support cross-age connections.

Talent Show

Our talented students also get a chance to show-case their abilities at a talent show, held at school.

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 providing students with the opportunity to restore relationships and then consequences where appropriate. 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. Similarly, we support students who have trouble meeting expectations by making adjustments to help them meet these expectations. 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." Further, we also place a focus on teaching alternative, productive behaviours when students are feeling overwhelmed, anxious or dysregulated.

Children are encouraged to respect everyone. Respect is central to all relationships, and it is important that this is modelled within our community. Children are counselled about their behaviours, including exploring triggers for these 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/lunch 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 Ready to Learn space for a short period of time. Parents/carers 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 and engage further with the local and greater community, 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/carers may be invited to participate in excursions and to help with supervision when needed; however parent inclusion cannot be guaranteed and all parents participating need to hold a current Working With Children Check, a copy of which will be kept at the office.

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. Beyond that, homework is only provided to support learning occurring within the classroom. Other homework is dependent upon a child's needs and 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, and homework may be different according to your child's needs.

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

Please ensure that all items of clothing and anything your child brings to school 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 value our students eating healthily at school. 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 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 the Mobile Library; however the books borrowed are the responsibility of parents.

Parent/Carer – School Communication

Positive and respectful between parents/carers and the school is a key element of supporting student learning. Parents/carers and educators work with each other to help ensure that each child's school day is positive and successful. Please do not hesitate in contacting the 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 should be sent to the teacher via email or by calling the school office. Parents can also request a time to meet with the Principal or Leading Teacher.

Compass

Compass is an integrated, online portal that allows our parents/carers 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 updates on your child's learning progression
- Receive news 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. Throughout each term you will receive updates 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 twice a year and we strongly encourage all

parents/carers to attend these. 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 your child's teacher or calling the office 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. Brief snapshots of learning can be found on the Lang Lang Primary School Facebook Page. Newsletters are published throughout each term, are sent out via Compass and made available on our website. We do not issue hard copies of the newsletter. It is important for parents/carers to log on to Compass regularly to check the latest newsfeed.

Parking

Parking spaces are very limited around the school; therefore, we encourage families to walk to school if possible.

We have a Stop and Drop zone at our Westernport Road entrance. This area enables parents/carers to drop or pick up their children, give them a quick kiss and then go. We ask that parents DO NOT use the staff car park located in James Street to park or drop off their children.

Personal Goods at School

Children are discouraged from bringing private property to school as this is **not** insured. This includes children's toys. 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/ Devices

All mobile phones/iPad/smartwatches must be handed into the school office during school hours, with their appropriate use being covered in our Mobile Phone/Device 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/carers 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/carers are required to use the crossing when in operation. Children with bicycles/scooters who wish to cross the road are also expected to walk their bicycles/scooters across the school crossing. (Similarly, all bikes/scooters are to be walked within the school grounds.) The instructions of the supervisor are to be obeyed at all times. The school urges parents/carers 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 Prep 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 One and Four. 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/carers have provided permission. All students starting school are required to provide an up to date Immunisation Certificate upon enrolment.

Sickbay/First Aid Procedure

In the interests of all staff and students, children are not to attend 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/carer will be called.

Medication at School

Any medication brought to school by a student MUST be taken to the office by a parent/carer. A Medication Authority form must be completed and signed by the parent/carer. Medications 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/carers 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 – Social Media

Visit our school website at **www.langlangps.com.au** for information regarding our curriculum, policies and documents, along with our latest newsletters. Please look up 'Lang Lang Primary School' on Facebook, for brief snapshots of our learning community https://www.facebook.com/LangLangPrimarySchool .

Visitors & Parent Helpers

There are many ways in which parents/carers can help their child and we encourage parent/carer 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 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, as our classrooms and school grounds are dedicated learning environments.

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

LANG LANG Primary School

"Building a Learning Community"

BERRY STREET | Believing In Children, Young People, Families & Their Future.

Berry Street Educational Model

The Berry Street Education Model (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.

- This model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. The five BSEM domains are as follows:
  Body – Helping students to regulate their stress response, de-escalate in school and classroom contexts, whilst providing strategies for increased focus.
- **Relationship** – Educators focus on using positive relational classroom management strategies that promote on-task learning
- **Stamina** – We work towards creating a culture of academic persistence in our classrooms by nurturing student resilience, emotional intelligence and a growth mindset.
- **Engagement** – Educators aim to motivate students with strategies that increase their willingness to learn
- **Character** – Our staff work to harness our values and character strengths approach for effective learning and for future pathways.

LANG LANG Primary School

"Building a Learning Community"

School Wide Positive Behaviours Support

(SWPBS)

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 6Ls. 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 SWPB?

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 contact 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 Wellbeing Team
- 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

10

- 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

15

- 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

20

- 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

30

- 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.