ECHUCA TWIN RIVERS PRIMARY SCHOOL

INFORMATION BOOKLET 2027

Welcome to Echuca Twin Rivers Primary School

Dear Parents and Carers

Your family is about to embark on a wonderful and exciting adventure at Echuca Twin Rivers Primary School, the newest state of the art education precinct in Echuca/Moama. We are very much looking forward to working in partnership with you, nurturing and educating your child while building the foundations for lifelong learning.

Our inclusive school community provides a safe and stimulating environment where innovation and academic excellence are at the forefront of our practice. Our school values of **Respect, Inclusion, Responsibility, Resilience and (Academic Excellence)** underpin all that we do at Echuca Twin Rivers Primary School, guiding our interactions with our students, staff, parents and others that reach far beyond the school gate.

At our school, we support our students to become successful learners who are team players. We foster strong leadership skills by strategically setting up systems within the school that allow for this and we encourage our students to be active participants in many community events. Our students take pride in their school, their learning and in the uniform they wear.

We are a proud School Wide Positive Behaviour School that actively works towards creating and maintaining a positive and inclusive school community. We warmly welcome parent involvement in our school and actively encourage the involvement of outside community organisations. We value the contribution that our parent community make to our school. We know that the success of our students is dependent on the positive working relationship between our teachers and you, our parents and carers.

Finally, we are very excited about the possibilities and opportunities that the year will bring. It is our hope that your child will enjoy school life with us at Echuca Twin Rivers Primary School. We will play our part ensuring that school is both stimulating and nurturing, but most importantly, it is a place where your child feels valued and safe.

If at any time you would like to speak to us, please do not hesitate to contact us at the school to make an appointment.

Kind regards,

Julie Hommelhoff
Principal
Echuca Twin Rivers Primary School

School Contact Details:
66 Wilkinson Drive,
Echuca Vic 3564
Ph: 03 5410 7700
Email: echuca.twin.rivers.ps@education.vic.gov.au
School Website: www.echucatwinriversps.vic.edu.au
Facebook: Echuca Twin Rivers Primary School

OUR MISSION:

To create a community learning environment, where everyone has the opportunity to learn to the best of their ability.

OUR VISION:

- Engaged, confident students who are motivated and excited to learn.
- Positive, professional staff committed to sharing their passion for learning with the students and the wider community.
- Innovative curriculum that values and supports diversity.
- A community that values strong partnerships between home, school and community.
- Provide a safe and stimulating learning environment which is creative and fun.

OUR VALUES:

RESPECT

INCLUSION

RESILIENCE

RESPONSIBILITY

(ACADEMIC EXCELLENCE)

2027 Term Dates

Term		Commence	End
Term 1	*Staff Commence*	Wednesday 27th January	
	Students Commence	Thursday 28th January	Thursday March 25th
Term 2		Monday 12th April	Friday 25th June
Term 3		Monday 12th July	Friday 17th September
Term 4		Monday 4th October	Friday 17th December

On each Wednesday during February Foundation teachers will conduct individual testing with Foundation students.

This will give all parents the opportunity to spend time with their child's classroom teacher and some initial testing will be completed. Interview times will be arranged prior to the commencement of the school year. For the month of February, the Foundation students will have every Wednesday as a rest day. This arrangement will continue up to and including 28 February. Their first full week will commence on Monday 1st March. Should you consider that your child is still too tired after this initial transition time, please speak with your child's teacher about alternative arrangements.

Public Holidays

Labour Day	Monday 8th March
Good Friday	Friday 26th March
Easter Monday	Monday 29th March
Anzac Day	Sunday 25th April
King's Birthday	Monday 14th June
AFL Grand Final	Subject to AFL
Melbourne Cup	Tuesday 2nd November

School Hours

- 8:35am School gates open
- 8:50am Start of day for students. Students enter classrooms – Community Circles begin
- 9:00am Session 1 begins
- 10:00am Session 2 begins
- 11.00 Lunch eating time
- 11:10am Lunch break
- 11:40am Session 3 begins
- 12:40pm Session 4 begins
- 1:40pm Recess eating time
- 1:50pm Recess Break
- 2:20pm Session 5 begins
- 3:10pm End of day for students

On demand phone interpreter

If you need help to read the following context, please contact 03 8104 9006 or schools can apply on your behalf.

Absences

It is a requirement that children attend 200 school days per year. Under Department of Education & Training (DET) regulations, if your child is away from school at any time a brief note of explanation to the teacher, or phone call to the office is required. An SMS is sent out to families each morning at 9.30am if their child is away with an unexplained absence. In the case of intended extended absences (outside normal school holidays), a note to the school is required.

Please log onto Sentral to enter your child/children's absences.

Please see Appendix B – Tiered Response to school attendance

Access to Students

The gates surrounding the school are locked from 8.50am and re-open at 3.10pm each day. This ensures our Duty of Care to students as per DET policy. Access to the school during this time is via the main entrance only.

We cannot allow your children to leave the school without a parent/guardian. Please contact the office if someone other than a parent/guardian, or emergency contact is collecting your child during school time.

Anaphylaxis

Staff at Echuca Twin Rivers Primary School complete anaphylaxis training each year. If your child has any allergies, please ensure that the school is informed. If your child requires an EpiPen you must provide one to be kept at school in the First Aid Room. Please see Appendix C for more information.

Assemblies - Fortnightly

Whole school assemblies are held fortnightly on Wednesdays from 2.30pm in the Centre. Celebrations of achievements and informational messages are also given at this time and a brief patriotic ceremony takes place. Our student leader's run this assembly. As part of our School Wide Positive Behaviour model, we expect children to listen respectfully at assembly. We kindly request community members to model the school values and if at assembly stand with the students when the National Anthem is being played.

Assessment and Reporting to Parents

Year 3 and 5 students participate in NAPLAN, the National Testing of Literacy and Numeracy skills. Detailed reports are provided to parents.

All students will have Individual Education Plans (IEPs). These set goals and targets for individual students and are developed in partnership by staff, parents and students.

A comprehensive assessment schedule is followed by all staff to ensure continuity across the school.

Reports are published to the Sentral Parent Portal in June and December. If you require a printed copy of the reports please contact your child's classroom teacher.

The classroom teacher is always approachable and can discuss your child's progress, the educational programs or any other concerns you might have. We kindly ask you to make an appointment to see the teacher as they have various meetings before and after school.

Please do not hesitate to contact the Principal, Assistant Principal or classroom teacher should you have any concerns.

Asthma Management

Parents of students who suffer from asthma are required to provide an Asthma Management Plan, completed by/in conjunction with your doctor. This Asthma Management Plan is imperative to ensure your child has the best care. A new Asthma Management Plan needs to be provided to the school annually, or if your child's Asthma Plan is updated at any other time. Likewise, please notify the school if your child's Asthma Management Plan is no longe relevant.

Attendance

Attendance rolls are marked each morning at 8.50am. The school gates are then locked. If your child arrives at school after this time they must enter through the office and sign in using the iPad.

All students who need to leave school early must be signed out, by parents/carers or emergency contacts, at the school office. This is to ensure that our school fulfils its Duty of Care towards all students and keeps our children safe according to our Child Safe Policy and Statement of Commitment.

An SMS is automatically sent to families if students are absent and an explanation has not been received by 9.30am.

Please refer to the Echuca Twin Rivers Primary School SWPBS Family Handbook, Student Handbook.

Birth Certificates

It is a DET requirement that upon enrolment, or transferring between schools, a valid Birth Certificate must be presented. A copy will be taken and kept on the student's file until leaving the school.

Camps & Excursions

Camps and excursions are a valued component of our curriculum. We believe camps and excursions enhance the overall learning experience of our students and compliment the pro-social skills we teach on a daily basis in a new and unfamiliar setting. Many of our past students recollect the memories of camp as the most memorable times they had while attending our school. Our staff and students enjoy the opportunity to interact with each other in a non-school setting.

Each grade level has one major excursion per two years outside the local area. This may include Melbourne or Bendigo. There are many minor excursions in which our students participate throughout each year. Many of these excursions involve local sites, sporting events and other community events applicable to each year level.

Our camping program commences in Grade 1. We offer camps two yearly and as our students progress in their education, the camps extend in time and distance from home. We have an annual camping program and where possible, expose our students to a range of different environments over the course of their time with us at Echuca Twin Rivers Primary School.

- Grade 1/2 students start their camping experience by having dinner and games onsite at school one evening after school.
- In Grades 3-6, we have implemented an alternating camp program. Over a two-year cycle, students will be offered a major day excursion and an overnight camp.

Curriculum

We offer a comprehensive and varied curriculum that has literacy, numeracy and social competencies at its core; these subjects are taught explicitly every day. Ensuring our students are offered a well-rounded educational experience at Echuca Twin Rivers Primary School, we offer many other specialist subject areas that complement our three core subjects. Music, art and physical education may be offered as stand-alone specialist subjects.

Literacy is taught every day for a minimum of 2 hours across the school from Foundation through to Grade 6. At our school, Literacy is taught using a structured literacy approach. Teachers provide explicit, systematic instruction in key areas including; reading fluency, spelling, vocabulary, grammar, handwriting and typing. Writing is taught at sentence level and text level. Through clear modelling, guided practice and regular feedback, students build strong foundations that support them to become confident and capable readers and writers.

Mathematics is also taught daily across the school for a minimum of 1 hour. Mathematics includes the explicit teaching of number, algebra, measurement, space, statistics and probability (Gr 3-6). The teaching of mathematics provides many ‘hands on’ experiences as well as incorporating the use of technology and the promotion of ‘everyday’ mathematics skills.

School Wide Positive Behaviour expectations are taught daily. Respectful Relationships and Circle Solutions also have allocated time allotments, providing our students with the skills that foster positive relationships with others and the increasing ability to monitor their own emotions.

Other classroom based subjects include History, Geography and Civics and Citizenship that are taught through an Inquiry approach.

ClassDojo

ClassDojo is an App used as a significant mode of communication between the classroom teacher and families.

On this platform you can view photos of your child and their work. It is also used for notifications about upcoming events and general reminders.

Your child's classroom teacher will provide you with the details to enable access to the class account.

Clothing

School uniform is compulsory. Please see **School Uniform**.

- Please label all articles of clothing and hats. Please also label lunch boxes, school bags etc. We always have a large amount of lost property and only named items can be returned to owners promptly.
- Young children should be encouraged to look after their belongings and taught to do up shoe laces, etc.
- It is advisable for Foundation children to bring a change of clothing and extra underpants in a plastic bag clearly marked with their name. These can be kept in their school bag in case of emergency.
- Black runners or school shoes must be worn at all times.

If you require support with uniform please speak to the office staff about submitting an application to State Schools Relief.

Drinks

Water is the only drink permitted at school. Each student is issued with an ETRPS drink bottle to encourage your child to remain hydrated throughout the day. Bubble taps are available at various points around the school.

Expectations of Pupils Between Home and School

We expect students to be demonstrating our School values at all times when they are in school uniform. DET regulations specifically refer to misbehaviour outside the school grounds. A Principal is justified in dealing with any misconduct (such as ill-treatment of other pupils) which, in his/her opinion, may have a negative effect upon the tone and discipline of the school. This also applies to students who travel on the town or country bus services. If a student is wearing Echuca Twin Rivers Primary School uniform, or part uniform, school consequences can and may be applied.

Emergency Contact Information

Emergency contact information is included on your child's enrolment form and is entered into the school database. This information is required so that we can contact you quickly should an emergency arise. If there is any change to the information that you initially provide (e.g. phone number, address or health details), **please notify the office immediately**. Updates to contact information can also be made through the Sentral Parent Portal. It is important to have emergency phone contacts other than your own to enable teachers to make parent contact if your child is sick or injured. Emergency first aid is provided, but the school does not have resources for long term care.

It is extremely important to respond to calls from the school in a timely manner.

Head Lice Management Program

If a staff member detects live head lice, you will be contacted by the school to collect your child from school to commence treatment. Children may return to school following treatment.

Parents are required to regularly check their child / children for head lice to avoid widespread infestation. Please contact the school if you check hair and find head lice. This will assist us to minimise the impact on the class. If you find head lice it is probable that your child is not the only one.

At time of enrolment, parents will be asked to sign a permission form giving consent for visual head lice checks by staff, as deemed necessary, throughout your child's time at Echuca Twin Rivers Primary School.

Homework

Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Research shows that the amount of reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information achievement for students.

Early Years (Foundation – Year 4)

Homework may consist mainly of:

- Daily reading activities to, with and by parents.
- Simple extension tasks associated with classroom activities.
- Gathering of additional information or materials.

Homework will generally not exceed 30 minutes per day and will not be set on weekends or during holiday periods.

Middle Years (Years 5 – 6)

Homework may consist mainly of:

- Independent reading on a daily basis.
- Tasks such as continuation of classroom work, projects and assignments, and research. Homework will generally not exceed 45 minutes per day.

Immunisation Certificate

By law, a child **must** have an immunisation status certificate as part of enrolling your child in a Victorian Government Primary School, or transferring between schools. You need to show your child's immunisation status certificate to the school – even if they have not been immunised.

The school keeps a copy of all certificates so that, in the event of a disease outbreak, children who have not been immunised can be identified quickly and sent home until the risk of infection has passed.

An immunisation status certificate is a statement showing the vaccinations (this certificate will indicate whether your child has been immunised against diptheria, polio, tetanus, mumps, COVID and measles) a child has received. If the certificate is not provided to the school, a child may be excluded from school during a disease outbreak because their immunisation status is unknown.

Where to get an immunisation status certificate? From the Australian Immunisation Register.

The most common type of immunisation status certificate is a Child History Statement from the Australian Childhood Register (AIR). Parents and guardians will be sent this statement when a child turns 5 years old, but a certificate can be requested at any time.

Parents or guardians should contact AIR if they:

- Are moving or have recently moved, to ensure their contact details are up to date.
- Think their child's statement is incomplete or incorrect.

Tel: 1800 653 809, **Email:** acir@medicareaustralia.gov.au
visit: your local Medicare office

From a doctor or local council
If a child is not eligible for a Medicare card, parents or guardians should contact their doctor or local council immunisation service. These services can provide help to obtain an immunisation status certificate.

Inclement Weather

If the weather is exceptionally hot, cold, wet or windy alternative arrangements are made for our students. This usually means they will not be outside in the extreme weather.

Infectious Diseases

The Principal is required to exclude children according to the attached table (Appendix A), under the Health (Infectious Diseases) Regulations 1990. Note that the Regulations require the parent or guardian to inform the Principal as soon as practicable if the child is infected with any of the diseases listed in the table or has been in contact with an infected person. It should be noted that in cases of diphtheria, typhoid and paratyphoid fever exclusion and determination of recovery will be matters for the municipal Medical Officer of Health.

"Contact" means a child of school age or pre-school age living in the same house as the patient, "patient" includes carrier and "school" includes any Preschool Centre, Kindergarten, Primary School or Secondary School. A patient or contact shall be prevented from attending school unless conditions (Appendix A) are complied with.

If your child presents with flu-like symptoms, please do not send them to school until symptoms have cleared. Your Doctor may suggest a COVID test is necessary, in which case the child must be kept isolated at home until a negative result is received.

If your child presents with gastro, please do not send them to school until 48 hours after symptoms have stopped

Insurance on Items Brought to School

Private property brought to school is not insured nor is the DET responsible for any loss. Parents are reminded of this Government policy as expensive personal goods are sometimes brought to school by students to display, play with or simply to show other children. We recommend refraining from bringing expensive/valuable items to school.

Lost Property

Lost property is held within the administration area. Please check with the administration staff if property is lost at school. Unclaimed property at the end of the school year is given to a local charity. Lost property is regularly checked and named clothing returned. It is always a concern how many items are **NOT** named. Please ensure all clothing is labelled clearly.

Lunches

Lunch ordering is available through a local supplier on Monday, Wednesday & Friday. Orders are submitted online via the lunch provider's App, www.quickcliq.com.au

Please refer to Appendix for a current price list & menu, as well as instructions for online ordering. Orders close at 8.30am. This information will be distributed early in first term and is updated during the year when necessary.

Mobile Phones

Mobile phones are banned in Victorian schools, under a DET directive. Where it is necessary for a student to have a phone in their possession, the following expectations applies:

- students in Grades 3/4 are asked to hand their phones to their classroom teachers to be secured in a lockable drawer until the end of the day.
- students in Grade 5/6 are asked to secure their mobile phones into a lockable phone locker. They can retrieve their phones at the end of the school day.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Newsletter

Our digital newsletters are published fortnightly. These can be accessed via the School's Facebook page and on our website by subscribing to the newsletter: News > Newsletter > School Contact Details > SUBSCRIBE

Business advertising is not accepted in the school newsletter, but advertising of community events of interest to our families is welcome. If you have an item for the newsletter, please have it to the office before 12 noon on Wednesday.

Outside of School Hours Care

School's Out offers before and after school care to families. The program is provided at Echuca Twin Rivers Primary School, Monday to Friday commencing at 6.30am till school begins and finishing at 6.30pm at the end of the day. School Holiday Programs are also offered by School's Out.

School's Out can be contacted via phone: 1300 329 106 (Extension: Echuca); or
website: https://www.schoolsout.net.au; or
Facebook: School's OUT.

Parent Portal - Sentral

Our school has introduced a Parent Portal on Sentral, to provide parents with information about their child's progress at school. Parents are issued with an access key on enrolment to connect to the Portal, which then allows access to the App. All upcoming events will be included in the calendar and detailed information posted on the Portal, as well as access to Parent-teacher interviews.

Amendments to family contact details can be requested through the Portal, with changes made from the office.

Future absence requests and absence explanations can be also made via the Portal.

Parent Helpers

Parent helpers are very welcome in our school. The usual areas of help are listening to reading and attending excursions, sport days, etc. We really need parent help in these activities and children certainly like it when Parents, Carers or Grandparents help out. We strongly encourage parents to get involved with our Parents & Friends Committee

Parents who would like to participate in school programs MUST have a Working With Children Check. These are applied for online and are free for volunteers. We are required to keep a register of WWCC so please present your card to the office to ensure you can assist in school events. Please contact the office if you require support with this.

It's a good idea to apply for a WWCC early in the year to ensure your involvement in school programs.

Volunteers who visit the school for activities must sign in at the front office on arrival.

Privacy Act

At the commencement of schooling, parents / guardians are required to sign a form giving permission to publish your child's first name and photo in the school newsletter, magazine, Facebook page and in the local newspaper to recognise special events and achievements. This gives permission for the student's entire schooling at Echuca Twin Rivers Primary School. This permission is included as part of the enrolment form.

Questions

If you have any questions, queries or concerns, please approach your child's classroom teacher as first point of contact. They will be happy to assist and clarify anything. If you require more information, the Principal and Assistant Principal can meet parents and students, by appointment.

All our classes are connected to ClassDojo and messages/questions can be communicated via this App to your childs classroom teacher.

School Council

The School Council is an extremely important body in the operation of the school. It is responsible for the school's Educational Policy, Discipline Policy, Inclusion Policy formation, Ancillary Staff, Finance and Budgetary Planning. Full details on the School Councillor's roles and responsibilities are available for all interested parents.

School Council consists of six elected parents and four Department of Education & Training personnel. These positions are active for two years each.

School Medical Service

The Child and Family Health Program offers all Victorian children a Health Assessment in their first year at school.

The program is delivered by a DET school nurse. It gives parents / guardians, teachers and nurses an opportunity to work together for the well-being and educational progress of children. In order to carry out a health assessment, the nurses need to know information that only parents have about their child.

Prior to the School Nurse's visit, parents will receive a School Entrance Health Questionnaire, which will assist them to provide this information. For further information, please contact the Principal, Assistant Principal or the child's teacher. Children in older grades can also access this service if referred by classroom teachers.

School Uniform

The compulsory school uniform at Echuca Twin Rivers Primary School is a polo shirt, hat, navy blue pants or shorts or blue & white checked dress. Other uniform options include navy blue windcheater, rugby jumper and polar fleece jacket.

School polo shirts, a winter (water-resistant) jacket with the school logo and school bag can be purchased from Echuca Worklocker in Hare Street, Echuca. All other uniform can be purchased locally or is also available at Worklocker.

School hats and beanies are available for purchase from the school office.

School Hat	**Compulsory from September to May**
Footwear	Practical enclosed footwear, either black runners or black school shoes. Bright colours are not permitted on runners.
Socks	Plain black or white socks only.
School Bag	Compulsory. We recommend an ETRPS backpack (available from Echuca Worklocker), embroidered with your child's name.
Jewellery	Sleepers and studs are acceptable but must be covered for physical activities. No other jewelry should be worn. No fake nails are to be worn

- All clothing must be named. Unnamed lost property is often lost forever.
- Students cannot attend any official school function if not in full school uniform.
- Hats must be in good condition – no graffiti or frayed edges are permitted.

State Schools' Relief

Assistance is available from State Schools' Relief for the provision of uniforms. Please contact the staff in the office for more information if you would like to access this assistance.

State Schools' Relief works closely with all government schools across Victoria. Each year State Schools' Relief provide assistance to families who are experiencing financial disadvantage with school clothing, shoes and other essential items.

Student Wellbeing

The development of prosocial skills for all our students is fundamental to academic success. We acknowledge and celebrate that you are your child's first teacher and already before they attend school, you have assisted in the development of these critical life skills.

Our Wellbeing Curriculum is underpinned by several programs and supports. This includes **Resilience, Rights and Respectful Relationships (RRRR)** which is supported by a research- informed approach that includes age-appropriate learning activities. RRRR activities are designed to support students social emotional learning so they can develop the knowledge, attitudes and skills required for Respectful Relationships. Students are taught about 8 topic areas including:

- Emotional Literacy
- Personal and Cultural Strengths
- Positive Coping
- Problem- Solving
- Stress Management
- Help-Seeking
- Gender norms and stereotypes
- Positive gender relations

The **Resilience Project** is an Australian program developed by teachers and educators, that supports mental wellbeing by teaching simple, practical strategies to students over a 30-lesson sequence, based on the principles of gratitude, empathy, and mindfulness (GEM). Students are also taught emotional literacy skills as a fourth element of TRP to support their understanding of feelings and their wellbeing.
Within our school community, this program helps students develop emotional resilience, build positive relationships with one another, and manage life's challenges. By involving students, families, and staff, it creates a shared understanding of wellbeing and a common language to support mental health. This whole-community approach helps us work together to nurture confident, connected, and resilient young people.

Throughout our school we utilise a variety of strategies and programs underpinned by the *Berry Street Education Model* including Circle time, Ready to Learn scales and Return to Learning Plans. **Circle Time** is implemented daily from 8:50-9:00am in order to create a sense of community and belonging in the classroom. Circle Time follows a structure in which there is a greeting, values, expectations, announcements, positive primer and what went well (WWW). This structure aims to build connections with staff and students and reflects a consistent, predictable morning routine. It is an expectation at ETRPS that all classrooms run circle time each day.

Ready to learn scales are utilised in each classroom to indicate how our students are feeling when they come into the classroom. In the junior years this is shown in a 3-point scale- I am not yet ready to learn, I want to be ready to learn, I am ready to learn. In the 3-6 classroom spaces this is a 5-point scale- I am not ready to learn, I can try to be ready to learn, I want to be ready to learn, I am getting ready to learn, I am ready to learn.

Return to Learning plans are created to support our students with recognising their feelings and what they can look/feel like in their bodies. These plans provide strategies as identified by students, teachers and families that support the student to 'Return to Learning' if they are feeling dysregulated.

Our **Buddy program** operates across the school from F-6. Every student in our school has a buddy they work with several times a Term. The focus of Buddies is to build positive connections and a sense of community for our students. The sessions focus on a variety of topics including: Understanding Bullying, Responsibility and Making a Difference, Empathy and Accepting Difference, Responding to Bullying, Creating Positive Communities, The Impact of Bullying and How Can I Help?

In 2025 we incorporated a **Sensory Den** into our learning environment. This space is utilised during break times to support a calm and relaxed environment during play. This space has kinetic sand, Hermit Crabs, playdough, sensory tools (fidgets, foam rollers, mats) and calm lights/music.

Additionally, we have a **Primary Welfare Officer** whose primary role is to help support our students, staff and parent community. **Wellbeing Leading Teacher** - Mental Health in Primary Schools program and a **Disability Inclusion support staff member**. We also employ a private **Occupational Therapist**. DET supports include SSS, psychologist and a Speech Pathologist who all work with our school wellbeing team to support the needs of our students.

The School Wide Positive Behaviour Support (SWPBS) Framework is a whole-school system developed with input from students, staff, and parents. It ensures consistency in how we respond to both positive and negative behaviours throughout the school.

To support students' well-being and behaviour, staff create various plans. One of these is the **Behaviour Support Plan**, which helps students manage stress and prevent escalation when they are feeling overwhelmed. These plans are created with input from the student, teacher, family, and the well-being team, and include strategies for de-escalation and self-regulation.

Other plans may include:

Yard Plans: Help students build positive relationships in the school yard by providing structured play spaces and encouraging connections with friends.
Attendance Plans: Developed with the Wellbeing Leader and parents, these plans aim to improve student engagement and school attendance.
Safety Plans: Created to ensure the safety of all students, these plans are made with input from teachers, the Wellbeing Leader, and families.
Health Support Plans: For students with complex health needs, these plans are developed in consultation with health professionals (OT, Physiotherapists), families, teachers, and the Wellbeing Leader.

These plans are designed to work together and provide the right support for each student's individual needs.

For more details, please refer to the SWPBS appendices and our SWPBS Family Handbook and Student Handbook on our school website

Sun Smart Policy

Our school has a policy which enforces the wearing of broad brimmed hats from 1st September to 1st May with the option of extending this policy according to weather conditions. We do enforce "no hat, no play". Children without hats sit in a designated shady area. We encourage all students to wear sunscreen during these times.

Toilets

Children are encouraged to use toilets during break times.

Transition

All new Foundation children are invited to be involved in the Transition process. This involves teachers visiting the kindergartens and small groups of children coming to school to join in typical Foundation classes. There is also a morning when all new Foundation students attend together. Additionally, we offer casual Friday visits in Term 4 for all Foundation students – known as “Come and Play Fridays”. Transition continues the following year with interviews between teacher, parent and child and further information sessions.

The Grade 5 and 6 students are involved in a comprehensive transition program with all Secondary Schools. This includes visits to participate in various programs, and visits from staff and students to our school and classrooms.

The Grade 6 children receive information regarding state secondary college and have the opportunity to visit according to the school’s Transition Program. They attend the State-wide Orientation Day in early December.

A ‘Step Up’ program to support student transition between year levels at school occurs during Term 4. Children visit their next level in order to interact with the staff and students. This assists the students to reduce any anxiety of the “unknown”. Students with additional needs can receive extra transition sessions as required.

Our students are provided with several opportunities in the next year level prior to the following year.

Transfers

When your child transfers from one Victorian government school to another, student data is forwarded to the new school electronically. Please put the details of your move in writing, stating the expected final day of attendance at Echuca Twin Rivers Primary School. You may not need to complete enrolment forms at the new school but will be asked to present your child’s birth certificate and immunisation certificate.

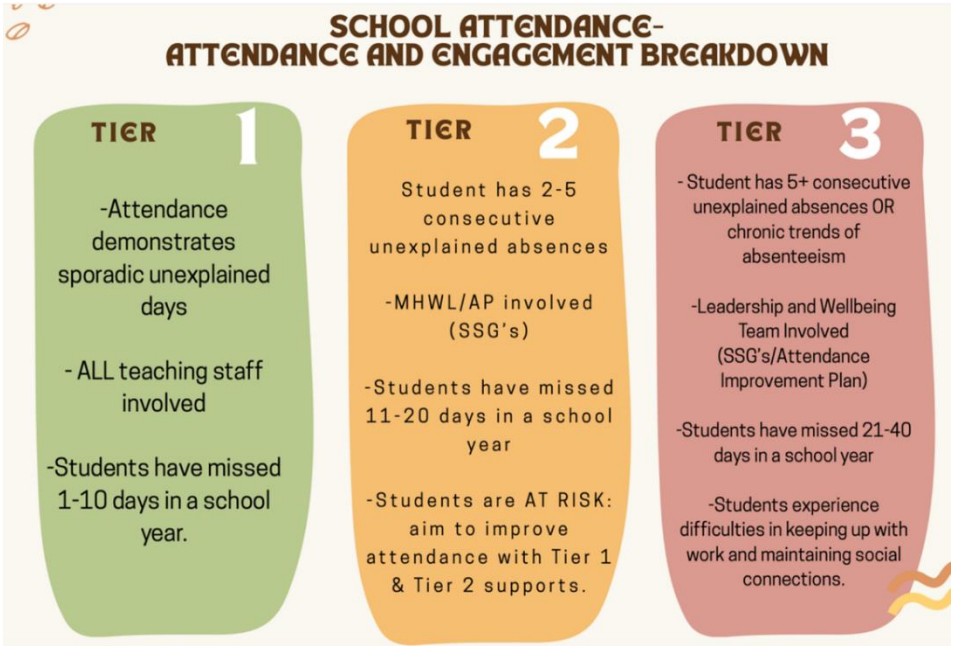
Arrangements for transfer interstate and to non-government schools vary.

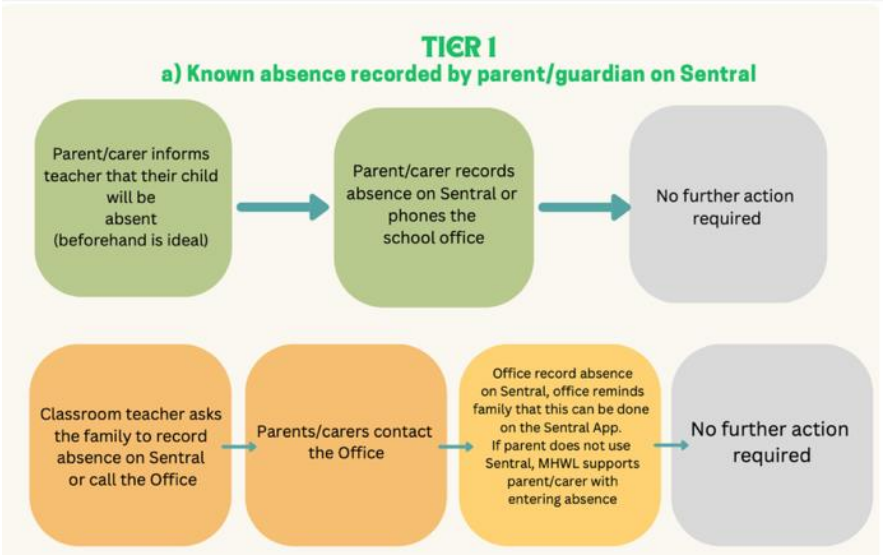
YOUR NOTES

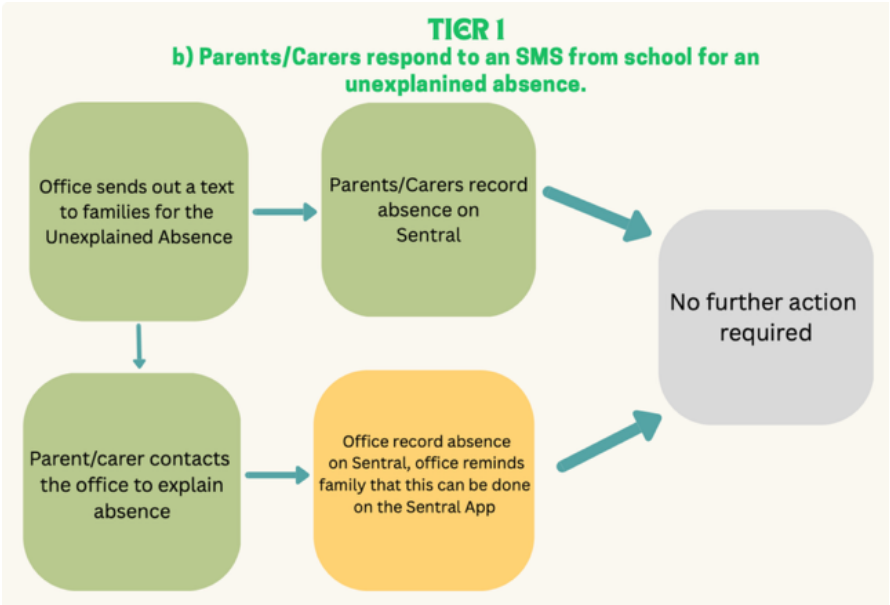
Appendix A – Infectious Disease Exclusions Table

Disease or Condition	Patient shall be excluded from school……	Exclusion of Contacts
Chicken-pox	Until fully recovered or at least one week after the first eruption appears.	Not excluded
Conjunctivitis (Acute infectious)	Until discharge from eyes has ceased.	Not excluded
Diphtheria	Until receipt of a medical certificate of recovery from infection	Domiciliary contacts excluded until investigated by the medical officer of health, or a health officer of the department, and shown to be clear of infection.
Giardiasis (Diarrhoea)	Until diarrhoea ceases.	Not excluded.
Hepatitis (Infectious hepatitis)	Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.	Not excluded.
Hepatitis B	Until recovered from acute attack.	Not excluded.
Impetigo (School sores)	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.	Not excluded.
Leprosy	Until receipt of a medical certificate of recovery from infection.	Not excluded.
Measles	Until at least 5 days from the appearance of rash or until receipt of a medical certificate of recovery from infection.	Non-immunised contacts must be excluded from 13 days from the first day of appearance of rash in the last case unless immunised within 72 hours of first contact.
Meningo-coccal infection.	Until receipt of a medical certificate of recovery from infection.	Domiciliary contacts must be excluded until they have been receiving appropriate chemotherapy for at least 48 hours.
Mumps	Until fully recovered.	Not excluded.
Pediculosis (Head lice)	Until appropriate treatment has commenced.	Not excluded.
Pertussis (Whooping Cough)	Until 2 weeks after the onset of illness and until receipt of a medical certificate of recovery from infection.	Domiciliary contacts must be excluded from attending a children's services centre for 21 days after the last exposure to infection if the contacts have not previously had whooping cough or immunisation against whooping cough.
Poliomyelitis	Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection.	Not excluded.
Ringworm	Until appropriate treatment has commenced.	Not excluded.
Rotavirus (Diarrhoea)	Until diarrhoea ceases.	Not excluded.
Rubella	Until fully recovered or at least 5 days after onset of rash.	Not excluded.
Scabies	Until appropriate treatment has commenced.	Not excluded.
Shigella (Diarrhoea)	Until diarrhoea ceases.	Not excluded.
Streptococcal Infection (including Scarlet Fever)	Until receipt of a medical certificate of recovery from infection.	Not excluded.
Trachoma	Until appropriate treatment has commenced.	Not excluded.
Tuberculosis	Until receipt of a medical certificate from a health officer of the Department that he child is not considered to be infectious.	Not excluded.
Typhoid and Paratyphoid.	Until receipt of a medical certificate of recovery from infection.	Not excluded unless the medical officer of health or a health officer of the Department considers exclusion to be necessary.

Appendix B – Tiered Response to school attendance







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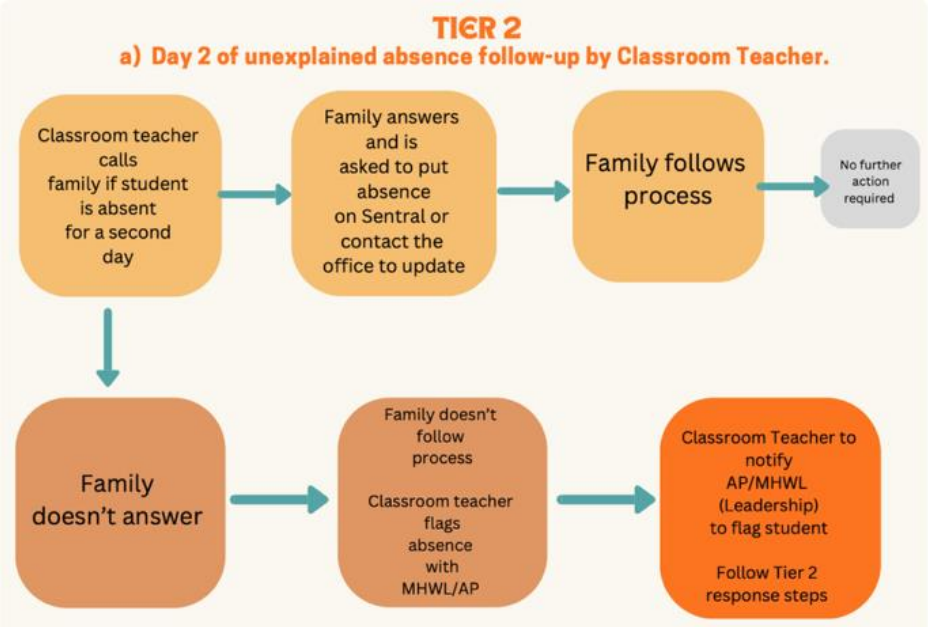
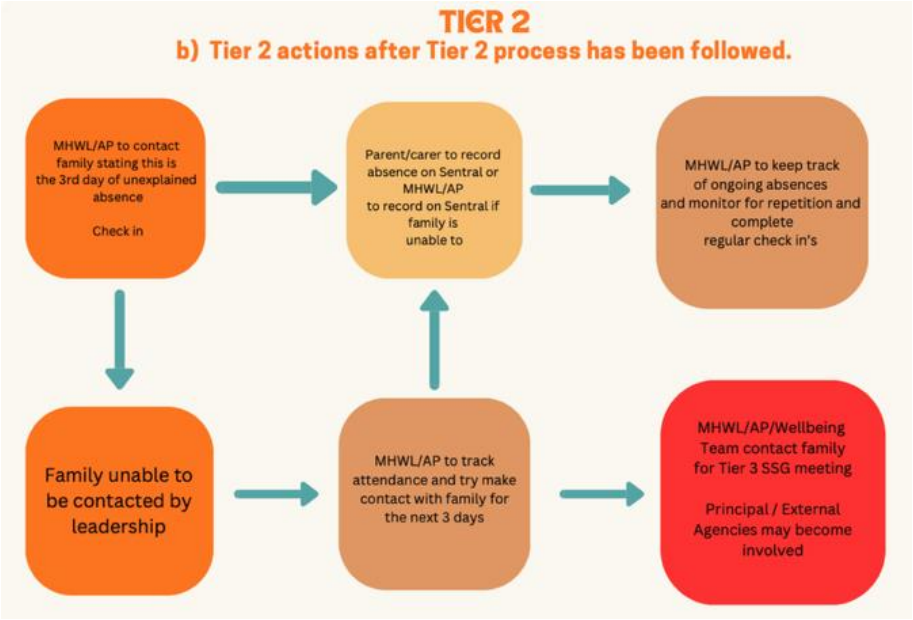
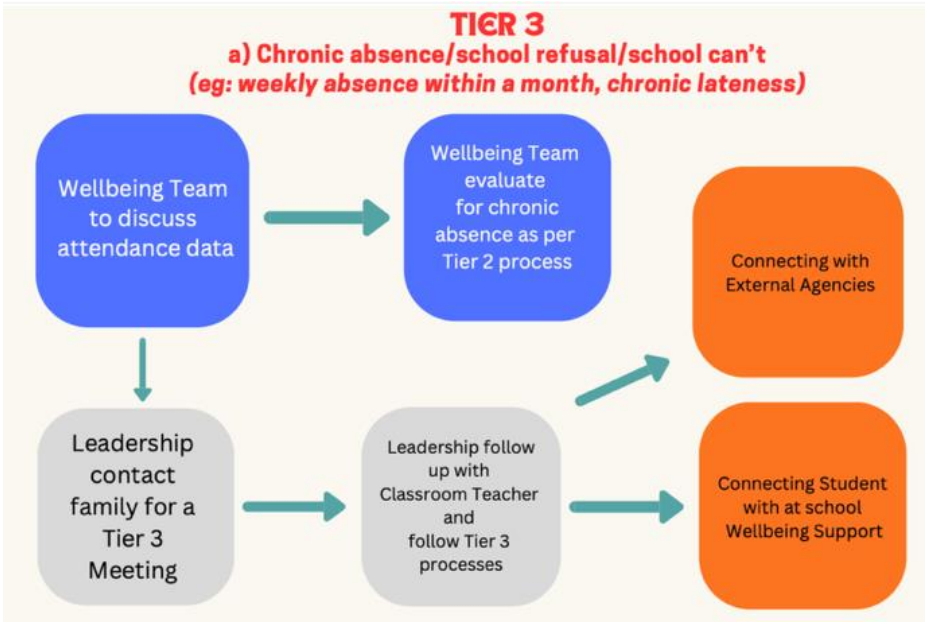






Appendix C – Anaphylaxis – Information for Parents

Under Ministerial Order 706 – Anaphylaxis Management in Victorian Schools, schools that have enrolled students who are at risk of anaphylaxis must undertake the following risk management strategies:

- develop a school anaphylaxis management policy. This policy must include risk minimisation and prevention strategies to minimise the risk of an allergic reaction, include school management and emergency responses and outline a communication plan to advise the school community of anaphylaxis management processes.
- the principal must ensure that school staff are appropriately trained in anaphylaxis management. Under the Order, all relevant school staff must participate in a twice-yearly anaphylaxis briefing, with the first to be held at the start of the school year. Relevant school staff must also participate in face-to-face or online anaphylaxis training.
- develop individual anaphylaxis management plans for each student at risk of anaphylaxis
- purchase adrenaline autoinjectors for general use to provide a back-up to the devices brought to school by students at risk of anaphylaxis and for first time allergic reactions
- review and complete a risk management checklist each year.

Where no students are enrolled at the school who are known to be at risk of anaphylaxis, to discharge the duty of care owed to students, schools must:

- have at least 2 general use autoinjectors within expiry
- in line with First Aid for Students and Staff policy, ensure school staff have completed first aid training so that they are able to administer an autoinjector if a student has their first anaphylactic reaction at school or on a school excursion or camp.

The department's Anaphylaxis Guidelines assists schools to meet their duty of care to students at risk of anaphylaxis as well as other legislative requirements.

Appendix D – Parent Code of Conduct

RATIONALE

An engaged community who share and live our school beliefs and values and who support our endeavours, is critical in helping us to build and maintain an effective school. Appropriate conduct on school grounds by everyone is central to ensuring we achieve this goal.

AIMS

- Our staff and students work to a Code of Conduct and this document is intended to provide similar guidelines for parents. Specifically, this Code of Conduct is intended to:

    1. Provide a set of general principles to guide parents in their interaction with staff, students and other parents of Echuca Twin Rivers Primary School.

    2. Communicate the school's expectation as to how parents conduct themselves when on the school grounds; and

    3. Explain how parents can direct their concerns.

IMPLEMENTATION

- **Personal behaviour – as parents you are our student's biggest role models. Accordingly, the school expects a high standard of personal behaviour from parents when on school grounds, including but not limited to such things as:**

    1. Refraining from offensive, insulting or derogatory language or conduct on school grounds. This includes wearing clothing with offensive language or insignia.

    2. Dressing appropriately.

    3. From 13th April 2015, **smoking is banned** within four metres of an entrance to all primary and secondary schools in Victoria, and within the school grounds, under an amendment to the *Tobacco Act 1987*.

    4. Not possessing alcohol, drugs or any other substances on school grounds, or attending school grounds if affected by, alcohol, drugs or any other substances.

- **Interaction with staff, other parents and students:**

    1. Parents are expected to interact civilly with staff, students and other parents at all times. Abusive language, raising your voice, insulting or violent behaviour to anyone on school grounds is not appropriate.

    2. Parents with concerns about the interaction between students on school grounds (principally at drop off and collection times) must address their concerns with their child's class teacher. It is not appropriate to approach another parent's child about an issue whilst on school grounds. Physical contact can be an assault and is a serious matter.

    3. Parents with concerns regarding their child's learning are encouraged to schedule a meeting with their child's teacher so concerns can be given the attention they deserve. Collection and drop off is when staff are busiest and at these times, staff may not be able to give your concerns their full attention.

4. Continuing concerns should be directed to the Principal.

- **Communication and the potential for conflict:**

1. The school will endeavour to assist parents to manage conflicts as best it can, but can only do this if it is informed of such matters. In some circumstances parents are required by law to advise the school of areas of potential conflict, such as parenting and family court orders.

2. Whilst there is no obligation to inform the school of other situations where parents may be in dispute (e.g. separation or other Court Orders in place between parents or people at the school) any information received of this nature will be treated in strict confidence.

3. In any event, the school expects parents to behave lawfully on school grounds and observe the terms of any order, obligation or undertaking they may be subject to.

WHAT PARENTS CAN EXPECT FROM ECHUCA TWIN RIVERS PRIMARY SCHOOL:

- The school does not exist to police parent's conduct. However, the school takes seriously any issues that are brought to its attention. If parents express their concerns to the school in confidence, parents can expect to be treated with courtesy and respect in order to try and resolve the matter.

- As a general guide, minor issues may be addressed (in private) with your child's teacher. Cases of in appropriate conduct or misconduct ought to be directed, in the first instance, to the school Principal.

- The Principal may wish to speak to you and then speak to your child's class teacher. If the issue concerns other parents or students, the Principal may speak to those persons as well, unless you express a desire for the matter to remain between you and the school.

- It is not possible to categorically state what will constitute a minor issue, inappropriate conduct or misconduct. Each situation must be considered as it arises. However, in cases of serious or repeated misconduct, the school may take steps to ban a parent from entry to school grounds and may, where appropriate, involve other authorities.

- With this guide in place it is hoped that parents can appropriately direct their concerns and contribute to a harmonious environment that reflects and builds on the school's core beliefs and values of Respect, Inclusion, Responsibility and Resilence.

Appendix E – Student Code of Conduct

Echuca Twin Rivers Primary School aims to provide a positive, challenging and safe learning environment. The overall intention of the Student Code of Conduct statement is to highlight and promote student safety, wellbeing and enhance student learning at this school. This is all in line with our **Child Safe Policy and Statement of Commitment.**

The Student Code of Conduct is based on the following principles:

- All children have the **right** to be safe.
- All children have the right to be treated with respect and have their diversity valued.
- All children have the right to work and play in a secure environment without interference, intimidation, harassment, bullying or disruption.
- All students will be actively encouraged to develop empathy, courtesy and respect for others.
- All students will be encouraged and have opportunities to exhibit pride in their school
- All children have the right to be supported and challenged in their learning.
- Teachers should be able to teach in an orderly and cooperative environment.
- The Principal and staff have an obligation to implement the Student Code of Conduct fairly, reasonably and consistently

WHAT ARE OUR RIGHTS?

Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.

Some of our rights – everyone has the right to have:

- Safety
- Education
- Shelter (somewhere to live)
- Freedom of speech
- To be different
- To feel comfortable
- Warmth
- Equal opportunities (given the chance to be what you want to be, whether you are rich or poor, whatever religion or race).
- Food
- Clothing
- Personal space
- Privacy

Of course, since these rights are for everybody, that means we all have to take on responsibility too!

Our school values form the basis of our Student Code of Conduct:

RESPECT

What is respect? Respect can have several meanings:

Having Regard for others – that means accepting that other people are different but just as important as you feel you are. Some people may call this tolerance.
Having a proper regard for yourself – that means that you stand up for yourself and don't let yourself be talked into doing things that you know are wrong or make you feel uncomfortable.
Not interfering with others (or their property).
To consider something worthy of high regard – that really means taking all those other values and living them.

- We treat others equally and fairly.
- We speak politely and treat other people as we like

to be treated.
- We listen carefully.
- We listen to the ideas of others and we cooperate in groups.
- We consider the feelings of others and respect their right to have their say.
- We talk to each other and try to resolve problems in a fair, sensible and calm manner.
- We care for the environment.
- We recycle, as part of our full sustainability program.
- We do not share photographs of other students particularly when in uniform, without their permission.

RESILIENCE

What is resilience? Imagine you have each end of a piece of elastic in your hands. Pull your hands apart and the elastic stretches.
Let go of one end and the elastic bounces back to its original size. ***That is Resilience.***
For people resilience means that whatever bad times you go through you can always bounce back again and be yourself.

- Be a positive thinker! Think about all the good things in your life.
- Set achievable goals for yourself everyday.
- Make good and positive choices.
- Always work at being a positive person, remember to compliment others and they will compliment you back!
- Be a supportive, caring friend and try working to make new friends.
- Include yourself, be part of a team and hang out with positive people.
- Never give up – just keep trying!
- Accept that you will make mistakes – say sorry to yourself as well as to others – then try to put things right and have another go.
- Don't be afraid to ask for help, nobody can be good at everything!
- Remember that everyone is different and everyone is good at something. Find what you are good at

RESPONSIBILITY

What is responsibility? **Responsibility** is the state or act of being accountable for something, as well as a moral obligation to behave correctly towards or in respect of others.

INCLUSION

Inclusion means that all people, regardless of their abilities, disabilities, or health care needs, have the right to:
Be respected and appreciated as valuable members of their communities.

- Value others opinions.
- Encourage others to succeed.
- Share equipment.
- Be courteous.
- Be patient, take turns.

Social – ignoring, excluding, ostracizing, alienating.

FEELING SAFE

We all have the right to feel safe at all times.
We speak to teachers and friends when we are worried.
We say **"NO"** to bullies!

Bullying takes many forms and includes:

verbal – name calling, put downs, threats.
Physical – hitting, punching, kicking, scratching, tripping, spitting.

- Welcome new students.
- Be understanding and help others.
- Work together.
- Acknowledge everyone positively and respectfully.

Psychological/Emotional – spreading rumours, stalking, dirty looks, hiding or damaging possessions.
Written – notes, emails, text messages, letters or graffiti.

Appendix F – Child Safety and Wellbeing Policy

Name

Child Safety and Wellbeing Policy

Purpose

- The Echuca Twin Rivers Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.
- This policy provides an overview of our school's approach to implementing Ministerial Order 1359 (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.
- It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

- This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

- The following terms in this policy have specific definitions:

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff

- school governing authority
- school boarding premises governing authority
- student ● volunteer.

Statement of commitment to child safety

- The Echuca Twin Rivers Primary School is a child safe organisation which welcomes all children, young people and their families.
- We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.
- We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.
- We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.
- We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.
- Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.
- Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.
- We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team

- Our school leadership team (comprising the principal, learning specialist and teaching and learning leader) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

- Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse

- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities. **School staff and volunteers** All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct https://www.shnps.vic.edu.au/wellbeing.html
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures including following the Four Critical Actions for Schools
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School Council

- In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety,
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- ●

- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy

- Specific staff child safety responsibilities
- Echuca Twin Rivers Primary School has nominated a child safety leading teacher to support the principal to implement our child safety policies and practices, including staff and volunteer training.
- The responsibilities of the child safety champion are outlined at Guidance for child safety champions.
- Our principal is the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

- Our Risk Management Committee as part of our leadership team monitors the Child Safety Risk Register.

Child Safety Code of Conduct

- Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.
- We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.
- The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

- At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for offsite overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

- Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

- At Echuca Twin Rivers Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.
- We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.
- We have developed the following strategies to promote cultural safety in our school community.
- Our Aboriginal and Torres Strait Islander Education Plan and IEP's outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students.

Student empowerment

- To support child safety and wellbeing at Echuca Twin Rivers Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.
- Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships and our school values.
- We inform students of their rights through our student leadership program and our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at school office.
- When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

Family engagement

- Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

- To support family engagement, at Echuca Twin Rivers Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.
- We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.
- We do this by:

- all of our child safety policies and procedures will be available for students and parents on the ETRPS website, Sentral Portal and school office.
- Newsletters and Sentral will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

Diversity and equity

- As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.
- We recognise that every child has unique skills, strengths and experiences to draw on.
- We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

- Our Student Wellbeing, Inclusion and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

- At Echuca Twin Rivers Primary School we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

- When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- Recruitment in Schools

Suitability for Employment Checks ● School Council Employment ● Contractor OHS Management.

- When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration ● collect and record:
    - proof of the person's identity and any professional or other qualifications o the person's history of working with children o references that address suitability for the job and working with children. o references that address suitability for the job and working with children.

Staff induction

- All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

- All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.
- Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by regular performance reviews.
- Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Suitability of volunteers

- All volunteers are required to comply with our Volunteers Policy which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

- Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.
- In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.
- Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices

- completing the Protecting Children – Mandatory Reporting and Other Legal Obligations online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

- Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

- To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Echuca Twin Rivers Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

- Echuca Twin Rivers Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

- We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found on our website.
- If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures.
- Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.
- As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the Four Critical Actions for complaints and concerns relating to adult behaviour towards a child
- the Four Critical Actions: Student Sexual Offending for complaints and concerns relating to student sexual offending

- Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

- Echuca Twin Rivers Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

- Echuca Twin Rivers Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to the Schools Privacy Policy.

Records management

- We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: Records Management – School Records

Review of child safety practices

- At Echuca Twin Rivers Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.
- We will:

- review and improve our policy every two years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

Related policies and procedures

- This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

- Related Department of Education and Training policies
- Bullying Prevention and Response Policy
- Child and Family Violence Information Sharing Schemes
- Complaints Policy
- Contractor OHS Management Policy
- Digital Learning in Schools Policy
- Family Violence Support
- Protecting Children: Reporting Obligations Policy
- Policy and Guidelines for Recruitment in Schools
- Reportable Conduct Policy
- Student Wellbeing and Engagement Policy
- Supervision of Students Policy
- Visitors in Schools Policy
- Volunteers in Schools Policy
- Working with Children and other Suitability Checks for School Volunteers and Visitors

- Other related documents
- Identifying and Responding to All Forms of Abuse in Victorian Schools ● Four Critical Actions for Schools
- Identifying and Responding to Student Sexual Offending
- Four Critical Actions for Schools: Responding to Student Sexual Offending

Recording your actions: Responding to suspected child abuse – A template for Victorian schools

Policy status and review

- The principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers, and the school community.

Approval

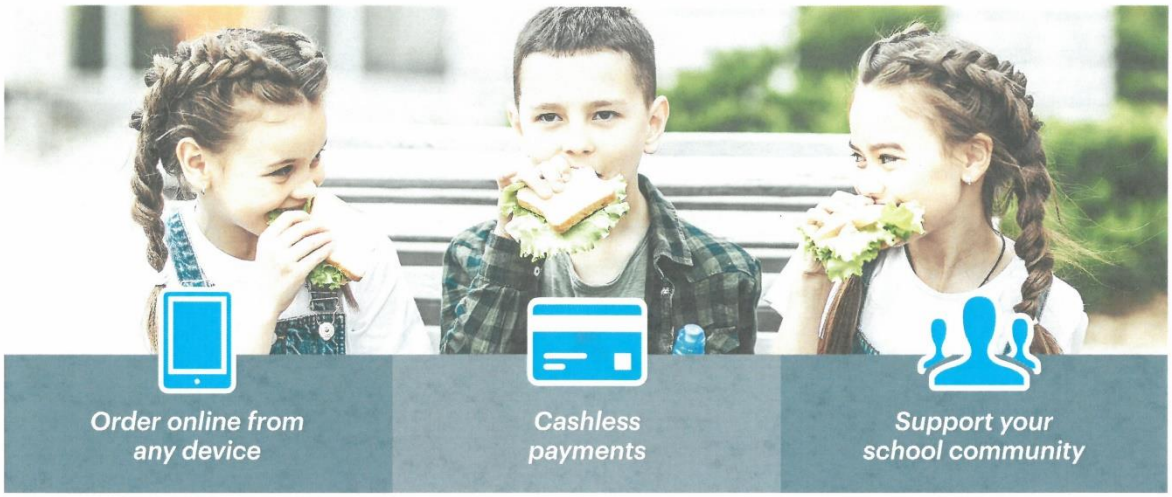
• **Created date**	• **26-03-2024**
• **Consultation**	• School Council 26 / 03 / 2024
• **Endorsed by**	• Principal
• **Endorsed on**	• 19 / 04 / 2024
• **Next review date**	• 26-03-2027

Appendix G – Lunch Orders

Instructions for accessing the online App:

QuickCliQ

quickcliq.com.au



Getting started is easy. Simply scan the QR Code

- It's free to set up & easy to use.
- Register at quickcliq.com.au
- SIGN UP & complete the registration form.
- Receive a link via email to ACTIVATE your account before logging in.
- ADD STUDENT (your child's details), select their school & save to your account.
- ADD CREDIT to your online wallet before ordering or pay as you go using a credit or debit card.
- Select MEAL ORDER & you're good to go.

Orders can be placed up to 28 days in advance. You can view your completed orders via the Active Orders or Transaction History tabs in your account.

Register today to discover the QuickCliq advantage

- Tired of scrounging around for loose change every morning before your kids run off to school? With QuickCliq, lunch money is a thing of the past.
- One family, one account – you will have one unique and secure login to manage all your children's orders, even if they attend different schools. QuickCliq saves you time and gives you complete visibility over your family's needs.
- QuickCliq is designed with mobile access in mind. Simply login to add credit to your online wallet, or pay as you go using your credit or debit card. All from the convenience of your smartphone or tablet.
- To top up your account you have three options; Direct Debit / Credit Card / PayPal.

Did you know your school is a QuickCliq school?
Sign up & register today at quickcliq.com.au to get started.

Support when you need it: Monday to Friday, 7.30am–4.00pm
1300 11 66 37 | support@quickcliq.com.au

ECHUCA TWIIN RIVERS PRIMARY SCHOOL – LUNCH MENU

Lunch Orders close at 8.30am

Fit foodie. CANTEENS

SANDWICHES, ROLLS AND WRAPS

Ham	4.40
Ham + Cheese	5
Ham, Cheese + Tomato	5
Ham + Salad	6.50
Tuna + Salad	6.50
Chicken + Salad	6.50
Salad	5.50
Egg + Mayo	5.50
Egg + Lettuce	6
Cheese	4.40
Cheese + Vegemite	4.40
Cheese + Tomato	4.40
Vegemite	4.40

SUSHI

Tuna **(GF)**	5
Tuna + Avocado **(GF)**	
Chicken Teriyaki	
Crispy Chicken + Avocado	

Sushi available on:
Echuca East, 208 - Tuesday
Twin Rivers, Specialist School, St Marys,
Moama Grammar - Wednesday
Echuca College - Thursday

PLATES

Salad (GF) 7.50
Lettuce, Tomato, Cucumber, Cheese, Beetroot, Pineapple, Egg Chicken or Ham

Nibbles 7.50
Cheese, Crackers, Veggie Sticks, Ham, Tzatziki

HOT FOOD

Beef Burger	7.20
(with the lot +1)	
Chicken Schnitzel + Cheese	7.20
Hot Chicken Roll + Gravy	7.20
Corn on the Cob **(GF)**	2.20
Lasagna	6.60
Spaghetti	6.60
Mini Pizza	5
Warm Chicken Wrap	7.50
Lettuce, Cheese, Tomato + Mayo	
Veggie Pastie	5.50
Chicken Noodle Soup	6.60
with Bread Roll	
Steamed Dim Sim	1.50
Hotdog	5
Hotdog + Cheese	5.30
Nachos, Salsa + Cheese **(GF)**	6
(with light sour cream +.50)	
Wedges	6
(with light sour cream +.50)	
Beef Pie	5
Beef Pie **(GF)**	6.50
Sausage Roll	4.50
Macaroni + Cheese	6.60
Party Pie	2
Hash Brown	1.50
Chicken Nuggets	
3	3.70
6	6

TOASTIES + JAFFLES

Cheese	4.40
Ham + Cheese	5
Baked Beans	5
Spaghetti	5
(with cheese +.30)	
Chicken + Pesto Foccacia	7
Salami + Cheese Foccacia	7
Sauce	.40
BBQ, Tomato, Soy	

Our colour coded system has been created with industry dieticians.
● = Everyday foods ● = Occasional foods

Fit foodie. CANTEENS

POWERED BY QuickCliQ

ONLINE ORDERS AVAILABLE ON QUICKCLIQ BY 8:30AM (LATE ORDERS WILL NOT BE PROCESSED)

SNACKS

● Fresh Fruit **(GF)**	2.20
● Fruit Salad **(GF)**	5
● Yoghurt + Berries	4.50
● Yoghurt, Berries + Granola	5
● Vanilla Custard **(GF)**	4
● (add poached fruit +.50)	
● Veggie Sticks + Dip **(GF)**	4.50
● Jelly Cup **(GF)**	3.30
● Popcorn Plain **(GF)** or flavoured	3
● JJ's	3
● Red Rock Deli Chips	3
● Lemon Slice	2.50
● Hedgehog	2.50
● Brownie	2.50
● Cookies	2
● Milo Balls (3)	2.50
● Chocolate Mousse **(GF)**	4
● Berry Muffin	3
● Iced Cup Cake	3

STAFF OPTIONS ONLY

● Peanut Butter Protein Balls	3.50
● Raspberry + White Chocolate Muffin	4.50
● Chicken + Pesto Foccacia	7.20
● Salami + Relish Foccacia	7.20
● Sweet Chilli Chicken Wrap	7.50
● Chicken Schnitzel Roll	7.20
● Hamburger with the lot	8.20

Please clearly specify on your order:

Student Name + Classroom

FROZEN

● Zing	1.50
● Frozen Pineapple Ring	2
● Lemonade Icy Pole	3
● Mini Calippo	2.50
● Large Calippo	3.50
● Paddlepop	3
● Cyclone Twist	3
● Slushy	3

DRINKS

● Water	3
● Nippy's Chocolate or Strawberry	3.40
● Warm Milo	3
● Apple Juice	3.40
● Orange Juice	3.40
● Apple + Blackcurrant	3.40

All baked goods, lasagna, spaghetti and soups are homemade.

*Some items not available at delivery schools

(GF) Gluten Free

Our colour coded system has been created with industry dieticians.

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