





# Welcome to Echuca Twin Rivers School

## Dear Parents and Carers

Your family is about to embark on a wonderful and exciting adventure at Echuca Twin Rivers 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 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 strives towards 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 2021 will bring. It is our hope that your child will enjoy school life with us at Echuca Twin Rivers 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,

**Brea Terris**  
**Principal of Echuca Twin Rivers School**

### School Contact Details:

66 Wilkinson Drive,

Echuca Vic 3564

Ph: 03 5410 7700

Email: [echuca.twin.rivers.ps@edumail.vic.gov.au](mailto:echuca.twin.rivers.ps@edumail.vic.gov.au)

School Website: [www.echucatwinriversps.vic.edu.au](http://www.echucatwinriversps.vic.edu.au)

Facebook: Echuca Twin Rivers 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

## 2021 Term Dates

Term		Commence	End
Term 1	<i>Staff commence</i>	Wednesday 27 <sup>th</sup> January	
	<i>Students commence</i>	Thursday 28 <sup>th</sup> January	Thursday 1 <sup>st</sup> April
Term 2		Monday 19 <sup>th</sup> April	Friday 25 <sup>h</sup> June
Term 3		Monday 12 <sup>th</sup> July	Friday 17 <sup>th</sup> September
Term 4		Monday 4 <sup>th</sup> October	Friday 17 <sup>th</sup> December

### **On each Wednesday during February Foundation teachers will conduct online 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 children will have every Wednesday as a rest day. This arrangement will continue up to and including 24<sup>th</sup> February. Their first full week will commence on Monday 1<sup>st</sup> 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 8 <sup>th</sup> March
Good Friday	Friday 2 <sup>nd</sup> April (falls during school holidays) Easter
Easter Monday	Monday 5 <sup>th</sup> April (falls during school holidays)
Anzac Day	Sunday 25 <sup>th</sup> April
Queen's Birthday	Monday 14 <sup>th</sup> June
AFL Grand Final	TBD
Melbourne Cup	Tuesday 2 <sup>nd</sup> November

## School Hours

- 8:50am Bell – learning preparation
- 9:00am Start of school day
- 10:00am Fruit break (NO bell)
- 11:00am First recess
- 11:30am (Music) End first recess
- 1:30pm Lunch eating time
- 1:45pm Second recess
- 2:15pm (Music) End second recess
- 3:10pm Bus travellers go out to the bus area
- 3:15pm End of school day

Music will play for 2 minutes before the end of each recess.

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## 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 if their child is away and is unexplained. In the case of intended extended absences (outside normal school holidays), a note to the school is required.

All students who arrive to school late or need to leave school early, must be signed in or 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.

Our office staff will contact families if students are absent via SMS if an explanation has not been received by 9:30am.

Please see Appendix B - Every day counts.

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## Access to Students

The gates surrounding the school are locked from 9.15am 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.

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## 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 - Weekly

Whole school assemblies are held weekly on Fridays from 2.40pm. Celebrations of achievements and informational messages are also given at this time and a brief patriotic ceremony takes place. Parents are welcome to attend and hear children report on school events. Our student leaders 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.

An SMS is sent to families to advise if their child is to receive an award at Assembly.

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## 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.

Some students will have Individual Learning Plans (ILPs). 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.

Written reports are sent home in June and December.

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.

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## Asthma Management

Echuca Twin Rivers Primary School is an accredited "Asthma Friendly School". Parents of students who suffer from asthma are required to complete an Asthma Management Plan. This Asthma Management Plan is imperative to ensuring 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 longer relevant.

## 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. Parents are invited to participate.

Each grade level has one major excursion per year outside the local area. This may include Melbourne or Bendigo. There are many minor excursions that our students partake throughout each year too. 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 each year 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 School.

Grade 1/2 students start their camping experience by having dinner and games onsite at school one evening after school. Grade 1 students return home after dinner and our Grade 2 students stay the night at school.

Grade 3/4 students are offered a 1 or 2 night camp experience offsite. As of 2021, we will offer a seaside camp and an experience at Sovereign Hill in Ballarat alternating each year.

Grade 5/6 students are offered a 2 night urban experience in Melbourne and an alpine location that is an adventure camp on the alternate year.

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## 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 School, we offer many other specialist subjects areas that complement our three core subjects. Indonesian, music, art, science and physical education are 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. We use the Workshop Model to teach literacy which includes the explicit teaching of reading and writing. Spelling skills are taught using the SMART spelling framework. A consistent and rigorous approach to teaching literacy is employed across the school.

Mathematics is also taught daily across the school for a minimum of 1 hour. Mathematics includes the explicit teaching of number, place value, measurement, geometry, statistics and probability. 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 Zones of Regulation 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.









## 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 diphtheria, polio, tetanus, mumps 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 (ACR). 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 ACR 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](mailto: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.



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## Lunches

Lunch ordering is available through a local supplier on Monday, Wednesday & Friday. Orders are submitted online via the lunch provider's App. Lunch orders may be left at the school office before 9.00am on those days, but orders must be written on a brown paper bag which includes the student's name and grade. Correct money must be in the bag as no change will be given.

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

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## 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, it must be switched off and handed to the office at the beginning of the day and collected at the end of the school day. These phones will be stored securely.

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.

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## Newsletter

Our digital newsletters are published weekly. 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 12.00 noon on Wednesday.

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## Outside of School Hours Care

School's Out offers before and after school care to families. The program is provided at Echuca Twin Rivers 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: 0436 819 832; website: <https://www.schoolsout.net.au>; or Facebook: School's OUT.

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## Parent Portal - Sentral

Our school has introduced a Parent Portal on Sentral, to provide parents with information about their child's progress at school. All upcoming events will be included in the calendar and detailed information posted on the Portal, as well as access to Parent-teacher interviews.

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## 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 Mum, Dad or Grandparents help out.

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.

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## 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 School.

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## 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. Usually we are available, but at times we may need to arrange a time that is suitable to all.

All our classes are connected to class Dojo and messages/questions can be communicated via this App to the classroom teacher.

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## 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, Integration 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 8 elected parents and 4 Department of Education & Training personnel. These positions are active for two years each.



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## School Uniform

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

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

School hats are available for purchase from the school office.

<b>School Hat</b>	<b>Compulsory from September to May</b>
<b>Footwear</b>	Practical enclosed footwear, either black runners or black school shoes. Flouro colours are not permitted on runners.
<b>Socks</b>	Plain black or white socks only.
<b>School Bag</b>	Compulsory. We recommend an ETRS backpack, embroidered with your child's name.
<b>Jewellery</b>	Sleepers and studs are acceptable but must be covered for physical activities. No other jewellery should 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.



## Student Wellbeing

The development of prosocial skills for all of 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 our School Wide Positive Behaviour Framework. This is a whole school system that uses data to guide our practice. Together with our students, staff and parents, we have formulated systems and practices that ensure consistency when responding to positive and negative behaviours. Please refer to the SWPB appendixes for these charts.

We also have other programs in place that complement the practices of SWPB.

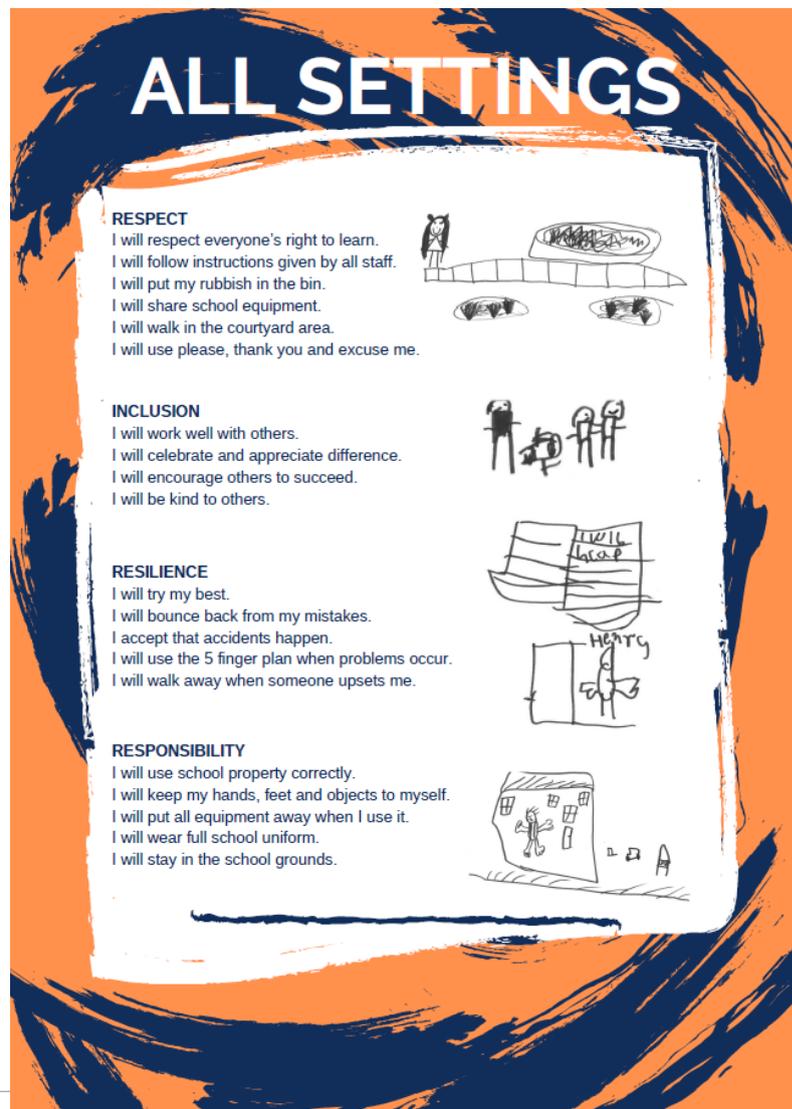
Our **Buddy program** ensures our Foundation students ease into school life. Our Grade 5 students support our younger students both in the classroom and outside. We also set up bus buddies.

**Circle Time** creates a sense of community and belonging in the classroom. This happens on a daily basis.

**Zones of Regulation** is provided to our students across the school. This framework teaches our students about identifying the 4 Zones and then teaches skills and strategies to help identify emotions and ways to regulate them.

**Respectful Relationships** is also another program that we run across 2 years that explicitly teach children how to build and maintain healthy relationships, resilience and self-confidence.

Additionally, we have 2 Student Wellbeing Officers who share the role helping to support our students, staff and parent community.



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## Sun Smart Policy

Our school has a policy which enforces the wearing of broad brimmed hats from 1<sup>st</sup> September to 1<sup>st</sup> 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.

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## Toilets

Children are encouraged to use toilets during break times.

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## 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 2020 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 Echuca College. This includes visits to Echuca College to participate in various programs, and visits from Echuca College 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.

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## 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 immunization certificate.

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

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## Appendix A - Infectious Disease Exclusions Table

Disease or Condition	Patient shall be excluded from school.....	Exclusion of Contacts
<b>Chicken-pox</b>	Until fully recovered or at least one week after the first eruption appears.	Not excluded
<b>Conjunctivitis (Acute infectious)</b>	Until discharge from eyes has ceased.	Not excluded
<b>Diphtheria</b>	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.
<b>Giardiasis (Diarrhoea)</b>	Until diarrhoea ceases.	Not excluded.
<b>Hepatitis (Infectious hepatitis)</b>	Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms.	Not excluded.
<b>Hepatitis B</b>	Until recovered from acute attack.	Not excluded.
<b>Impetigo (School sores)</b>	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.
<b>Leprosy</b>	Until receipt of a medical certificate of recovery from infection.	Not excluded.
<b>Measles</b>	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.
<b>Meningo-coccal infection.</b>	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.
<b>Mumps</b>	Until fully recovered.	Not excluded.
<b>Pediculosis (Head lice)</b>	Until appropriate treatment has commenced.	Not excluded.
<b>Pertussis (Whooping Cough)</b>	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.
<b>Poliomyelitis</b>	Until at least 14 days after onset of illness and until receipt of a medical certificate of recovery from infection.	Not excluded.
<b>Ringworm</b>	Until appropriate treatment has commenced.	Not excluded.
<b>Rotavirus (Diarrhoea)</b>	Until diarrhoea ceases.	Not excluded.
<b>Rubella</b>	Until fully recovered or at least 5 days after onset of rash.	Not excluded.
<b>Scabies</b>	Until appropriate treatment has commenced.	Not excluded.
<b>Shigella (Diarrhoea)</b>	Until diarrhoea ceases.	Not excluded.
<b>Streptococcal Infection (including Scarlet Fever)</b>	Until receipt of a medical certificate of recovery from infection.	Not excluded.
<b>Trachoma</b>	Until appropriate treatment has commenced.	Not excluded.
<b>Tuberculosis</b>	Until receipt of a medical certificate from a health officer of the Department that the child is not considered to be infectious.	Not excluded.
<b>Typhoid and Paratyphoid.</b>	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 - Every day Counts

In primary school, some students miss on average 3 weeks of school per year. That's half a year of school by the end of year 6.



# EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

### Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

### Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

### What we can do

The main reasons for absence are:

**Sickness** – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

**"Day off"** – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

**Tuancy** – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Training Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:

[www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx](http://www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx)

# Appendix C - Anaphylaxis – Information for Parents

## Anaphylaxis Management in Schools Ministerial Order 90

### Information for Parents - Anaphylaxis Management in Schools

The Victorian Government is committed to providing a safe and supportive environment in which children diagnosed at risk of anaphylaxis can participate equally in all aspects of their schooling.

As of 14 July 2008 the *Children's Services and Education and Training Reform (Anaphylaxis Management) Amendment Act 2008* will come into effect. The legislation requires that all schools across Victoria must have an Anaphylaxis Management Policy in place if they have a student enrolled who has been diagnosed at risk of anaphylaxis. Schools are required to have in place:

- individual management plans for each child diagnosed at risk
- a communication plan to inform staff, parents and students about anaphylaxis and the schools policy
- procedures to ensure that appropriate staff are trained

#### What is anaphylaxis?

Anaphylaxis is a severe allergic reaction to a substance, most commonly nuts, egg, milk, wheat, soy, seafood, some insect stings and medications.

Anaphylaxis can be life threatening, but with proper management and prevention strategies in place the risks can be substantially reduced.

Some symptoms of anaphylaxis include swelling of the lips, face and eyes, difficulty breathing, abdominal pain and/or vomiting and loss of consciousness.

#### What is the responsibility of the parent/guardian of a child who has been diagnosed at risk of anaphylaxis?

The parent/guardian must:

- inform the school staff of the diagnosis and its causes
- discuss strategies with the school
- work with the school to develop an individual Anaphylaxis Management Plan for your child (in consultation with your child's doctor)
- provide copies of an ASCIA action plan for the child, with up to date photograph/s
- supply the school with the child's Epipen® and ensure it has not expired
- inform the school if your child's medical condition changes

#### What is the school's responsibility to a child who is at risk of Anaphylaxis?

The school must:

- have in place an anaphylaxis management policy
- work with parents to develop individual Anaphylaxis Management Plans for students diagnosed at risk of anaphylaxis
- have in place a communication plan to provide information to staff, students and parents about anaphylaxis and the schools anaphylaxis management policy
- know the students who are at risk of anaphylaxis
- liaise regularly with parents
- follow information contained in the student's Anaphylaxis Management Plan
- be trained in how to recognise and respond to an anaphylactic reaction
- in the event of a reaction follow the procedures in the students ASCIA Action plan

#### Where can I get more information on Anaphylaxis?

For more information go to <http://www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm>

For further information on anaphylaxis management in schools please contact your school or your local Department of Education and Early Childhood Development Regional Office, Catholic Education Office or Association of Independent Schools in Victoria.

# 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 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 13<sup>th</sup> 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. Whilst interaction between students can be unruly it is not appropriate to discipline another parents' child whilst on school grounds. Physical contact can be an assault and is a serious matter. Parents with concerns about the interaction between students on school grounds (principally at drop off and collection times) must address their concerns to their child's class teacher.
  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 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 inappropriate 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.

## 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 practise recycling.
- 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 every day.
- 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!

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

## 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.

**Social** – ignoring, excluding, ostracising, alienating.

**Psychological/Emotional** – spreading rumours, stalking, dirty looks, hiding or damaging possessions.

**Written** – notes, emails, text messages, letters or graffiti.

*“Nothing is too big or too small that you cannot share with others.”*

## Appendix F - Lunch Orders

Our lunch order provider is Molloy's Takeaway, Echuca. Instructions for accessing the online App:

### As easy as 1,2,3 (well, 1,2,3,4 really)

1. Go to [www.schoollunchonline.com.au](http://www.schoollunchonline.com.au) to register your family
2. Choose from your school supplier's healthy lunch selection
3. Order your kids' lunches ahead or on the day
4. Pay as you go or top up your account regularly

Relax knowing your kids will receive the lunch they want with the ingredients you want.



If your school is not involved with School Lunch Online yet, just drop us a line with their details and we'll do our darnedest to get them on board.

**[schoollunchonline.com.au](http://schoollunchonline.com.au)**

For assistance call: 1300 787 939

## ECHUCA TWIN RIVERS SCHOOL – LUNCH MENU – 2020

Sandwiches & Rolls	Sandwich Price \$	Roll Price \$	Wraps	Wrap Price \$
Vegemite	\$ 2.10	\$ 2.60	Salad (lettuce, tomato, carrot, beetroot, onion)	\$ 4.20
Cheese	\$ 2.60	\$ 3.10	Chicken & Salad (lettuce, cheese & mayo)	\$ 4.20
Chicken, lettuce & mayo	\$ 3.70	\$ 4.20	Ham & Salad (cheese, lettuce & tomato)	\$ 4.20
Egg, Lettuce & mayo	\$ 3.60	\$ 4.10	Roast Beef & Salad (grated carrot, lettuce & cucumber)	\$ 4.20
Meat	\$ 3.20	\$ 3.70	<b>Salad Boxes</b>	
Meat & Cheese	\$ 3.70	\$ 4.20	Super salad (lettuce, tomato, carrot, beetroot, onion)	\$ 4.20
Meat, Lettuce & Tomato	\$ 3.70	\$ 4.20	Mega Salad (as above plus one of the following – meat, cheese or tuna)	\$ 5.20
Tuna, Lettuce & mayo	\$ 3.70	\$ 4.70	<b>SNACKS</b>	
			Fresh fruit (Apple, Banana, Orange, Pears)	\$ 1.10
			Fresh Fruit Small (small tub)	\$ 3.00
Salad (Lettuce, tomato, carrot, beetroot, onion)	\$ 3.70	\$ 4.20	Banana Muffins (GF)	\$ 3.00
			Blueberry Muffin	\$ 3.00

**Biscuit cheese Platter** – includes 5 dried biscuits, 2 carrot sticks, 2 celery sticks, 1 cherry tomato, 2 cheese pieces \$4.00

All made on white bread. Whole meal available if requested. Margarine used unless requested not to have.

**Meat choices available:** Ham, chicken, strass, salami, beef, corn beef

**Extras (each item additional)** Mayonnaise (unless specified above) plus \$ 0.20

Lettuce, beetroot, carrot, tomato ..... plus \$ 0.30

Cheese, ham, chicken, tuna or egg ... plus \$ 1.00

HOT FOOD (Everyday)	Prices \$		
		Hot Dogs	\$ 3.30
Pies /Pasties	\$ 4.00	Savoury / Italian Rolls	\$ 2.50
Party Pies	\$ 1.60	Steam Dim Sims	\$ 1.00
Sausage Rolls (Bakery Large)	\$ 4.00	Sauce (soy or tomato)	\$ 0.25
Egg and Bacon quiches	\$2.50	Corn on cob	\$1.10

DAILY SPECIALS		Prices \$
<b>Monday</b>	Baked potato with coleslaw	\$ 4.00
	Fried Rice	\$ 4.00
	Ham & Cheese Croissant (HOT); OR a Ham, Cheese & Tomato Croissant	\$ 3.50
	Cheese Croissant (HOT)	\$ 3.00
<b>Wednesdays</b>	Spaghetti Bolognese	\$ 4.00
	Gluten Free Lasagna (Home-made)	\$ 5.00
	Pasta only with cheese (Wednesday only)	\$3.50
	Chicken Caesar Salad	\$ 5.00
	Chicken Rice Paper rolls (2)	\$5.00
	Tuna Cakes (2) and salad (lettuce, tomato, cheese)	\$5.50
<b>Fridays</b>	Choose from either a Cheese OR a Hawaiian Pizza (Home-made)	\$ 4.30
	Gluten Free Lasagna (Home-made)	\$ 5.00
	Thai Beef & Noodle Salad (Rice noodles, Thai beef, cucumber, pepper & mixed leaves)	\$ 5.50
	Zucchini Slice (hot or cold) and salad (lettuce, tomato, cheese)	\$ 5.00



# Engagement and Wellbeing Chart

Staff need to be - Calm, Consistent, Brief, Immediate, Respectful, Specific

## Appendix G – School Wide Positive Behaviours (SWPB)

Positive Rewards	Minor Behaviours	Major Behaviours	Minor Behaviours	Major Behaviours		
<p>When applicable record on Sentral</p> <p><b>Daily:</b>                      Acknowledgement                      Dojo points                      Brain Breaks                      Wally Stickers</p> <p><b>Weekly:</b>                      Wally Stickers                      PAT Time                      Brain Breaks                      Phone Call home                      Student of the Week                      Wally Certificate                      Cooking for a Cause</p> <p><b>Termly:</b>                      Terrific Kids Award                      Principal's Lunch                      Attendance Award                      Class Cooking session                      Dojo Rewards Day                      Wally Stickers                      Wally Certificate</p> <p><b>Yearly:</b>                      Class party                      Class reward day</p> <p><b>When Achieved:</b>                      Wally Certificate</p>	<p><b>1<sup>st</sup> Step:</b>                      Redirect student with a reminder &amp; a visual cue</p> <p><b>2<sup>nd</sup> Step:</b>                      Reminder to student &amp; visual cue                      Re-teach expectations.</p> <p><b>3<sup>rd</sup> Step:</b> Final reminder. Send to Buddy Grade (10 minutes). Re-teach expectations.                      Parent Contact to discuss behaviour.</p> <p><b>After Phone Call:</b>                      If behaviour continues record on Sentral.                      Student to attend choices room or appropriate alternative</p>	<p><b>Safety:</b>                      Physical Contact                      Unsafe Activity                      Playing in toilet areas                      Running in the courtyard                      Leaving room without permission</p> <p><b>Respect:</b>                      Graffiti                      Talking when teacher is talking                      Inappropriate language                      ICT Breach</p> <p>Teasing                      Ignoring personal space                      Being rude/disrespectful                      Shouting/Screaming                      Poor sportsmanship</p> <p><b>Responsibility:</b>                      Missing whole or part of the lesson                      Late to line                      Not in full school uniform                      Cheating                      Littering                      Refusing to work                      Distracting/Interrupting others' learning                      Refusal to participate</p>	<p><b>Minor Behaviours</b>                      Teacher managed within the classroom.</p>	<p><b>Minor Behaviours</b>                      Teacher managed within the classroom.</p>		
			<p><b>Safety:</b>                      Physical Contact                      Inappropriate physical contact                      Absconding                      Making threats                      Possessing/Threatening to use a weapon                      Self-harm/threats of self-harm                      Bringing inappropriate items from home</p> <p><b>Respect:</b>                      Bullying                      Harassment                      Refusal to follow directions                      Talking back                      Abusive language                      Cyberbullying                      Racism                      Sexualised comments                      ICT Breach                      Property damage/Vandalism</p> <p><b>Responsibility:</b>                      Lying, Deception, Manipulation                      Theft</p>	<p><b>Major Behaviours</b>                      Externally managed at Leadership Level, with support from Wellbeing</p>	<p><b>Major Behaviours</b>                      Externally managed at Leadership Level, with support from Wellbeing</p>	
				<p>Minimise risk to student(s), staff or property.                      Call for assistance from nearby staff members</p> <p>Leadership or Wellbeing Team Member to remove student(s) from classroom/yard</p> <p>Discussion with student around incident.</p> <p>Complete a Report on Sentral with request &amp; recommendation for follow up.</p>	<p>Minimise risk to student(s), staff or property.                      Call for assistance from nearby staff members</p> <p>Leadership or Wellbeing Team Member to remove student(s) from classroom/yard</p> <p>Discussion with student around incident.</p> <p>Complete a Report on Sentral with request &amp; recommendation for follow up.</p>	
			<p><b>Outcome of Minor Behaviour</b>                      Written or verbal apology                      Loss of privileges                      Move to another seat                      Moved to another classroom                      Stay in and make up time</p>	<p><b>Outcome of Minor Behaviour</b>                      Walking with yard duty teacher                      Phone call and/or letter home                      Reward Chart                      Restricted play areas                      Choices room                      Restorative Conversation</p>	<p><b>Outcome of Major Behaviour</b>                      Restorative Conversation                      Choices Room                      Phone call and/or letter home                      Removed from classroom and/or school                      Behaviour Plan/Contract                      Restricted play areas                      Expulsion</p>	<p><b>Outcome of Major Behaviour</b>                      Alternative school-based program                      In school suspension                      Loss of privileges (eg sport, excursions, camps)                      Modified school day                      Formal Suspension</p>



# Wally Sticker Rewards

When we are showing our school values and making positive choices in the yard, we can be acknowledged with a Wally Sticker. We all have a Wally Chart in the classroom where we can tally our stickers.

When we collect the amounts of stickers listed below we are eligible for a reward. It is really exciting to get a reward for our stickers and every year our school chooses different rewards we can achieve.

When we are ready to get a reward for our stickers, we tell our classroom teacher. They help us to sign off on our chart.

Everyone who reaches a reward level for their stickers gets a certificate at assembly.

10

20

30

40

50

Bring a toy from home to sit with you.

15 min free time.

Change bag lockers.

Sit on a chair at assembly.

Read a book to a classroom.

10 minutes outside with a friend.

Sit at the teacher's desk for a session.

Do a job for a teacher.

Have your profile in the newsletter.

Selfie with the teacher.

Display a special piece of work at the office for a week.

Use a wobble/rocker chair for the day.

A pillow for your chair for the day.

Sit wherever you like for the day.

Sit in the teachers chair for the day.

Be an assistant for the day.

20 minutes outside with a buddy.

Decide what class game to play for PE.

Choose a song for the class to listen to.

Choose who you sit next to for the day.

Free Lunch Order.

Pillow for the day.

Skip a class.

Play school approved apps for 30 minutes.

Help in another classroom for a day.

Whole class game/choose and run a PE session.

DJ school music-recess music.

Use your iPad for work.

Eat lunch with the Principal or a teacher of your choice.

Surprise from the teacher.

Choose what the grade does for a day.

Choose where everybody sits for the day.

Do announcements on speaker.

Help one of the office ladies for a session.

Join another class for a day.

Hot chocolate, milkshake or slice from the café.

Free time ½ hour.

Come out of uniform for the day.

Receive a Gravity Shack voucher.

1 hour Robot time.

Bring a pet to school.

Become the teacher for the day.

Choose a class activity.

No work/free choice for 1 hour during the day.

Cooking session with a friend.

Takeaway lunch of choice.

Respect  
Inclusion  
Resilience  
Responsibility

## DEFINITIONS OF MINOR BEHAVIOURS

### Safety:

**Physical contact:** actions where students are grabbing, pulling, pushing and shoving any visitors, students and/or staff

**Unsafe activity:** an incident that could harm others (eg kicking a ball into a group of children, throwing objects inside, running within the classroom, etc)

**Leaving room without permission:** students wandering off from designated work areas, either another classroom or outside

### Respect:

**Graffiti:** writing or drawings made on a students' workbook, book box, poster, etc without permission

**Inappropriate Language:** using variations/code words of inappropriate words/swear words and talking about inappropriate things in front, and to, others

**ICT Breach:** students using iPads without permission, not using the correct app as instructed and not following teacher direction.

**Teasing:** to make fun of or attempt to provoke in a playful or mocking way

**Ignoring personal space:** sitting or standing too close to others making them feel uncomfortable

**Being rude/disrespectful:** not listening and/or complying with requests, walking away and/or speaking in a sarcastic tone or using put downs

**Shouting/Screaming:** students using an inappropriate volume that disrupts others

**Poor Sportsmanship:** ignoring game rules, cheating, arguing with decisions made, reacting poorly to losing a game, as well as reacting poorly to winning a game.

### Responsibility:

**Cheating:** copying from others work/answer sheets before attempting own

**Refusing to work:** not beginning or undertaking the required task, or joining in on the classroom daily program

**Distracting/Interrupting others' learning:** talking at inappropriate times, or in an inappropriate manner. Behaving in a way that stops others from concentrating on their work.

**Refusing to participate:** not taking part in extended programs e.g. PE, Art, Music, Science

## DEFINITIONS OF MAJOR BEHAVIOURS

### Safety:

**Physical Contact:** aggressive actions such as kicking, punching, hitting (with hand or objects), tripping, tackling, pushing and shoving, of any visitors, students and/or staff

**Absconding:** to depart classroom/school grounds in a sudden and secretive manner, hiding to avoid others

**Making threats:** any expression (physical, verbal, direct/indirect) of intent to cause harm or damage to any person or object

**Inappropriate physical contact:** inappropriate gestures, touching/contact and/or language, of a sexual nature, that makes others uncomfortable

### Respect:

**Bullying:** when a person or a group repeatedly and intentionally uses or abuses their power to intimidate, hurt, and/or put down someone else physically or emotionally.

**Property damage/Vandalism:** intentionally breaking/damage school equipment and others' personal property

**Harassment:** following others and/or disrespectful messages to another that includes threats, intimidation, obscene gestures, pictures or written notes.

**Talking back:** arguing or interrupting when being corrected, speaking unkindly to others

**Abusive language:** this includes swearing, name calling and/or personal insults.

**ICT Breach:** not following ICT user agreement by researching inappropriate websites/images, sending messages to others and not following teacher direction

**Cyberbullying:** using social media and/or messaging apps to send threats, inappropriate messages, and pictures to others, both at and outside of school.

**Racism:** involves unwanted words or actions towards someone of a specific race that offend, demean, annoy, alarm or abuse

**Sexualised comments:** name calling, insults and/or conversations of a sexual or homophobic nature, made towards other students/family members

**Refusal to Follow Directions:** not listening or complying with staff requests, both in and out of the yard, that are connected to our school values and safety

### Responsibility:

**Lying, deception, manipulation:** intentionally misleading others through lies, rumours and here-say

**Theft:** Taking/hiding any item that don't belong to the student

**Bringing Inappropriate items from home:** eg banned items, such as mobile phones, items of a sexual nature and/or inappropriate reading materials

