SCHOOL INFORMATION PACKAGE

Tuesday, 14th February, 2017

Dear Parents/Carers,

I hope your family has enjoyed a happy and smooth start to the school year.

Attached to this letter is information in relation to the:

- Student Code of Conduct
- Acceptable Use of Information Communications Technology (ICT) Policy
- Head Lice Inspections
- Homework Policy
- Anti Bullying Policy
- Consent/Agreement Forms

There is one package per family. The school asks you to read these policies with your child(ren). **This year the signing and returning of the agreement/permission forms to the school will only need to be completed for Foundation students and those students who are new to the school.** This should be done by Wednesday 22nd February. Those students who attended our school prior to or in 2016 have signed until the end of Year 6. The forms for Foundation and new students can be returned to class teachers or be placed in the ‘Drop Box’ at the Office. There has been a change in department policy with Local Excursions and parents/carers are required to sign for these each time they take place throughout the year. The school has also distributed a Bicycle Code of Practice and consent form to all students intending to ride their bikes to school and these should also be returned by Wednesday, 22nd February.

Please note that the Student Code of Conduct, Head Lice Consent Form, and the Acceptable Use of Information Communications Technology (ICT) Policy Agreement will not need to be signed in future years as giving consent this year will cover all future years whilst your child(ren) attend Patterson Lakes Primary.

School Council would also like all students to be enrolled in the Out of School Hours Care (Before & After School Care) program whether they are regular users, casual users, or have no plans to use the program at all during their time at Patterson Lakes.

There are a number of reasons for this request. Firstly, it’s a great source of safe, supervised care for your child if an emergency occurs, or circumstances are such that there is no one to look after your child(ren). Unless they are previously enrolled in the program, you cannot send your children to Out of School Hours Care. Often in emergency circumstances, you are not in a position to come to the school to fill in forms. If everyone completes the paperwork at the commencement of the school year then the service is available to everyone at short notice should the need arise. Forms are available at the Office for those that are not currently enrolled.

If you have any queries concerning either policy or code of practice, please do not hesitate to contact me.

Yours Sincerely,

Carole Mayes
Principal
STUDENT CODE OF CONDUCT INFORMATION 2017

As part of our School Strategic Plan, codes of conduct are developed for School Council, staff, parents and students. These are guidelines to ensure our students achieve their full potential in a happy and secure environment at all levels of their primary school life.

The following information is the ‘Student Code of Conduct’. This lists the Student’s Rights and Responsibilities, School Rules, Restorative Chat Time, Detention and Suspension Procedures. There are listed consequences for breaches of rules that have been endorsed by School Council.

We request your full support in implementing these procedures and ask that you discuss the school rules and consequences with your child/children.

Carole Mayes
Principal

Leanne Walker
Student Wellbeing Officer

STUDENT CODE OF CONDUCT

Patterson Lakes 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 wellbeing and enhance student learning at this school.

PRINCIPLES WHICH UNDERLIE THE STUDENT CODE OF CONDUCT

- All students have the right to be safe.
- All students are to be valued and treated with respect.
- All students have the right to work and play in a secure environment. [Refer to school policies].
- All students should 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.
- 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.

RIGHTS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Students have the following rights</th>
<th>Students have the following responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to feel safe at school.</td>
<td>To learn and follow all the school rules.</td>
</tr>
<tr>
<td>The right to learn without interference from others.</td>
<td>To attend class prepared to learn and not interfere with the learning of others.</td>
</tr>
<tr>
<td>The right to be treated with respect and in a fair and equitable manner free from harassment.</td>
<td>To treat others with respect and resolve differences through discussion and compromise and not conflict.</td>
</tr>
<tr>
<td>The right to expect your property to be safe.</td>
<td>To take care of your own and other people’s property.</td>
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GUIDING PRINCIPLES
There are six basic guiding principles that make school life safe and happy for all students:
1. Move and play safely – [Is it safe for yourself, the school and others?].
2. Care for yourself, others and property.
3. Resolve problems calmly, sensibly and fairly – [Stop, Think, Do].
4. Respect others through your speech, behaviours and manners.
5. Work as well as you can and allow others to do the same.
6. Work towards establishing behaviour that reflects pride in your school and its values.

Teachers and students will establish appropriate classroom rules and behaviours consistent with school rules, and with developing classrooms as caring communities.

SCHOOL RULES
Everyone has the right to learn and play in a happy, safe and secure environment. The following behaviours are considered unacceptable. If a student chooses to display any of them, a staged response will be implemented in line with school policy.
- Punching, hitting, kicking
- Throwing stones, sticks, apples or any other dangerous missiles
- Playing with sticks (no sticks in hands at all)
- Leaving the school grounds or being out of bounds without permission
- Climbing trees or structures other than designated playground equipment
- Teasing, name calling and deliberately annoying another student
- Showing disregard for the property of others
- Bad language, insolence, disobedience and disruptive behaviour
- Failing to comply with the school’s ‘No hat …No play’ policy
- Not playing footy on the oval or other grassed areas
- Showing disrespect towards a staff member
- Entering the classroom or school building without teacher permission

IMPLEMENTATION OF THE STUDENT CODE OF CONDUCT
1. Students will receive a copy of the Code of Conduct for reference and to help facilitate understanding and awareness of school rules, consequences and empowerment strategies.
2. Students and parents will sign an Acceptance of the Student Code of Conduct.
3. Student wellbeing will be supported and addressed through the school’s policies and procedures for Behaviour Management, Bullying, Program for Students with Disabilities, Equal Opportunity, Health, First Aid, Mandatory Reporting, Medication and Sexual Harassment.
4. Kids Matter is the framework the school uses to help staff, parents and carers work together to create settings that better support children’s social and emotional wellbeing needs.
5. Students will be involved in relevant social skills programs to enhance their ability to display behaviours that reflect their knowledge of their responsibilities.
6. Students and teachers will continue to work collaboratively developing school rules and acceptable behaviours.
7. All teachers will consistently administer the school rules and their logical consequences.
8. All teachers will encourage pride in the school and a positive school spirit that promotes sharing, tolerance and empathy.
9. Anti social behaviour is viewed as a serious breach of the Student Code of Conduct and will not be tolerated.
10. Students will be given positive reinforcement that acknowledges and promotes their achievements, and where necessary, assistance and support to follow the Student Code of Conduct.
11. Students will be required to take appropriate responsibility for their behaviour and actions.
12. The school will provide adequate supervision in the playground.
13. All incidents requiring documenting, counselling and consulting with parents will be handled with discretion and abide by the school’s Codes of Conduct.
14. Support groups will be established for students with special needs to assist them to reach their potential.
15. Behaviour Modification Plans will be established to assist students in developing greater social competence.
16. Student Support Group meetings with parents or teachers will be established to address issues of concern.
17. A Student Wellbeing Officer will be identified.
18. Assistance will be sought from outside agencies when appropriate.

ACCEPTED CONSEQUENCES
1. Inappropriate behaviour implies the need for an accepted consequence to be implemented according to the Patterson Lakes Behaviour Management Policy and Procedures.
2. Serious and continued breaches of school rules may lead to suspension/expulsion procedures in line with the Department of Education and Training’s Guidelines.

RESTORATIVE CHAT TIME, DETENTION and SUSPENSION PROCEDURES
- Restorative Chat Time is for a breach of school yard rules.
- Restorative Chat Time is arranged as soon as possible following the incident.
- Restorative Chat Times will usually be taken by a teacher or the Student Wellbeing Officer.
- Students spend time at recess or lunch for their Restorative Chat, completing a values reflection sheet and discussing it with the supervising teacher. The sheet may be sent home at the discretion of the supervising teacher.
- If the values reflection sheet is sent home the student should then return it to the teacher concerned the following day.
- If there has been a more serious breach of the school’s rules a student will receive either an after school detention, an in-school suspension or out of school suspension the following day. Parents will be contacted by phone. A form will also be sent home to be signed and returned if a detention is given. The detention will take place from 3:30 – 4:00 pm with either the Principal, Assistant Principal or Student Wellbeing Officer. In-school suspensions will also be supervised by these members of staff.
ACCEPTABLE USE OF INFORMATION COMMUNICATIONS TECHNOLOGY (ICT) POLICY

RATIONALE
The purpose of this policy is to ensure that all use of ICT resources is legal, ethical and consistent with the aims, values and objectives of Patterson Lakes Primary School (PLPS) and the Department of Education and Training (DET) guidelines and its responsibilities to the students in its care. It is of paramount importance that ICT resources are used appropriately and professionally at all times.

Students spend increasing amounts of time online, learning and collaborating. Patterson Lakes Primary School believes the teaching of cybersafety and responsible use and behaviour is essential in the lives of students and is best taught in partnership between home and school.

AIMS
- To improve and enhance learning and teaching through a variety of ICT resources
- To ensure all members of the Patterson Lakes community are safe users (on and offline)
- To explicitly teach safe, responsible and ethical behaviour at school and by parents/carers in the home
- To understand that acceptable use of digital technologies is implemented at all times and in all environments
- To understand that some activities (on and offline) are illegal and as such must comply with State and Federal laws

IMPLEMENTATION

Part A - School support for the safe and responsible use of ICT
At PLPS we:
- use ICT as teaching and learning tools responsibly and with due care
- have all students agree to the Acceptable Use of ICT Policy
- implement a variety of security measures, ensuring that staff and parent/carers are made aware that the nature of ICT is such that full protection from inappropriate content and security can never be guaranteed
- have policies in place that outline the values of the school and expected behaviours when students use ICT (see list below)
- provide a filtered internet service and a secure network
- provide supervision and direction in online activities when using ICT for learning
- promote and implement appropriate, ethical and legal use of social networking, online conferences, discussion groups or other similar resources or tools
- support students in developing digital literacy skills
- will act in accordance with the PLPS Copyright Policy
- use the school’s mobile/wireless technologies for educational purposes
- implement a cybersafety program which is reinforced in the community
- provide support to parents/carers to understand this agreement, e.g. language support and information evenings

Part B - Student Agreement
When students use ICT, they agree to:
- be a safe, responsible and ethical user whenever and wherever used
- support others by being respectful in positive communication
- inform a teacher if unsafe, unethical or illegal behaviours are known
- seek to understand the terms and conditions of websites and online communities and be aware that content uploaded or posted forms a ‘digital footprint’
- protect privacy rights and those of other students by not giving out personal details
- use ICT resources for educational purposes only (including not altering system files, configurations, or folders and not downloading, uploading, storing or concealing unauthorised files)
- use social networking sites in an appropriate, ethical and legal manner
follow appropriate copyright procedures when using ICT resources
follow correct procedures if inappropriate or offensive material is accidently accessed
respect network security, the data of another user and the privacy of user names and passwords (including not inserting a CD, DVD, USB or flash drive that contains or has contained viruses, has been stored in an unsafe manner, is damaged or contains unapproved school content)
save and store files on school ICT equipment with appropriate file names
use ICT equipment appropriately at all times and with due care
apply this policy on school excursions, OSHC, camps and extra-curricula activities
adhere to this policy when using a 1:1 device at school and when accessing DET resources away from the school
select activities that fall within the Student Code of Conduct
adhere to the use of online services, i.e. Office 365 and Google Apps for Education (GAFE)
be aware that when using school resources and spaces at home all of the policies listed below apply

Non Compliance
Depending on the nature of the inappropriate use of ICT resources, non-compliance with this policy may constitute:
- serious misconduct
- unethical behaviours
- harassment
- discrimination
- a criminal offence, in accordance with State and Federal Laws
- a threat to the security of the school network and equipment
- an infringement of the privacy of staff and other persons
- exposure to legal liability
- installing, downloading, saving or running unauthorised programs and apps, including games, is a breach of respect for network security

Non-compliance with this policy will be regarded as a serious matter and appropriate action, including limited or suspended access, may be taken.

Where there is a reasonable belief that illegal activity may have occurred, PLPS may report the suspected illegal activity to the police.

Other PLPS ICT related Policies
This policy operates in conjunction with DET "terms of service", including:
- DET ICT Policy (this includes 1:1 devices)
- PLPS Copyright Policy and Australian Copyright Law
- Mobile Phone Policy
- Student Engagement and Wellbeing Policy
- PLPS 1:1 Program Policy

ADDITIONAL INFORMATION PROVIDED BY THE DET WEBSITE INCLUDES

Advice to support the safe and responsible use of ICT at home
At PLPS, ICT is used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

The term ‘space’ is used here to describe any activity that works like a community with live interaction and the capacity for your child to chat with others, personalise their space, store and share information, including gaming. Each space has a purpose, audience and tool set including those around security and protection. The internet also provides access to websites with information, images and videos for students to view. Not all content is presented as a space.

Be a safe, responsible and ethical user whenever and wherever I use it.
The school's Student Engagement and Wellbeing Policy outlines the values of the school and expected behaviours, including ICT behaviour. Some portable technologies provided by the Department of Education and Training may be available in students' homes.

Support others by being respectful in how I communicate with them and never write or participate in online bullying
Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone's face. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Bullying online can take a number of forms from repeated messages to exclusion from social spaces. Students who forward
messages or participate in the exclusion may not see themselves as bullying. These actions also contribute to
the hurt and distress of others.

Talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe,
inappropriate or hurtful online behaviour.
Incidents online often go unreported. Students have reported their reasons as embarrassment, a belief that
online issues are theirs to solve as adults don’t understand, a feeling that reporting it will make it worse and the
most common reason given is a fear that they will lose access to their technology.

Students are advised to report an incident if:
• they feel that the welfare of themselves or other students at the school is being threatened
• they come across sites which are not suitable for their school
• someone writes something they don’t like, or makes them and their friends feel uncomfortable or asks them
to provide information that they know is private
• they accidentally do something which is against the rules and responsibilities they have agreed to

Seek to understand the terms and conditions of websites and online communities and be aware that
content I upload or post is my digital footprint.
Many websites/spaces have conditions of use, such as ownership of the content and the age of participants.
For example: Children under 13 years of age are not permitted access to Facebook. When posting information
online - A good rule is “Don’t post what you wouldn’t want your Grandparent, Principal, or future boss to read.”

Protect my privacy rights and those of other students by not giving out personal details including full
names, telephone numbers, addresses and images.
Students like to publish information about themselves and their friends when using blogs and appropriate social
media. This can put them at risk of being approached, groomed or bullied online. To avoid this we recommend they:
• limit the use of their own name, especially in non-school spaces
• don’t use their own name, but develop an online name and use avatars
• don’t share personal details, including images of themselves or their friends online
• password protect any spaces or accounts they have
• don’t allow anyone they don’t know to join their chat or collaborative space
• are reminded that any image or comment they put on the internet is now public (anyone can see, change or
use it) so no full names should appear in reference to individuals in any image, movie or sound recording
• always make the space private so that they can control who sees their space and can communicate with
them
• understand the terms and conditions of any website or online community that they might join.

Use the internet at school for educational purposes and use the equipment properly
It is important to realise that there is a time for fun and a time for work. Students may often see these times as
‘free’ opportunities. By taking care of the equipment, and thinking carefully about printing and downloading from
the internet, students can save time, money and the environment. Staying on task will reduce the risk of
inappropriate access and teach students strategies to use technologies for their learning.

Use social networking sites for educational purposes and only as directed by teachers.
Web 2.0 tools and social networking spaces allow students to be contributors to the web and to work
collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts
can all be legitimate educational activities which allow students to publish, share and inform others and be
active contributors to the web. It is important for students to understand that working in a collaborative space as
part of a learning task, has a very different purpose to using a social networking space to link up with friends in
their own time. Protocols for what will be considered acceptable practice in the collaborative space will be
established in class, where these spaces are used at school.

Abide by copyright procedures when using content on websites (ask permission to use images, text,
audio and video and cite references where necessary).
Music, information, images and games on the internet are owned by someone. The term copyright is a legal
one and there are laws to enforce it. Not only is breaking copyright morally, ethically and legally wrong, it can
introduce potential risks. By downloading a ‘freebie’ you can risk bringing a virus or spyware to the computer or
system. These can destroy a computer system or provide hackers with details such as passwords and bank
accounts. Peer to peer sharing software like Limewire and Bit-torrent can sometimes share music and files
illegally, and make computers vulnerable.

Think critically about other users’ intellectual property and how I use content posted on the internet,
not simply copy and paste information from websites.
Not everything on the internet is true, accurate or unbiased. The school is working to teach digital literacy skills,
which enable students to locate, evaluate, and use information effectively on the internet. It is important that
your child respects the Intellectual Property of people who contribute resources online. Students should use their own thoughts and language to express what they have learnt, and avoid simply copying and pasting information from the internet.

Never interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.

Never reveal a password to anyone, except the system administrator or classroom teachers.

Never bring or download programs without permission, including games, to the school or run them on school computers or 1:1 devices.

Never deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images).

In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students who deliberately seek out inappropriate content or use technologies which bypass filters, will have their internet access reviewed and their parent/carers will be immediately informed.

Computer facilities are for the use of all students so due care should be taken at all times when using these resources. Students are responsible for everything done using their accounts, and everything in their home directories. Students need to keep their password secret and not gain access to other students’ login details. The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses, etc and these put all school equipment and student work at risk.

When using my device, I will:

- protect the privacy of others and never post private information about another person using Short Message Service (SMS) or post to any shared space
- comply with and abide by the conditions outlined in the mobile phone policy (DET policy)
- abide by the age limitations as set by the space’s terms and conditions
- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos I take or video I capture and never use these as a tool for bullying

Mobile digital devices are a seamless part of our lives. The school allows the use of digital technologies as a tool to enhance the capacity for learning in a classroom.

The recording of images and sounds can breach students’ rights under the Australian Federal Government Privacy Act. Sometimes students are reluctant to tell their peers that they don’t want their image or voice recorded. The Privacy Act says that the posting and sharing of information online or in any other way requires consent.

This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to. Schools are required to obtain signed authority for any work, images or information posted online. All citizens need to respect the privacy rights of others and students are no exception. A sample consent form for requesting permission is available on the DET website. Consent can be withdrawn at anytime. (http://www.education.vic.gov.au/management/elearningsupportservices/www/formsstems.htm#H2N10064)

Key Discussion Questions for parents to ask
At home we recommend you make some time to find out how your child is using their time on their devices. Make some time to sit with them online and ask questions such as:

- What is it that is so enjoyable about the activity or space you are using? What is it’s purpose?
- How does it work? How do you set it up? What are the conditions of use?
- Who else is sharing or in this space? Do you know them or did you ‘meet’ them online? How can you control who is in your space?
- Can you see any risks or dangers in the activity? What would you say to warn/inform a younger child?
- What are you doing to protect yourself or your friends from these potential dangers?
- When would you tell an adult about an incident that has happened online? Who would you tell?
- When wouldn’t you tell and why not? Research shows that students are reluctant to report issues and put at risk their internet/phone access.
- What are the age limitations for using this space?
Encourage your child to set their space to ‘private’ if they use social networking or are involved in any special sharing sites or activities of any kind. They are then in control of who can contact them and access their information. Allow them only to make contact with people they have met in real life. Ensure that all internet activities occur in a shared place— not your child’s bedroom. Negotiate appropriate times for online activities and use of mobile phones. Consider the use of ‘safe search filters’ freely available as settings on Google, Bing, etc.

If you have any concerns about this agreement or ideas for making the agreement better contact the Principal or the Assistant Principal.

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers can call Parentline 132289 or visit http://www.cybersmart.gov.au/report.aspx

RESOURCES
Acceptable use policy: DET Information, Communications and Technology (ICT) Resources

EVALUATION
This policy will be reviewed as part of the school’s three-year review cycle.

CERTIFICATION
This policy was adopted at the School Council Meeting held at Patterson Lakes Primary School in March, 2014 and minor amendments have been made for review early in 2017.
Dear Parents/Guardians,

Each year the school will attempt to arrange head lice inspections of students. The management of head lice infestation works best when all children are involved in our screening program. The school is aware that this can be a sensitive issue and is committed to maintaining student confidentiality.

Before any inspections are conducted staff will explain to all students what is being done and why, and it will be emphasised to students that the presence of head lice in their hair does not mean that their hair is less clean or well kept than anyone else's. It will also be pointed out that head lice can be itchy and annoying and if you know you have got them, you can do something about it.

The inspection of students will be conducted by the school's first aid officer.

The person conducting the inspections will physically search through each student's hair to see if any lice or eggs are present.

In cases where head lice are found, the person inspecting the student will inform the student's class teacher and a note will be sent home with students alerting parents that a case of head lice has been found in that class. No student names will be mentioned. The school will contact you to collect and have your child treated, and if required, will provide comprehensive advice about the use of safe treatment practices which do not place children's health at risk.

Please note that the Department of Education and Training guidelines stipulate that a child should not return to school until appropriate treatment has commenced.

Please complete the 'Consent Form – Headlice Inspections 2017+' and return it to give your permission for 2017 and the duration of your child(ren)’s enrolment at Patterson Lakes Primary School.

Carole Mayes
Principal
PATTERSON LAKES PRIMARY SCHOOL

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Principal: Carole Mayes
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HOMEWORK POLICY

RATIONALE
Homework helps students by complementing and reinforcing classroom learning. It fosters good lifelong learning and study habits, encourages students to be responsible for their own learning, and provides opportunities for parents to participate in their child’s education.

AIMS
1. To instil a positive approach and attitude to home learning.
2. To ensure that students are provided with homework on a regular basis.
3. To assist student learning and the establishment of good homework patterns from early primary school.
4. To provide opportunities for students to develop organisational and time management skills, self discipline, personal responsibility for learning, and skills in using resources accessible outside the school.
5. To increase parent awareness and opportunities for participation in their child’s education.

GUIDELINES FOR IMPLEMENTATION
- Parents will be informed of the Grade’s Homework program at the beginning of the school year and at the commencement of each term.
- Parents will be encouraged to show a positive attitude towards homework and may be required to assist by discussing the task, suggesting ideas, assisting their child to gather and interpret information, encouraging their child to complete homework by the due date and providing feedback to the teacher.
- Teachers will endeavour to ensure that homework is:
  - documented with parent and student friendly language
  - presented using language consistent with the student’s skill level and age
  - balanced with a range of recreational, family and cultural activities
  - purposeful, meaningful and relevant to the curriculum and where appropriate, open ended
  - monitored and/or assessed by teachers with feedback and support provided
- It is the responsibility of the Year Level coordinators to ensure the department team is consistent in year/class expectations, communicate clear timeline expectations to students and families and that the construction of the Homework Grid is in student/parent friendly language.
- Teachers will discuss the content and requirements of homework tasks with children and will give students enough time to complete homework, taking into account home obligations and extracurricular activities.
- Students will be encouraged to take responsibility for planning and completing homework by the due date. They will be given assistance in developing time management skills and managing outside school commitments.
- Students who have difficulties completing homework requirements will be encouraged to discuss alternative arrangements with the teacher concerned.
- The completion of tasks using a variety of mediums will be encouraged. It is not an expectation that a computer or Internet is accessible and therefore computer generated completion is not a requirement.
- Failure by students to complete homework on a regular basis will be followed up by teachers with parents.
- There will be opportunities for consultation between parent and teacher if the child is requiring extension or is having difficulty with the content of the homework.
- School Council, in partnership with the Principal and teachers and after consultation with parents and students, are responsible for developing and publishing a Homework Policy consistent with the Victorian Schools Policy and Advisory Guide.
- Homework activities and requirements will generally be based on the Years Prep–2 and Years 3–6 guidelines below.

Last ratified: August 2016
Year Level Guidelines
Years Prep - 4
Homework:
- Should not be seen as a chore
- Will generally not exceed 30 minutes a day or be set on weekends or during vacations
- Will consist of English and Mathematics
- Enables the extension of class work by practising skills or gathering of extra information or materials

Types of Activities may include:
- Home Reading; consisting of daily reading to, with and by parents, caregivers or siblings,
- Spelling
- Practice exercises and informal tasks
- Completing unfinished class work

Years 5 and 6
Homework:
- Will generally range from 30-45 minutes a day
- Will consist of English and Mathematics

Types of Activities may include:
- Daily independent reading
- Extension of class work, projects and assignments, essays and research.
- Practice exercises
- Completing unfinished class work

EVALUATION
Guidelines are updated annually and/or as per DET recommendations.

CERTIFICATION
This policy was adopted at the School Council Meeting held at Patterson Lakes Primary School on August 16, 2016.

Signed.............................................. Signed........................................................
School Council President    Principal

Last ratified: August 2016
RATIONAL
Patterson Lakes Primary School emphasises that all members of the school community operate in an environment that is both safe and supportive, free from physical, emotional, cyber and social harassment and where individual rights are respected.

AIM
To support students through providing a safe and respectful school environment and to prevent bullying, cyberbullying and other unacceptable behaviours.

GUIDELINES
Definition – Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Rights and responsibilities of the individual – At Patterson Lakes Primary School students, staff, parents and visitors to the school have the right to be treated with respect as worthwhile individuals. Every student at Patterson Lakes Primary School has the right to an education in a safe environment free from bullying and harassment. With these benefits and individual freedom comes a duty of the individual to act responsibly to others and within the school community. It is the responsibility of all individuals to refrain from indulging in bullying behaviours.

IMPLEMENTATION
Strategy to deal with bullying
- An Emotional Intelligence program is implemented from Prep to Year 6. This program draws on a variety of resources designed to provide students and teachers with strategies to deal with bullying behaviours. This program aims to build resilience.
- All students and parents will sign and agree to the Internet acceptable use policy.
- In the case of a bullying incident the following steps will be taken (Support Group Approach):
  1. Information about the bullying situation is collected.
  2. The victim meets to obtain more information.
  3. Empathy is expressed for the victim’s situation.
  4. The victim’s permission is sought to hold a support group meeting (using the restorative practices script and/or Circle Time) with the students involved. It may also be appropriate to have bystanders and supportive classmates involved in this meeting.
  5. The victim’s situation is described in order to elicit an empathic response from the group. Everyone is asked to make suggestions for improving the situation for the victim.
  6. Parents will be contacted to inform them of the outcome, where appropriate.
  7. A follow up (or sooner/more regularly if required) meeting will be held to review progress:
     o The victim (formally or informally) meets again to see if there have been any changes.
     o Each student in the support group informally meets about what they have been able to do.
- If the bullying situation continues and the bully/bullies choose not to change, then a Values Reflection Sheet will be completed and the following consequences will take place:
  o Having ‘re-think’.
  o Internal suspension.
  o External suspension (in line with Department of Education and Training Guidelines).
  It may also be relevant to involve Student Support Services Officers, such as social worker or psychologist.
- In order to ensure that bullying and harassment are not tolerated, we must all speak up and report cases, even at risk to ourselves.

This requires staff to:
- Be role models in word and action.
- Be observant of signs of distress, suspected incidents of bullying or bullying behaviours.
- Take immediate steps to help victims without placing the victim at further risk.

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• Report suspected incidents to the appropriate staff member who will follow up to ensure that the bullying ceases. This process may involve the classroom teacher, Year Level Coordinator, Wellbeing Officer or Assistant Principal. The Assistant Principal will consult with the Principal for serious breaches of the behaviour code.
• Inform students that the situation has been dealt with.
• Based on teacher discretion, inform parents that the situation has been dealt with.

Note: If a situation is of a medium – serious breach of school rules, initial contact will be made before the end of the school day, to inform parents that the situation is being dealt with.
When the situation has been dealt with, follow up contact will be made within 24 hour, where practicable.

**This requires students to:**
• Refuse to be involved in any bullying situation. If present when bullying occurs he/she should take some form of preventative action and report the incident.
• Avoid retaliation. It is important to take other action such as asking the bully to stop, laughing it off or telling someone who will support you.
• Refrain from bullying behaviours.

**This requires parents to:**
• Be role models in word and action.
• Watch for signs of distress in your child.
• Encourage your child to not retaliate.
• Be watchful of your child exhibiting bullying behaviours.
• Let your child know regularly and firmly that you disapprove of bullying. Students who come from families that oppose bullying are less likely to bully others.
• Avoid any type of bullying at home. Deal firmly with siblings who attempt to bully one another.
• Encourage your child to see the positive side to other students, rather than express contempt and superiority.
• Model and encourage respect for others. Emphasise seeing things from another’s point of view.
• Encourage your child to act courageously and support any other student that is being bullied.
• Develop resilient social skills in your child, such as speaking assertively, negotiating, expressing their own opinion and using a confident voice.
• Talk to your child about the qualities associated with developing true, caring friendships and assist them to build and maintain these friendships.
• Be willing to attend meetings at school about the incident.
• Support the school’s approach and work closely with the school to prevent bullying.

**When an incident does occur families are encouraged to follow the recommended procedures:**
1. Parents are encouraged to listen to their child and approach the classroom teacher to discuss the matter and to establish all the facts.
2. The next step is to speak with the Year Level Coordinator if the classroom teacher is unavailable.
3. In the absence of the Year Level Coordinator please refer the matter to the Wellbeing Officer.
4. The final stage when working through an incident is with the Assistant Principal. The Assistant Principal will refer the matter to the Principal, if required.

Upon completion of the above procedure, an appointment can be arranged with the Principal if concerns still exist.

This policy should be read in conjunction with the ‘Student Wellbeing and Engagement Policy’ where procedures are outlined. When teachers, students and parents work together on bullying, we can create a school environment that allows the student to maximise his/her potential without interference from others.

**EVALUATION**
Guidelines are updated annually and/or as per DE&T recommendations.

**CERTIFICATION**
This policy was ratified at the School Council Meeting held at Patterson Lakes Primary School, September 13, 2016.

Signed: .................................................. School Council President
Signed: .................................................. Principal

Last Updated: September 2016
I have read the Acceptable Use of Information Communications Technology (ICT) Policy carefully and understand the significance of the conditions and agree to abide by these conditions during 2017 and for all future years whilst attending the school. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers call Parentline 132289 or visit http://www.cybersmart.gov.au/report.aspx

Name of Student(s):

Class: _____ Signature: ______________ Date: __________

Class: _____ Signature: ______________ Date: __________

Class: _____ Signature: ______________ Date: __________

Class: _____ Signature: ______________ Date: __________

Class: _____ Signature: ______________ Date: __________

I acknowledge that the school may wish to publish my child(ren)'s school work and/or digital image of activities and achievements as part of a group or an individual for promotional purposes on the school web site, School TV or in Local Newspapers or as part of public displays at school, local shopping centres or online.

I allow the school to review my child(ren)'s accounts, files and online storage in order to determine the appropriateness of specific usage or saved articles in accordance with these guidelines and policies.

I also recognise that although the school has monitoring and filtering procedures in place to restrict access to controversial materials this is not always possible when using the Internet. I understand that my child(ren) is/are asked to use his/her discretion and use the Internet, school resources and equipment with due care and for school purposes only.

任せ Parent/Guardian’s Signature: __________________________ Date: __________

I give permission for my child(ren) to – [Please tick ✓ the appropriate response]

☑ Yes ☐ No Publish written &/or artwork on the internet, local newspapers and displays using first name and class only.

☑ Yes ☐ No Appear unnamed in photographs and/or video on the school web site, School TV, local newspapers or displays in print and/or digital media portfolios.

☑ Yes ☐ No Be included named and un-named in the class digital portfolio.

If you answered no to any of the above, please state any special considerations, such as withholding the name if published, or any reasons of which we should be aware, regarding not publishing your child(ren)'s work, names or photographs on the school's web site, the Internet or in displays.

任せ Parent/Guardian’s Signature: __________________________ Date: __________
STUDENT CODE OF CONDUCT 2017+

I/we have discussed the School Rules and Consequences with my/our child/children, including the procedures for 'Restorative Chat Time', 'Detention' and 'Suspensions'.

Name of Student(s): ___________________________ Class: __________

______________________________ Class: __________

______________________________ Class: __________

______________________________ Class: __________

Parent/Guardian’s Name: ______________________________________

Signature of Parent/Guardian: ___________________________ Date: ________

HEADLICE INSPECTIONS CONSENT FORM 2017+

I hereby give my consent for my named child(ren) to participate in the school’s Headlice Inspection Program at Patterson Lakes Primary School during 2017 and for all future years whilst attending the school.

Name of Student(s): ___________________________ Class: __________

______________________________ Class: __________

______________________________ Class: __________

______________________________ Class: __________

Parent’s / Guardian’s Name: ___________________________

Signature of Parent/Guardian: ___________________________ Date: ________