Welcome

Eastwood Primary School extends a very warm welcome to members of our school community.

At Eastwood we actively promote a school/home partnership. Parents are encouraged to communicate regularly with us with regard to their children and opportunities for school community feedback are provided. We appreciate the fact that parents support us by reinforcing the values and skills which are promoted and developed at Eastwood. This alignment with the school assists in ensuring that children value their education and get the most out of their school experience.

At Eastwood we welcome and value parents’ participation in the life of our school. It is an important factor in making sure that the best possible learning outcomes are achieved by children. It also makes it possible to greatly increase the range of worthwhile activities we do at school. You can participate both formally and informally through:

- Parent Helpers in classrooms
- Assistance with sport or athletics
- Participation in school excursions or whole school activity days
- Joining a School Council committee
- Attending working bees to assist with ground improvement or help in the Community Garden
- Supporting social/fundraising events.
- Or simply just staying up to date with news about what is happening at school.

Whatever you decide to be involved in we are confident that you will enjoy your time at Eastwood and look forward to a long and happy association with you.

Lee Ann Green
Principal, on behalf of the Staff and School Council

Contents

Office Hours ......................................................... 3
2013 Term Dates .................................................. 3
School Times ....................................................... 3
Days to Remember ............................................... 3
Keeping in Touch ............................................... 3
Community Contacts ........................................... 3
Out of School Hours Care Program ......................... 3
Victorian Essential Learning Standards (VELS) .......... 4
Literacy and Numeracy .......................................... 4
Prep Program ..................................................... 5
Assessment and Reporting ..................................... 5
Specialist Programs ............................................. 5
1:1 Tablet Program ............................................. 5
Homework ....................................................... 5
Library Books .................................................... 6
Eastwood Deaf Facility ........................................... 6
Individual Needs ................................................. 6
Services for Koorie Students .................................. 7
Extracurricular Options ........................................ 7
Classroom Helpers .............................................. 7
Religious Education ............................................. 7
Primary Prevention, Early Intervention and Restoration ......................................................... 8
Behaviour Management ......................................... 8
Code of Practice .................................................. 8
Mobile phones/Media players ................................. 9
Parent Payments ............................................... 9
Education Maintenance Allowance ......................... 9
Excursion payments ............................................ 9
Excursions and Extra-Curricular Activities ............. 10
Support for Families ........................................... 10
Permission Forms ................................................ 10
Lost Notices, Forms or Newsletters ....................... 10
Accidents and Illness whilst at School .................... 10
Illness ............................................................. 10
Children’s Health ............................................... 11
Immunisation Certificate ..................................... 11
Physical / Medical Conditions ............................... 11
School Injuries and Insurance ............................... 11
Lost Property .................................................... 11
Rubbish Free Lunches ....................................... 12
Canteen .......................................................... 12
Volunteers at School ........................................... 12
Walking to School .............................................. 13
Riding to School ............................................... 13
Sub-Committees ............................................... 13
Uniform .......................................................... 14
General Info

Office Hours
8.30 AM – 4.30 PM  Monday to Friday.
9870 6103 - message bank is available outside these hours and also during school holidays.

Term Dates
Term 1: First day of term, 30th January
  Last day of term, 28th March 2.30 PM finish (Thursday)
Term 2: First day of term, 16th April (Tuesday)
  Last day of term, 28th June 2.30 PM finish
Term 3: First day of term, 15th July
  Last day of term, 20th Sept 2.30 PM finish
Term 4: First day of term, 7th October
  Last day of term, 20th Dec 1.30 PM finish

Pupil free days approved by School Council are March 12, April 15 and another TBA.

School Times
8.57AM  Children assemble
9.00 AM  School commences
10.40 AM  Morning recess
11.10 AM  School programs continue
12.50 PM  Lunch recess.
Children eat lunch in rooms until 1.00 PM then go out to play unless the weather is extreme.
1.50 PM  Afternoon program commences
3.30 PM  Dismissal of school

Preps do not attend on Wednesdays during the month of February.

Days to Remember
Mondays  3.00 PM —School Assembly is held in the Ray Symons Centre. There is no assembly on the first day of each term.

Tuesday  School Bank

Thursday  Newsletter published weekly

Keeping in Touch
Every Thursday families receive the school’s newsletter, Epsilon, containing important dates and interesting items of school and community news. It is distributed via email or printed and sent home with your youngest child. Each week a copy is put on the password protected section of the website.

The school’s website has up to date information with all events, notices and permission forms on the calendar www.eastwood.vic.edu.au.

In years 3-6 each child has a diary to record homework and special events. It can also be used for parents and teachers to communicate with each other. Your child’s diary will be checked regularly and is to be brought to school daily. Please sign any messages from teachers, so we know you have seen the diary.

Community Contacts
Principal: Lee Ann Green 9870 6103
Deaf Facility: Simon Shepherd 9870 6105
Class Teachers: Send a note or telephone for an appointment. Teachers will be pleased to discuss any school issues and provide assistance.

School Council: A contact list is in each issue of the school newsletter (Epsilon).

Class Parent Representatives: Listed in Epsilon at the commencement of each year.

School Email: eastwood.ps@edumail.vic.gov.au
School website: www.eastwood.vic.edu.au

Out of School Hours Care Program
The School offers an Out of School Hours Care Program run by OSH Care4KIDS from 7.00AM —8.45 AM and 3.30 PM —6.00pm school days. Child care is also available on Pupil Free Days from 7.00 AM —6.00 PM numbers permitting.

For all enrolment and booking information, please contact OSH Care4KIDS on 98710344 or http://www.oshcare4kids.com.au.
Student Learning

Teaching teams work closely together to plan and deliver curriculum. Term planning of Literacy, Numeracy and Integrated Units of work along with weekly level planning meetings enable teachers to meet the learning needs of all children. Teaching approaches, strategies and assessments are comprehensively planned at team level to maximise student learning.

Teachers often teach in teams sharing responsibilities for a range of student groups both within and across classes. Students benefit from a range of support and expertise so where possible in the school we open up learning spaces to enable team teaching.

Victorian Essential Learning Standards (VELS)

VELS outlines the curriculum for all students from Prep to year 10 in all Victorian schools. VELS describe what students are expected to know and be able to do at different stages of learning.

The VELS focus on three main areas that are important to the development of a well-rounded and confident young person.

They are:

- **Discipline-based learning** – knowledge and understanding from the key subjects of English, Science, Mathematics, Humanities, Languages and The Arts.

- **Physical, personal and social skills** – such as being active and healthy, developing self-confidence, managing personal learning and working with others. This area also explores the concept of citizenship within the local, national and global community.

- **Other essential skills** – that apply across curriculum areas, such as thinking, design, problem-solving, communicating and using information and communications technology.

In order to implement the standards an integrated approach is used with teachers planning programs and units of work which address one or more strands and relevant domains. Learning within these units of work is planned for using real life linking of activities across the domains and dimensions.

Literacy and Numeracy

Literacy and Numeracy are the foundations of all learning, and so the Early Years Literacy and Numeracy Programs are a high priority at Eastwood.

All children entering school are assessed by their class teachers early in the school year. The Prep Entry Assessment Procedure helps to determine each child’s literacy and numeracy needs and ensures that plans are made for the individual learning needs of all children.

While in the years Prep to 4, your child will participate in the Early Years Literacy and Numeracy Programs. These programs feature ongoing assessment of all children, using a range of procedures, which enable teachers to closely monitor each child’s learning.

A daily Literacy session is timetabled to provide maximum opportunity for children to master the basics of speaking and listening, reading and writing during the early years of primary school. In our structured classroom program, literacy skills are taught according to the learning needs and readiness of the children.

The Literacy progress of children is monitored continuously, to ensure that learning tasks are planned to meet individual needs, and that children who require additional assistance are identified. Children who require additional assistance in year one may receive 1:1 daily tuition as participants in our Reading Recovery program. In Years One to Four intervention programs operate for small groups of children who require additional assistance.

The Early Years Numeracy Program has been based on the model of the Early Years Literacy Program. The Numeracy Interview (Prep to 4) at the start of the year enables teachers to plan for the learning needs of all children in the areas of number, measurement, chance and data, space, mathematical structure and working mathematically. Features of the structured classroom program include a daily one hour numeracy block, grouping students for effective instruction and continuous monitoring and assessment of students.

Middle Years Literacy and Numeracy programs are in place for students in years five and six. The emphasis is on developmental learning with
small group teaching. Continual monitoring of students’ progress ensures literacy and numeracy programs are accurately planned and relevant for all students.

Middle Years Literacy develops students' higher order literacy skills and emphasises the need for students to develop self-management strategies. Numeracy in the middle years involves core mathematical knowledge, the capacity to critically apply what is known in a particular context and the actual processes and strategies needed to communicate what is done and why.

**Prep Program**

Throughout their early years children need to experience an integration of child-directed play and learning; guided play and learning; and adult-led learning. We know that learning must involve children’s engagement, and play is essential to stimulate children’s intellectual, physical, social and creative abilities. The learning program at Eastwood is planned using Victorian Essential Standards ~ VELS to provide opportunities for active play and adult-led learning to extend and support development.

**Assessment and Reporting**

Assessment and Reporting are essential elements of the learning and teaching process and are vital to the way students think about themselves and are engaged in the process of learning.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Reporting is the process by which information on student achievement, including plans for their future learning, is communicated to students, parents and other teachers.

The Assessment and Reporting program enables parents to be fully informed of their child’s progress.

Elements of the program are:

- Year level information evenings early in the school year where learning programs are explained.
- Written reports at the end of terms two and four.
- Parents are invited to request a meeting in February.
- Parent/Teacher/Student meetings are held in term 2 to discuss student progress, areas for development and goal setting.

Students in years 3 & 5 participate in NAPLAN the National Assessment Program: Literacy and Numeracy in term 2 results are available for parents at the end of term 3.

**Specialist Programs**

At Eastwood Specialist Programs are provided in:

- Physical Education
- Visual Arts
- Performing Arts
- LOTE Auslan (Australian Sign Language)

**1:1 Tablet Program**

In 2013 we are introducing a 1:1 Tablet Program in years prep, five and six. This 'opt in' program will be phased in over the year.

The first phase is for senior students in years 5 and 6 which will begin at the start of 2013. The second phase is for prep students, and this will start after the first term when teachers feel the children are ready.

**Homework**

Eastwood has a Homework Policy so that over seven years children can develop home study skills, practise their school work and keep parents in touch with their children’s educational programs. Details will be explained to parents at the beginning of each school year.

The aims of homework outlined in school policy are:

- To build the partnership between teachers and parents in promoting children’s learning.
- To provide children with the opportunity to demonstrate their learning to parents.
- To provide children with the opportunity to practise skills and complete classroom tasks.
- To develop and encourage in children responsibility for managing their out of school time through self motivation and self discipline.

Specific requirements with regard to homework are relayed to parents during parent information sessions in February.
You can help your child with homework by:

- Taking an active interest in their homework – discuss homework tasks
- Providing a dedicated place for homework if possible
- Ensuring that your child keeps a homework diary (yrs 3-6)
- Reading texts set by teachers and discussing them with your child
- Encouraging your child to balance the time spent between homework and other activities.

Library Books

Students borrow library books during class library sessions.

Students are responsible for the care and return of library books. Both at school and home library books are to be kept in protective library bags.

If a book is damaged or lost whilst on loan to your child you will be asked to contribute to the repair or replacement of the stock to ensure it remains available for all to borrow. If your child has an overdue book a note will be sent home by the class teacher; your prompt attention would be appreciated so your child can resume borrowing privileges.

Please ensure library books are kept in a safe and highly visible place in your home so they don’t get mixed amongst your child’s books.

Eastwood Deaf Facility

Eastwood Deaf Facility has been part of Eastwood Primary School since 1992, the first Primary Deaf Facility of its kind established in Victoria.

Our deaf and hearing impaired students are actively involved in all aspects of the school curriculum, participating fully in classroom and specialist programs. We have a range of oral, sign support and Auslan students at our Facility currently.

Students are supported in their learning by Teachers of the Deaf, who work alongside classroom teachers to provide rich, diverse learning experiences for all students.

All Facility students have an Individual Learning Plan provided by their Teacher of the Deaf.

All Facility students receive 1-2 hrs withdrawal time daily reinforcing and extending the students’ knowledge in a range of curriculum areas as well as access to a qualified Speech Therapist and regular visits by Australian Hearing Service.

Facility students are afforded the same opportunities as their hearing peers and are encouraged to apply for a range of leadership positions that the school offers.

Some of our past students have been Sports Monitors, Class captains and School Captains! Auslan is provided as our LOTE, which all Eastwood students have been enthusiastically learning, which has strengthened the connections between the Facility and mainstream students.

Individual Needs

Every child is treated as unique at Eastwood where we provide learning programs which aim to cater for all of the individual needs of our students. Specific individual needs include gifted students, children with particular talents, Deaf and Hearing-Impaired students, students who require additional assistance, refugee students, students who speak languages other than English, and students with Disabilities and Impairments.

Teachers use a variety of methods to cater for the varying abilities of students. As part of the classroom program, children work in learning groups based on their ability in a particular subject area eg in guided reading activities and maths rotations. Also, teachers plan for differentiating students using a variety of methods. These can include catering for different learning styles; using graphic organisers and Bloom’s Taxonomy to develop higher order thinking; using tools like William’s Taxonomy and questioning to develop creative thinking; as well as incorporating thinking tools like Edward De Bono’s Six Thinking Hats and CoRT Thinking.

A variety of opportunities are provided for gifted and talented students at Eastwood. Students are invited to participate in externally run programs like GATEways, Tournament of Minds, Maths Talent Quest, Maths Olympiad and the National History Challenge. There will also be opportunities for students to participate in a selection of competitions (including writing, science, computer etc).

Eastwood has specialised support programs in place for children requiring additional assistance. Programs are provided for students having
difficulties in literacy including Reading Recovery, focussed small group work and individual teaching. ESL (English as a Second Language) students are provided with intensive support to assist in gaining an understanding of their community, social competencies, learning environment and academic development.

The student sport services program provides access to specialist learning and health support in all Victorian Government Schools. Specialist staff include educational psychologists, social workers, school nurse, student welfare coordinators, speech pathologies and curriculum consultants.

The school nurses conducts health assessments of Prep children, the nurse also responds to referrals from school staff regarding identified health issues for students at any year level and provide referrals to relevant health practitioners.

Services for Koorie Students

Victorian schools are committed to delivering the best possible education to Koorie students. The Wannik Strategy, Learning Together- Journey to Our Future includes more Koorie support workers in schools and the redesign of roles and responsibilities to ensure high level support for individual Koorie students and their families.

Extracurricular Options

A wide range of optional extracurricular programs are available for students in yr 3-6. Most of the programs routinely run on a Thursday afternoon, the others as advertised. They include academic challenges and assessment, instrumental music, choir, dance and regular sporting tournaments.

Classroom Helpers

Many parents are able to assist in classrooms helping teachers and students in many very practical ways including hearing children read, checking spelling words, taking small group activities and organising resources etc.

Religious Education

Christian Religious Education runs throughout the school depending on availability of CRE teachers. Parents may elect for their child not to participate if they wish this must be provided in writing to the school office. Bahai Classes are available by request if families wish their child to participate.

Ideas to Support your Child

- accept his/her ideas and suggestions with respect
- accept his/her individuality
- answer questions clearly and honestly
- be open to new things
- develop a questioning mind
- encourage clear speech
- encourage daily routines
- encourage independence
- encourage him/her to be responsible for household chores
- explain appropriate behaviours
- give positive praise as rewards
- let him/her initiate his/her own activities
- let him/her see he/she can be happy away from home
- listen intelligently to his/her comments
- model the use of manners
- pose problems
- provide him/her with experiences to talk about
- provide opportunity to play with other children
- provided materials for constructions
- read or tell a goodnight story
- recognise his/her 'time line' for growing and developing
- refrain from criticising others in front of him/her
- respect his/her property
- safeguard his/her physical health with adequate rest, proper diet and periodic dental and health examinations
- set the example - children will imitate
- share ideas and knowledge
- show him/her you are a good listener
- show patience and wait for him/her to finish
- show tolerance
- take him/her to libraries, parks, museums, zoos and other places of interest
- talk about school activities with him/her
- teach him/her a comprehensive safety code
- teach him/her to be a good loser and that games are for enjoyment
- teach him/her to listen to others when they speak
- teach him/her to respect the rights of others
- use the correct names of things
Student Wellbeing and Engagement

Within the school structure we have a clearly articulated Student Wellbeing and Engagement practice. Our approach includes whole school, small groups of children and individual students. It is broken into Primary Prevention and Early Intervention and Restoration. In each of these areas we have a number of strategies.

Primary Prevention, Early Intervention and Restoration

Programs which are directed at the whole school include:

- PATHS, A social and emotional literacy program from prep to grade 6
- Circle Time
- Restorative approach to relationships within the school
- Intervention

Programs which are for small groups of children and include:

- The Oasis program
- Restorative chats
- Social Intervention programs
- Artist in Residence programs
- Intervention and Restoration

Support services designed for individuals include:

- School Wellbeing Coordinator
- Chaplaincy
- Social workers
- Kids Hope Mentors
- Guidance Officer/Educational Psychologist

Behaviour Management

Behaviour Management at Eastwood includes:

- support to assist students in making more positive choices for themselves
- involvement of parents in the discipline process
- clearly stated rights and responsibilities.

There is a sliding scale of consequences depending on the severity and frequency of the behaviour. A leaflet detailing Eastwood Behaviour Management and Expectations is distributed at the beginning of the year. Classroom expectations specific to your child’s grade are contained in this leaflet.

Code of Practice

The Eastwood Primary School community has an established Code of Practice which sets out expectations for students and adults which guides the development of learning, respect for others and self responsibility.

The Code of Practice states that:

All members of our school community have the right to:

- be treated with respect and kindness
- grow in their understandings and abilities
- achieve success as an individual
- be safe while learning, playing and working
- enjoy their teaching and learning

All members of the school community have the responsibility to:

- respect the rights of others
- learn to grow from their duties and learning activities
- be cooperative and join in school activities
- be supportive and encouraging
- respect themselves, property and the school environment.
Mobile phones/Media players

Children are discouraged from bringing expensive items like mobile phones, hand held games etc to school. Any such items brought along will be secured in the office for safe keeping until the end of the day. The school cannot be responsible for items brought to school.

There are times when students bring their own media to school, for example the completing digital work at home, Signing Idol and performances. If students need to bring their devises to school for these purposes they must check it in with their teacher for safe keeping.

Payments and Forms

Parent Payments

At Eastwood we ensure that all communication with parents is clear and payments are fair and reasonable. Payment requests, letters or invoices for student materials and services charges are accompanied by the following information:

- parent/guardians are required to provide essential education items for their children, and they have the option of purchasing these through the school or through a local supplier, where appropriate.
- the availability of alternative payment options and an invitation to contact the assistant principal if the parent wishes.

Education Maintenance Allowance

The Education Maintenance Allowance (EMA) is provided to assist eligible families with the costs associated with the education of their children. To be eligible for receipt of the EMA you must:

- be either a parent or guardian of a primary or secondary school student up to the age of sixteen; and
- be an eligible beneficiary of a Centrelink pension, allowance or benefit within the meaning of the State Concessions Act 2004 or be a Veterans Affairs (TPI) pensioner or be a foster parent.

The eligibility criteria must be met as at the first day of Term 1 and Term 3. The EMA application must be submitted to the school once at the beginning of the year by 28 February for the first payment to be received. A second payment is made to eligible families in term 3.

From 2013, the Victorian Government is restructuring the EMA to better target financial support to families on lower incomes. Payments made direct to parents will be increased for eligible recipients at all year levels up to age 16, with an additional increase for parents with students in Years Prep and 7 in recognition of the additional costs at these transition points.

Families with children in primary school will receive $150.00 and secondary school will receive $250.00 per student. Schools will no longer receive EMA payments on behalf of parents.

The School Start Bonus (SSB) has been discontinued as a separate payment from 2013 and added to the EMA. As a result, parents of children in Prep and Year 7 will receive boosted EMA payments of $200.00 and $300 respectively.

The EMA provides an annual amount for students and is paid in two instalments. Parents have the opportunity of signing over the payment to the school.

Parents with continuing eligibility, who are paid the first instalment of the year through this school, will not be required to complete a new application for the second instalment. Parents, who transfer children to another school must reapply at the new school for the second instalment.

Application forms are available from the school office. Please bring your Health Care card or designated evidence of eligibility when you submit your application through the school office.

Excursion payments

Please place all money in a secure envelope. This envelope needs to be clearly marked with the reason for payment, your child’s name and their room number.

We ask that parents/guardians send all payments with their child. Students then hand it directly to their teacher on arrival to class. Teachers record
this payment and forward it to the office for processing. This procedure has been implemented to assist in the security of any payments made.

**Excursions and Extra-Curricular Activities**

A Term Learning Activity Fee form is sent home with each student at the beginning of every term. This form outlines the specific activities for that term and the cost involved. It is important that parents ensure payment is made by the due date noted on the Term Learning Activity form. This will enable your child to participate in each of the activities.

**Support for Families**

If you are having difficulties meeting the costs of uniforms, excursions and term learning activity fees please speak to the Assistant Principal, as we may be able to assist in some way. The school may also be able to provide practical assistance (eg casseroles, transport to school) for a short period of time.

**Permission Forms**

Permission forms give information regarding the specific activity and are sent home with students prior to the activity or excursion taking place. Students cannot participate without the written permission of their parent or guardian. Please ensure these forms are returned to the class teacher by the due date listed on the permission slip to avoid your child being unable to participate.

**Lost Notices, Forms or Newsletters**

Copies of notices are on the website, simply click on the calendar event for a copy. Spare printed copies are always available in the file to the left of the office window, please feel free to help yourself.

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**Absence, Punctuality and Illness**

It is important that parents notify the school of absences which occur. This can be done by phoning the school on the day of the absence and sending a note when your child returns to school. The Department of Education and Early Childhood Development requires that all absences are explained.

Punctuality is a social value to be developed and encouraged. It is a school expectation that your child arrive between 8.45 AM and 9 AM. The first lesson begins promptly at 9 AM.

**Accidents and Illness whilst at School**

Children are supervised from 8.45 AM until 3.45 PM each day. It is unwise to deliver children to school at a time when they will not be under supervision in the playground.

At the end of the day students are to leave the school ground and go straight home.

At Eastwood every effort is made to avoid accidents, however, in the event of an accident we provide necessary first aid for the child's welfare. If further medical assistance is required every endeavour will be made to contact you.

You can help in this regard by ensuring that we always have up to date telephone details for both parents and an emergency contact person. Please inform the office when changes occur in employment and/or telephone numbers.

**Illness**

Whenever a child becomes ill at school, he/she will be cared for while a parent or emergency person is being contacted to take charge of him/her.

Where any medical conditions which are relevant to the child’s welfare and comfort at school exist, please pass on such information to the teachers concerned.

Parents are asked to leave any medication to be taken during the day at the office and complete a medication plan. All medications should be
placed in a sealed envelope with the child’s name, date and dosage written on it.

It is expected that no child will be sent to school while suffering from contagious diseases, vomiting, diarrhoea, fever etc. Parents are required to provide written notification to advise the cause of absence as this is a legal requirement.

Children’s Health

If your child has any of the following illnesses please contact the school office as soon as possible. Children should stay away from school if they have contracted:

- Chicken Pox: Until recovered. Some remaining scabs are not an indication for continued exclusion.
- Mumps: Until fully recovered.
- Rubella: Until fully recovered and at least four days from onset of the rash.
- Impetigo: Until treated and covered.
- Measles: For at least seven days from the appearance of the rash or until a medical certificate of recovery is produced.
- Head Lice and Nits: Unfortunately this is very prevalent in schools at times and can affect the best cared for children. Be ever vigilant and please notify the school if your child does become infected.

Head lice Procedures:

- Inspect your child’s hair regularly, at least weekly.
- If needed, purchase treatment lotion from the chemist.
- Remove old eggs (with fine comb or fingernails).
- Parents must verify that children have been treated before the child is re-admitted to school.

More information is available from the school office or through the Department of Human Services website.

Immunisation Certificate

Children who begin school require an Immunisation Certificate. Children who are not immunised should be excluded from school if there be an outbreak of measles, diphtheria, polio or whooping cough.

State and Federal immunisation programs are conducted by the Maroondah City Council Health Department. All personal records of immunisation are kept with the Australian Childhood Immunisation Register. For further assistance or to obtain a school entry immunisation status certificate please call 1800 653 809. Parents are encouraged to allow their children to receive these treatments.

Physical / Medical Conditions

Please notify the school immediately of any physical defects in sight, hearing etc or conditions such as anaphylaxis, diabetes, asthma or epilepsy, so that adequate safeguards may be taken to protect the health of your child. Specific medical plans are required for some illnesses eg: anaphylaxis, diabetes & asthma.

School Injuries and Insurance

Parents and guardians are responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health fund, you may also be able to claim transport or other expenses from the fund.

Department of Education and Early Childhood Development does not hold accident insurance for school students.

Other insurance cover is available. The Department is aware of two insurers, JUA Underwriting Agency Pty. Ltd. and Willis Australia Ltd. that provide accident insurance policies for students. These policies provide specific benefits for students who are injured in accidents for a reasonably low cost.

Lost Property

We encourage children to take personal responsibility for their own clothing and property. All lost property is placed in the cupboard in the office foyer.

At the end of each term lost property is placed in the corridor between the two main buildings for parents and students to acquire items they may have lost.
Children are discouraged from bringing expensive items like mobile phones, hand held games etc to school. Any such items brought along will be secured in the office for safe keeping until the end of the day. The school cannot be responsible for items brought to school.

Healthy Lifestyles

Eastwood Primary School has a dedicated commitment to promoting a healthy lifestyle within our school community. This encompasses physical activity, healthy eating, care and concern for others and respect for cultural differences.

Health is incorporated into the curriculum across all year levels in the school, modelled through the provision of a healthy menu in our canteen, our physical education program and as a part of special celebrations in the school. Our Community Garden helps children to learn more about growing fresh food that is so important in a healthy lifestyle. Eastwood is involved in the Sustainable Schools program, which aims to decrease our use of all resources and promote recycling and reuse of resources whenever possible.

Research has shown that good nutrition is essential for optimal learning, concentration and focus and normal growth and development.

Our healthy living advice is:

- Keep active every day – walk to school, ride your bike, play a sport, fly a kite, playing with the family pet, kick the footy, get outside and just do it!
- Eat good food, follow the 2 fruit/5 veg. rule, choose foods low in fat, salt and sugar.
- Eat chips, lollies, soft drinks, cakes and sweet biscuits only as occasional foods.
- Know what is in your food – learn about reading labels for fat and salt content, artificial colours and flavours, and so on.
- Go natural and eat less processed and packaged foods.
- Stay happy, and care about other people.

Some good resources to look at for advice about healthy living include:

- Nutrition Australia [www.nutritionaustralia.org](http://www.nutritionaustralia.org) They have pamphlets and booklets as well.
- Your local library
- Your local Maternal & Child Health nurse is a great resource for info, as is your local doctor.

Rubbish Free Lunches

In our effort to reduce litter around the school and use sustainable practices we are going Rubbish Free! We encourage families to use lunchboxes with compartments to separate food so wrappings are not needed. Lots of great ideas will be published throughout the year in Epsilon.

Canteen

The canteen is open on Wednesdays, Thursdays and Fridays and provides nutritious lunches at affordable prices as our main aim is to provide a service to the children. A price list is distributed to children at the beginning of each term and is on the website.

Window sales are available at morning recess and lunch time (window sales are not available during a wet day timetable).

To place a lunch order please observe the following procedure:

- Write child’s name, class and room number together with the lunch order on the outside of a clean paper bag.
- Wrap the money and enclose it in the bag.
- Orders are placed in a bag hanging near the door of each classroom.

Lunches are delivered to the classroom for distribution. Children eat lunch in the classroom.

Please ensure your child does not bring large amounts of money to spend at the canteen.

Volunteers at School

Under the Working with Children Act 2005 school volunteers, including classroom helpers, require a current Working With Children Check (WWCC).

Please contact the school office for more information regarding WWCCs or to provide a file copy of your current card.
Walking to School
We encourage all children to walk to school, and for the younger children with an adult where practical. Not only are there health benefits from this, but it reduces traffic congestion around the school. The school also organizes “Walk to School Days” on a regular basis, and we encourage you to be involved.

Riding to School
At Eastwood children aged nine years and above may ride a bicycle to/from school after written authority from their parents/guardians is provided to the Principal. This is to avoid students riding to/from school without their parents’ knowledge. Students who ride to school must wear an approved bicycle helmet.

School Council
School councils play a key role in the effectiveness of government schools in Victoria by:

- engaging the local community in the life of the school
- setting the vision, strategic direction and identity of the school
- ensuring sound governance of the school
- reporting annually to the school community on the activities of the school.

Elected Members of School Council are expected to attend one evening meeting of the whole council each month. In addition they attend at least one meeting of a particular sub-committee per month, or as necessary. School Council membership brings with it a responsibility to work in the interests of all students in our school community.

Sub-Committees
Sub–Committees are convened by a member of School Council and rely on parent and teacher involvement to be effective.

COMMUNICATION & COMMUNITY CONNECTIONS - This sub-committee is responsible for strengthening relationships and seeking new partnerships with local community organisations. It also develops a communication strategy to promote Eastwood in the broader community and updates/populates the school image on printed, digital and promotional material.

EDUCATION - This sub-committee provides a forum for members of the school community to be involved in activities and projects which support the school curriculum. This may include communicating the progress of the strategic plan to the community and planning special events or activities which complement the whole school program for both parents and students.

ENVIRONMENT - This sub-committee oversees the maintenance and development of the built and natural school environment (play spaces, buildings), to make it safe, clean and fun.

EP&F (Eastwood Parents and Friends) - This sub-committee's role is to strengthen links between parents, staff, students and the broader community so people feel they are a part of a supportive and enjoyable school community. The primary focus is on activities such as social events, parent information sessions, school community events, celebrations and practical help for families. Classroom Reps are members of EP&F.

EP&F raises money above what is provided by the Government and School Levies, to assist with the development of school activities and projects. This may be done through fundraising events (such as fetes, raffles, food stalls, trivia nights) and donations of goods/services/money.

FINANCE - The Finance Committee oversees the school finances and provides recommendations to School Council.

FUTURES - This sub-committee is responsible for developing major strategies and plans for the mid to long term for consideration by School Council. It also seeks funding by applying for specific projects. The sub-committee oversees the process of exploring funding through Grants/Trusts and Foundations, engaging other subcommittees where necessary.

HEALTH AND NUTRITION - This sub-committee promotes a whole school approach to healthy eating and an active lifestyle. This is done through various activities such as the Walk to School Weeks, working with the Canteen manager to ensure a healthy menu, development of a Food and Nutrition Policy, working closely with community groups such as Nutrition Australia. The group oversees the Safety House
program and also considers any issues related to traffic management around the school to ensure safety of the whole community particularly children. This may include proper use of drop off zones, school crossings, footpaths, and traffic signs. There is a strong emphasis on encouraging children/parents to walk to and from school.

POLICY - This sub-committee develops and reviews school policy providing information about policies to the community.

Uniform

Eastwood Primary School and Deaf Facility has a compulsory school uniform policy which requires that all students wear the uniform and attire appropriate for scheduled special activities such as sport, physical education, swimming etc. It is very important that all children comply with this requirement and that all parents are actively supportive. School uniform provides identity, is economical, and helps to develop pride in our school.

In accordance with our Sun Smart Policy all students are required to wear the school hat during Term 1 and 4 and on other occasions as appropriate.

Eastwood uniforms can be purchased from Primary School Wear, Railway Ave in Ringwood East.

It is important that our students present their uniforms in a manner that reflects positively on themselves and their school. Teachers are vigilant in monitoring this important area.

Specifically, any uniform garments defaced or modified will be regarded as non-compliant and a replacement will be required. It is absolutely essential that we get 100 percent parent endorsement of this requirement. This should support our students, your children, to develop an understanding of what demonstrating a respect for themselves and a pride in their school means. Our students are regularly on show to a variety of visitors and when on excursions. We want to be proud of their presentation on all occasions.

Parents will be notified in writing when a student is out of uniform and asked to ensure that their child is attired in accordance with the Eastwood Primary School and Deaf Facility uniform policy.

All clothing should be clearly marked with your child’s name.

Boys

- Black track pants or slacks, green school windcheater and polo shirt
- Cool Weather—Black track pants or slacks, green windcheater and polo shirt
- Warm Weather—Black shorts, school polo shirt, short or long sleeved. School hat.

Girls

- School dress or tunic, black track pants or slacks, green windcheater, polo shirt
- Cool Weather—Black track pants or slacks, green windcheater, polo shirt.
- Warm Weather—School dress, school hat, or Black shorts and school polo shirt, school hat.

A sports uniform are an optional items which are recommended for interschool events from years 3 to 6.

Footwear: Students are required to wear sturdy footwear to protect their feet during vigorous physical activity which is part of daily school life. Black school shoes or white athletic runners are the school uniform (please note that thongs, very light sandals or shoes with heels are not to be worn on free dress days).

If you are having difficulty meeting the costs of uniforms please contact the Assistant Principal as we may be able to assist. A limited supply of second hand uniforms are for sale at very reasonable prices.

During Term 4 arrangements are made for Year 5 students to purchase a special windcheater for the next year.