

2015

Dear Parents/Guardians,

To assist us in running our programs more efficiently we have enclosed a variety of forms which we ask you to complete and return to the school as soon as possible.

Please use the list below to ensure each form has been acknowledged and **return by Monday 16 February 2015.**

Consent Forms (Must be completed and returned)

- Local Excursion Permission
- Photo Consent
- Permission to View 'PG' Rated Movies
- Internet Acceptable Use Permission
- Consent Form to Conduct Head Lice Inspections
- Student Code of Conduct
- Special Religious Instruction (SRI)

Voluntary Forms (Optional)

- Community Matters / Volunteers 2015
- Parent Class Representative
- Contact List Permission Form

Student Information Details (Check, amend and return. Please read the attached notes for further details. If no changes are required, please initial and return)

- Student details

Information Access

- Newsletter

Kind regards

Kerry Wood
Principal

LOCAL EXCURSION PERMISSION 2015

I hereby give my child permission to take part in any local walking excursion from school.

I authorise the teacher-in-charge of the activity to consent, where it is impractical to communicate with me, to my child receiving such medical treatment or surgical treatment or use of an ambulance as may be deemed necessary.

Student's Name: _____ **Class:** _____

Parent's/Guardian's Signature: _____ **Date:** _____

Contact Telephone Number (Home): _____ **Mobile:** _____

PHOTO CONSENT 2015

I hereby give permission to the school to use photographs of my child in school promotions that have been approved by the principal: e.g. Education Week, House Sports Events, Concerts etc.

These photographs may be used in:

- The Victorian Education/DEECD Magazine Publication
- School Website
- Leader Newspaper
- Whitehorse Primary School Newsletter
- Displays at the school, Shopping centres and Libraries
- Collaborative schools projects
- Enrolment advertising board

Student's Name: _____ **Class:** _____

Parent's/Guardian's Signature: _____ **Date:** _____

NEWSLETTER 2015

At Whitehorse Primary we are endeavouring to minimise the use of paper and its impact on our environment. As a result the Whitehorse Primary School Newsletter is now available online every second Wednesday through our school website www.whitehorseps.vic.edu.au.

To receive an email telling you that the newsletter is available please go to the website, click on the **Subscribe to Newsletter** button on the home page (below the calendar), choose **Subscribe** and **enter your email address**. This is also accessible through Safari on the iPad.



PERMISSION TO VIEW 'PG' RATED MOVIES 2015

The majority of the movies for school aged children are now rated PG (Parental Guidance). Permission is required for your child to view movies with this rating.

Please complete the form and return it to the school.

Student's Name: _____ **Class:** _____

I agree to my child viewing PG movies as part of the educational program or on excursions and camps.

Parent's/Guardian's Signature: _____ **Date:** _____

INTERNET ACCEPTABLE USE PERMISSION 2015

When I use the internet, I have responsibilities and rules to follow. I agree:

- Keep myself and my friends' safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password or seeking personal details or passwords from others.
- Be respectful in how I talk to and work with others online and never write or participate in online bullying
- Use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student or expose myself or others to online risks.
- Not bring or download unauthorised programs and/or accept offers, including games, to the school or run them on school computers
- Not go looking for rude or offensive sites
- Use the internet only to help me to learn.
- Only open messages from people that you know.
- Remember that the content on the web is someone's property and ask my teacher to help me get permission if I want to use information or pictures
- Think carefully about what I read on the internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- Only store educational material on the school network drives which may be deleted without notice
- Talk to my teacher or another adult if
 - ✿ I need help online
 - ✿ I am not sure what I should be doing on the internet
 - ✿ I come across sites which are not suitable for our school
 - ✿ Someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know as private
 - ✿ I feel that the welfare of other students at the school is being threatened by online activities
 - ✿ I come across language or pictures that make me scared or upset.

I acknowledge and agree to follow these rules. I understand that I would lose my IT privileges at school if I do not act responsibly.

Student's Name: _____ **Class:** _____

Student's Signature: _____ **Date:** _____

PARENT PERMISSION

I agree to allow my child to use the Internet at school. I have discussed the scenarios, potential problems and responsible use of the Internet with him/her as outlined in the internet use kit. I will contact the school if there is anything here that I do not understand or if there is a situation which concerns me.

Parent's/Guardian's Signature: _____ **Date:** _____

CONSENT FORM TO CONDUCT HEAD LICE INSPECTIONS 2015

The management of head lice infection 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.

The inspections of students will be conducted by a person approved by the principal.

Before any inspections are conducted the person conducting the inspections 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 person conducting the inspections will check through each student's hair to see if any lice or eggs are present.

People authorised by the school principal may also visually check your child's hair for the presence of head lice, when it is suspected that head lice may be present. They do not physically touch the child's head during visual check.

In cases where head lice are found, the person inspecting the student will inform the student's teacher and the principal. The school will make appropriate contact with the parents/guardians/carers.

Please note that the health regulations requires that where a child has head lice, that the child should not return to school until appropriate treatment has commenced. The school may request the completion of an 'action taken form', which requires parents/guardians/carers to nominate if and when the treatment has started.

Parent's/Guardian's name: _____

Address: _____

Student's name: _____ **Class:** _____

I hereby give my consent for the above named child to participate in the school's head lice inspection program at Whitehorse Primary School.

Parent's/Guardian's Signature: _____ **Date:** _____

STUDENT CODE OF CONDUCT

Dear Parents,

Whitehorse Primary has Student Well-Being policies and to support policy we have now developed a Student Code of Conduct. The document is written in child friendly language and aimed at all children from Grades Prep to 6. The document includes the structure of the 'Leader in Me' approach, which is being implemented fully this year.

Discovering that your child is being bullied or that your child is bullying is very stressful and upsetting. Most parents initially experience anger, confusion, sadness and guilt. Bullying is an issue that is taken very seriously by all staff at Whitehorse Primary and one that we believe strongly needs to be dealt with by the school and parents in a united and proactive way.

We are now asking you as parents to read and discuss the document with your child and sign the section at the end. Once you have done this please return it to the school.

Questions are often raised around what bullying is and what bullying is not. Below is an outline for your information.

Bullying INCLUDES:

- Physical – such as hitting
- Verbal – such as spreading rumours to bully or harass someone.
- Cyber - this is the use of digital technologies, including computers, gaming consoles and mobile devices (Images and videos etc) to cause emotional and/or psychological harm. Research shows that cyberbullying most often occurs after school and monitoring by adults is critical.
- Unacceptable behaviour including harassment, discrimination or acts of violence.

Bullying IS;

- When someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, damages their property, reputation or social acceptance on more than one occasion.

Bullying is NOT;

- Situations where there is mutual conflict; that is a balance of power where students are both upset and usually want a resolution to the problem.
- Social rejection or dislike (unless it is a repeated act and directed towards a specific person)
- Single episodes of nastiness, meanness or one off acts of aggression or intimidation.

Thank you for your support.

©DEECD

Kerry Wood
Principal

STUDENT CODE OF CONDUCT 2015



Students at Whitehorse Primary School have the right to:

- Be safe
- Be respected
- To work, learn and play without interference

Students at Whitehorse Primary are expected to:

1 — Be Proactive You're in Charge!

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

2 — *Begin with the End in Mind* Have a Plan!

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

3 — Put First Things First Work First, Then Play!

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

4 — Think Win-Win Everyone Can Win!

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

5 — Seek First to Understand, Then to Be Understood Listen Before You Talk!

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

6 — Synergize Together Is Better

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble

7 — Sharpen the Saw Balance Feels Best

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others

WHAT IS BULLYING?

Bullying involves the inappropriate use of power by one or more persons over another less powerful person.

- Bullying is about POWER
- Bullying is DELIBERATE
- Bullying is REPEATED

Types of Bullying

- Verbal (name calling, put downs, threats)
- Physical (hitting, kicking, spitting, tripping)
- Social (exclusion, ignoring)
- Psychological (spreading rumours, stalking, dirty looks, hiding or damaging property)
- Cyber (through video, images, recordings and social networks)

WHAT SHOULD I DO IF AM BULLIED?

Remember..... it is OK to ask for help

Stand up for yourself. Use a strong voice and look the bully in the eye and say

“I don’t like it when.....I want it to stop.”

Tell someone! You could tell any of these people:

- Class Teacher
- Teacher on Duty, Principal or AP
- Parent or Family Member
- Friend

When you report a bullying incident:

- We will give you time to talk to the teacher to allow you to explain what happened and how you feel.
- Teachers and parents will help you.
- A plan will be made to stop the bullying behaviour
- You will be asked if the problem has been fixed.

WHAT SHOULD I DO IF I SEE SOMEONE ELSE BEING BULLIED?

Tell someone! This could be:

- Class Teacher
- Teacher on Duty, Principal or AP
- Parent or Family Member

- Friend
- Try to help the person(s) being bullied

What happens to a student or group of students who are bullying others?

- They will be spoken to and appropriate consequences put in place.
- They must learn appropriate ways of behaving
- They must allow others to work, play and learn without feeling threatened

When you report a bullying incident:

- A bully will be informed that their behaviour is unacceptable. They will be dealt with fairly and know the consequences of bullying behaviour.
- We will have a discussion with the class teacher
- The incident will be documented
- Parents will be informed
- An appropriate consequence will be implemented

Strategies

At Whitehorse Primary School we are committed to the following strategies:

- Developing self-esteem
- Developing Resilience
- Rewarding achievements
- Expecting children to take responsibility for their own actions
- Promoting school rules
- Developing social skills
- Developing effective listening skills

Consequences

Children are expected to understand the school rules and be aware of the consequences of breaking them. Inacceptable behaviour will be matched by an appropriate consequence, which may include –

- A warning
- Writing a report of the incident or drawing a picture
- An apology
- Miss an activity
- Community Service
- Time-Out
- Speak to the Level Coordinator, Principal, Assistant Principal

Suspension, Expulsion in line with DEECD regulations

I have thoroughly discussed this Student Code of Conduct with my child

(Name) _____ **(Class)** _____ and I agree to work with the school and my child to deal with any issues that arise.

Parent's/Guardian's Signature: _____ **Date:** _____

I understand the School Rules and am aware of the consequences of breaking them.

Student's Signature: _____ **Date:** _____

COMMUNITY MATTERS

VOLUNTEERS 2015

A key component of a strong and successful school is a positive community. Whitehorse Primary School aims to create a welcoming environment that reflects the diversity of the school and local community and actively involves students, staff, families and the wider community.

This initiative comes after many discussions, as well as a community survey conducted. There is also an intrinsic link to both *KidsMatter* (a national student wellbeing framework) and *The Leader in Me*, both of which are already happening at Whitehorse Primary School.

It is hoped that parents, carers and other interested community members will be able to share their skills and time. The aim will be to develop the financial, physical and social capital needed to build and maintain a positive and proactive community.

Five main areas of responsibility (or “pillars”) have been identified:

1. **Community Support** - FREEZER ANGELS - Cooking and freezing meals for families who need support or are facing a crisis or tragedy.
2. **Connectedness** - FINANCIAL - Coordinate and run fundraising to help support community needs such as Mother’s/Father’s Day Stalls, Pie Drive.
3. **Fundraising** – SOCIAL - Holding picnics, class events and supporting Community events such as the Welcome Picnic and the Arts Show.
4. **Heritage** - COMMUNITY EDUCATION - Keeping parents and the community skilled and up to date on iPads and Cyberbullying.
5. **Community Education** – HISTORY - Begin developing the history of Whitehorse Primary School.

Project teams will only need to operate when there is a specific activity or event occurring for that pillar. The executive will report project activities back to school council.

Please complete the **VOLUNTEERS 2015** on the next page indicating that you wish to be part of the Community Matters groups either regularly or occasionally.



VOLUNTEERS 2015

WHAT CAN I DO?

Parents, grandparents and community members are highly valued helpers in all areas of our school. This includes the working in the Community Matters teams, classroom, PMP, Kitchen Garden, Activity Clubs, Literacy Groups, Canteen, Science, Committees and many more.

We are seeking as many people as possible to assist in whatever way they can. The help does not have to be every week but whenever and however you can.

This support is so important to the children and can help them in so many ways. This is especially true for the grandparents, as many of the children don't have contact with their extended family and the learning they gain from interacting with people is priceless.

We look forward to your assistance and ask you to complete the form below if you are able to assist.

Thanking you in Anticipation

Child's Name: _____ Class: _____

I, _____ am interested in being a volunteer in the school.

I would like to volunteer in _____

I have skills in _____

I am available on _____

Contact Mobile _____ Home Number _____

Signature Parent/Guardian/Carer/Grandparent/ _____

Please note: It is a legal requirement that all Volunteers require a Working with Children Check that can be obtained by clicking on www.workingwithchildren.vic.gov.au and is free for volunteers.

PARENT CLASS REPRESENTATIVE 2015



The main role of the “Parent Class Representatives” is to build strong working relationships among parents, teachers and the school, in support of students. The role includes exploring ways of enriching school life by encouraging members of the community to volunteer to help with school initiatives, being a class liaison for such things as the Twilight Fair and supporting the newly developed Community Group events. The Parent Class Representative also has an important role as ambassadors for the school.

The Parent Class Representatives will be asked to promote opportunities such as dinners and picnics, to network with other parents of that year group, assist class teacher where necessary and co-ordinate class social activities.

Once a representative is appointed there will be further information outlining the role and responsibilities regarding privacy.

If you are interested please fill out the information slip below with your contact details.

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PARENT CLASS REPRESENTATIVE 2015



I am interested in being a Parent Class Representative.

Parent/Guardian Name:

Address:

Email address:

Students Name Class

Mobile Number Home Number

I give permission for my contact details to be distributed to Whitehorse parents of the above class and to other Parent Class Representatives.

Signature:

CONTACT LIST PERMISSION 2015

Please complete this form if you give permission for the contact details you fill out below to be distributed on a contact list to other families in your child's class. If you DO NOT want your details on the class list please put a diagonal line through this form and return it with only your child's name and grade included.

Family Name: _____

Child's Name: _____

Class: _____

Child's Name: _____

Class: _____

Child's Name: _____

Class: _____

Child's Name: _____

Class: _____

Mother's Name and Address: _____

Mother's Home Phone Number: _____ Mobile: _____

Mother's Email Address: _____

Father's Name and Address: _____

Father's Home Phone Number: _____ Mobile: _____

Father's Email Address: _____

Mother's Signature: _____ **Father's Signature:** _____

Note: Due to privacy legislation **both parents** are required to sign this form. One signature will result in only one parent's details being included.

Also note that the contact information **cannot be used for business purposes or shared with other parties.**