

# **PARENT HANDBOOK**

## **2017**



**'Confidence For Life'**

**RESEARCH PRIMARY SCHOOL  
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# RESEARCH PRIMARY SCHOOL

## SCHOOL VISION

At Research Primary we like to think of our school as rather special, in that whilst being on the edge of the urban area of Melbourne we are able to offer a comprehensive primary education in a community-minded and restful environment. The school is small enough to create a caring family atmosphere, and at the same time has a large enough student enrolment to enable us to offer a wide range of specialist programs.

Research Primary School is guided by our School Strategic Plan, a four year development plan which ensures that our educational programs continue to keep pace with the rapid changes taking place in modern day schools. Our school offers a stimulating curriculum which challenges children to develop their skills and knowledge in an individual way.

We are fortunate to have a very conscientious, professional group of teachers who are supported by a caring community which is actively involved in the operation of the school.

Our active School Council and hard working Parents' Group ensure that our educational policies are well supported and are in keeping with the needs of the children of Research.

Parents play a vital role in the education of their children, and when your child is at school you are encouraged to be actively involved in our educational partnership through a close cooperation with your child's classroom teachers.

We place great importance on home-school communication, with regular newsletters, parent/teacher evenings and curriculum discussions, as well as opportunities for many informal contacts with the school through assistance in class programs, excursions, working bees and special events.

Our School Vision helps guide us in the many exciting and innovative programs we conduct here at our community minded school.

**Research Primary School excites, engages and empowers our students.**

**Geoff Whyte**

Principal



# SCHOOL ROUTINES

## SCHOOL TIMES

**School begins** daily at 9.00am and we encourage children to arrive a few minutes before 9am.

On Fridays there is a School Assembly at 3.00pm and parents are most welcome to attend.

**Morning recess** is from 11.05am – 11.35am.

**Lunch** is from 12.45pm – 1.30pm, with lunches eaten inside from 12.35pm until 12.45pm.

**Dismissal time** is 3.30pm

**Dismissal on the last day of each term** is 2.30pm, and 1.30pm on the last day of the school year.

## TERM DATES

### 2017

**Term 1:**  
1<sup>st</sup> February to 31 March

**Term 2:**  
Tuesday 18 April to 30 June

**Term 3:**  
17 July to 22 September

**Term 4:**  
9 October to 22 December

### 2018

**Term 1:**  
29 January (Teachers resume) to 29 March

**Term 2:**  
16 April to 29 June

**Term 3:**  
16 July to 21 September

**Term 4:**  
8 October to 21 December



## **ABSENCES**

Attendance at primary school is compulsory. Children's attendances and absences are recorded daily and Government regulation requires that an explanation of absences be provided by parents. You can telephone the school if your child is to be absent for one day or send a note along when the child returns. However, we would like to hear directly from parents if a child is absent for a period of two or more days.

## **ART**

In the Visual Arts program at Research Primary School students attend a weekly session. Activities are planned to allow students to extend their skills and express their own creativity. Children are required to wear an art smock to protect their clothes during art activities.



## **ASSESSMENT AND REPORTING**

Our Assessment and Reporting program consists of several components.

We start with a Launch Into Learning evening for all classes at the beginning of the year. This is followed by a Parent Teacher Meeting involving the class teacher and parents. There is also a mid year Three Way Conference to coincide with mid year student reports.

During the middle of the year and again in December, written Student Reports are sent home. During the mid year Three Way Conference, the Student Report is discussed and worked through with parents.

The student Learning Journal is also sent home to show parents the child's progress and to allow parents to share in their child's learning. Learning Journals are also an important resource to be read in conjunction with the Student Reports.

## **BUILDING LEARNING POWER**

Good learners vary a lot, but they tend to approach challenges and problems with a core set of habits, interests and attitudes. One way of "mapping" these qualities is in terms of the Four Rs: resilience, resourcefulness, reflection and reciprocity (relationships). Each of these in turn can be unpacked into a number of features. (See further in this document for an outline of the program)



## **CAR PARKING AND STUDENT DROP OFF**

The school has four options for parking when children travel to or from school by car:

\* **KANANDAH COURT**

Please drive carefully into Kanandah Court and proceed around the top of the court and park on the western side of the roadway. Children can then cross Kanandah Court and enter the school via the back gate.

\* **MAIN ROAD BUS BAY**

The bus bay is available for parents to use as a pick-up and drop-off point.

\* **GYM CAR PARK**

If dropping off children in the gym car park please travel slowly. Please use the 'overflow' car park if spaces are limited.

\* **SCHOOL CAR PARKS**

Please observe parking signs, entry and exit signs and the angle parking in the parent's car parks. Please do not use the Staff car park for pick up or drop off.

If the car parks are full, and folk must park 'above' the overflow car park, please park back towards the houses and not near to the basketball courts. And please, do not drive or park on the basketball courts when dropping off or picking up.

Please try to use the school parking areas for pick up and drop off, or the local streets. Please do not park in Little Scooters, as it is a private car park and does not cater for school parents use.

Please only use our two disabled parking bays if you need to. One bay is in the staff car park, closest to the OSHC building, and the other is directly behind the canteen.

Entry and exit to the car parks should be from the 'correct' driveways. Please do not exit from the 'in' gate and vice versa.



## **COMMUNICATION BETWEEN SCHOOL AND HOME**

Any change of address and any updated emergency contact should be forwarded to the School Office fairly promptly so that in the event of illness or injury, current contacts are available for your child.

## **CURRICULUM DAYS**

Curriculum Days (Pupil Free Days) are conducted to enable teachers to develop policies and programs, to undertake professional development, to conduct report writing and to report to parents. On these days students are not required to attend school. Parents will be notified of these days via the school newsletter.

## **CURRICULUM ACTIVITY PAYMENTS**

Children will be notified in advance of camps, excursions and special activities. Full payment is expected prior to the activity and special payment arrangements can be organised if needed. Please contact the Principal directly to arrange special payments.

## **DOGS**

School Council has a 'No Dogs Allowed Onto School Grounds' policy. Could parents and children please leave their dogs outside the school grounds.



## ENRICHMENT AND SUPPORT PROGRAMS

Research Primary School is proud to offer many interesting and varied extra curricular programs which add both depth and breadth to an already rich curriculum. These include:

Drama Production  
School Camp Program (3-6)  
Gymnastics Program  
Interschool Sport  
Swimming  
Life Education  
Fundamental Motor Skills Program  
Chess Club

Traffic Safety Education  
Piano, Guitar and Keyboard program  
Health and Human Relations (Grades 5&6)  
Junior School Council  
Literacy and Numeracy Support  
Prep and Grade 5 Buddy Program  
GATEWays Programs  
School Choir

## FETE

The School Council holds a major School Fete every odd numbered year. The Fete is a major fundraiser for the school and is also an important community focus for both our wider and local community.



## HEADLICE

Please check your child's hair regularly for headlice and treat promptly should you find any evidence of the little devils. Please also inform the class teacher so that other parents can be alerted to the problem in the grade.

## LATE ARRIVALS AND EARLY DEPARTURES BOOK

We have a Late Arrivals and Early Departures Book to help monitor both the punctuality and the whereabouts of children. Children are able to sign themselves in at the office, or an adult may sign them in. Children may only leave the school under the care of a parent or an authorised adult, who in turn must sign the child out of the school.

## LIBRARY

Research Primary School Library is a spacious literacy environment. The library houses a wealth of resources for the entire school community including a collection of computers with access to the Internet. Students are encouraged to borrow regularly. Families are most welcome to become members of the library

A cloth draw string bag or a strong plastic bag about 35 cm x 30 cm to hold library books is required by all children in Grades Prep, 1 and 2.



## LOST PROPERTY

Please ensure that all your child's belongings are clearly named. There is a Lost Property basket in the main office area where you may check for lost articles and children are also encouraged to check regularly.

Personal property brought to school by students is not insured and the school cannot be responsible for any loss. Please also carefully consider the appropriateness of any personal or precious property your child may want to bring to school.

## LUNCH ARRANGEMENTS

The Parents' Group and our volunteer helpers provide canteen lunches on certain days each week. Orders should be written on a bag, with the child's name and grade marked clearly. Money should be placed securely in the bag. The canteen also offers over-the-counter sales at other times. Volunteers are always welcome and calls for helpers are published regularly in the weekly School Newsletter.

## **MEDICATION**

All medication should be handed in at the office for administration by office staff. Please put in writing the dosage and the times your child will need the medication administered.

The exception to requiring a child to hand in medication to the office is **asthma** medication. Students are encouraged to take responsibility for their own asthma medication. Parents of children with asthma will need to complete the child's individual Asthma Management Plan and update the Plan each year.

## **NEWSLETTER**

Each Tuesday a School Newsletter is published outlining coming events and informing parents and the community of activities within the School and Local Community. The newsletter is also available online at [www.researchps.vic.edu.au](http://www.researchps.vic.edu.au)

## **OUTSIDE SCHOOL HOURS CARE PROGRAM**

School Council provides both Before and After School Care programs for the school community. The Before School Care Program runs from 7.00-8.50am, and the After School Care operates between 3.30pm and 6.30pm each school day. Both programs offer a range of engaging age appropriate activities under the guidance of the caring staff of OSHClub.

## **PARENTS' GROUP**

Our Parents' Group meets monthly throughout the school year. In addition to supporting the school with fund raising activities they are a wonderful support for the children, staff and parents generally, and play a vital role in connecting families to each other and to our school.

### Activities:

Fundraising activities such as: Mothers' Day/Fathers' Day Stall, Special Lunches, Assistance with various school activities, Canteen, Fete, and Uniforms.

## **PARENT/TEACHER COMMUNICATION**

If at any time you have any concerns regarding your child, please discuss these with your child's teacher. After school is usually an appropriate time, so please contact the class teacher to make an appointment.

## **PHYSICAL EDUCATION**

Research Primary School offers a PE program which includes: swimming, Balance Gymnastics, Fundamental Motor Skills, athletics, intraschool and interschool sport, specialised sports clinics and lunchtime equipment borrowing.

In order to participate in Phys Ed and in school activities in general, children need appropriate sneakers or shoes for running, jumping and climbing activities.



## **PARENT PAYMENTS**

School Council requests a payment for each child per year to help cover the general running costs of the school. School Council sets the levy at the end of each year in preparation for the following year.

## **SAFETY**

Please emphasise to your child that s/he is not permitted to leave the school grounds at any time during the school day.

If you need to collect your child during the day the following procedures apply:

1. Notify the classroom teacher of the time you intend to collect your child.
2. On arrival at school, please call at the Office.
3. Please sign our Early Departures Book at the School Office
4. You will then be able to collect your child from the classroom.

## **SCHOOL BANKING**

Parents' Group conduct School Banking each week. Children bank with the Commonwealth Bank with a Youth Saver account. New accounts can be opened at anytime and forms may be collected from the School Office. For each new account and each banking transaction the school receives a commission which goes towards Parents' Group Fundraising activities.

## **SCHOOL COUNCIL**

The composition of the School Council is eight elected parent representatives, four teacher representatives, the Principal and two co-opted members as required. The School Council meets twice per term.

The committee system of School Council allows for the efficient running of council meetings whilst at the same time ensuring a fully informed planning and decision making process on all aspects of school life. These committees may include Finance, Buildings and Grounds, Education, Fundraising as well as occasional committees. Committees may co-opt additional members as considered necessary.

The Council meetings are open to interested parent observers. The School Council is vital to the successful running of the school and welcomes your support.

## **SCHOOL RULES**

The Student Engagement Policy contains the school rules and forms an essential part of our School Strategic Plan. Parents are encouraged to discuss with their children the key school rules and how they might apply to the child in various situations.

The school has six key rules. They are:

1. Move and play safely
2. Care for yourself, others and property
3. Resolve problems calmly, sensibly and fairly
4. Respect others through your speech and behaviour
5. Work as well as you can and allow others to do the same
6. Always do as you are asked straight away

Individual classrooms also establish a set of class rules at the beginning of each year.



## SCHOOL UNIFORM

Research Primary School has an attractive and distinctive uniform which is compulsory. The items may be purchased from our Uniform Shop, or without a logo from local stores. A complete list of items and prices is available from the School Office.

Articles can be purchased from the Uniform Shop by advance order. An order form may be collected from the school office or downloaded from the school website [www.researchps.vic.edu.au/uniforms](http://www.researchps.vic.edu.au/uniforms). The uniform shop is open Tuesday afternoons or at other times as advertised in the school newsletter. You will be notified of completed orders which will then be available for collection from the school office.

The School Uniform is red polo shirt (navy or white are also acceptable – plain). No t-shirts. Navy pants (plain, short or long, no logos, stripes or panels). No jeans (or clothing that 'looks like' jeans).. Uniform shop windcheaters or bomber jackets, or plain red or navy tops, windcheaters or jackets (jackets must be red or blue). Skivvies or shirts under girls' winter tunics can be red, navy or white. Leggings may be worn as part of the school uniform, but they must be worn underneath either a Summer dress or Winter tunic; leggings are not to be worn as a standalone item and only navy blue leggings are acceptable (no jeggings, patterns, diamantes etc). School winter tunics and school summer dresses are also available. School issue Sun Smart hats must be worn between September and May. Own choice of sensible, school appropriate shoes.



## STUDENT SUPPORT SERVICES

The following services are available through the school and are utilised as the need arises:

### Educational Psychologist

An educational psychologist is available to assist children and families with emotional or behavioural problems, and is made available to parents through a referral system.

### Speech Therapy

A speech therapist is available to assist the teacher and family of children with speech difficulties. Parental approval is gained prior to utilising this service.

### School Nurse Examinations

The School Nurse Service provides a medical examination of all Prep children each year.

## SUNSMART

The School is an accredited Sun Smart School and has made compulsory the wearing of school issue wide brimmed hats or legionnaire hats whilst outside from 1 September to 30 April.



## **STUDENT CODE OF CONDUCT**

The Research Primary School community of students, parents and teachers is committed to providing a safe, secure and supportive learning environment. This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

### **The Code of Conduct for Students is based on the following principles:**

- Individuals within the school community are valued and will be treated with respect;
- Students have a right to work and learn in a secure environment without intimidation;
- Self-discipline is an important component of acceptable student behaviour;
- All students are responsible for their own behaviour;
- Parents have a right to expect that their children will be educated in a safe environment;
- Parents have an obligation to support the school in its efforts to maintain a positive learning environment
- Teachers have a right to be able to teach in an orderly and cooperative environment.

### **Our goals are to:**

- allow effective teaching and learning to take place
- promote the values of fairness and respect for others
- enable students to be focused on their learning
- develop student self discipline and self control
- facilitate and mediate conflict resolution
- promote the health and well being of all students
- enable students to recognise and respect the rights of others and to be accountable for their own behaviour

### **Strategies to enhance our positive behaviour framework:**

- Give positive reinforcement to improve self-esteem.
- Provide positive role models as teachers.
- Encourage a sense of community amongst students, staff and the wider community.
- Acknowledge achievement in all aspects of life, both within and outside school.
- Promote a sense of pride through building a caring school community.
- Encourage friendships and value harmonious relationships.
- Develop respect and acceptance of the rights and needs of others.
- Discourage all forms of discrimination, prejudice, intimidation and harassment.
- Promote sharing, tolerance, cooperation and teamwork.
- Provide adequate supervision in the playground.
- Apply logical consequences which are consistent and fair following breaches of the code.
- Encourage awareness and understanding of school rules.
- Involve students in decision making to promote pride in their school.
- Promote the development and understanding of life skills through the development of social skills, effective communication strategies, conflict resolution skills, and positive behaviour development.

### **There are six basic school rules**

- 1 Move and play safely.
- 2 Care for yourself, others and property.
- 3 Resolve problems calmly, sensibly and fairly.
- 4 Respect others through your speech and behaviour.
- 5 Work as well as you can and allow others to do the same.
- 6 Always do as you are asked straight away.

## Sanctions:

Consequences are logically connected to any breach of the behaviour code, with an emphasis on students being accountable and learning to take responsibility for their own behaviour. Teachers will be consistent and fair in the application of consequences, which will be clearly understood by all students.

The following examples of unacceptable behaviour may necessitate immediate firm action: the throwing of dangerous missiles such as sticks or stones; engaging in acts of violence such as fighting, bullying or abuse; abusing members of the school community including parents, teachers and fellow students.

Sanctions should reflect the seriousness of the breach and encourage the choice of more appropriate behaviour in the future. Teachers will use a range of strategies to maintain an effective and positive learning environment. The following sanctions are not linear, they may be invoked at any stage.

Procedures for sanctions within the classroom:

- Indication to the child of the unacceptable behaviour
- Firm talk in private
- Temporary isolation in classroom
- Withdrawal of classroom related privileges
  
- Extra duties in classroom or around school
- Set tasks to be completed during recess or lunch break
- School community-service work
- Withdrawal from classroom into another room
  
- Withdrawal from classroom to outside Principal's office
- Meeting with Principal or designated staff member

Procedures for sanctions outside the classroom:

- Indication to the child of the unacceptable behaviour
- Firm talk in private
- Temporary isolation in timeout zone
  
- Extra duties around school
- Set tasks to be completed during recess or lunch break
- School community-service work
- Meeting with Principal or designated staff member

Both procedures may then follow on to:

- Note or phone call from teacher to parent to discuss the unacceptable behaviour
- Additional work after school of up to 30 minutes duration\*  
\*Parent consent will be obtained and travel modes taken into account
  
- Discipline meetings with principal, teacher, parents and student
- Help sought from support agencies
- Formal Behaviour Support Group involving parents, welfare agencies or psychological services.
- Suspension following DET guidelines
- Expulsion following DET guidelines

## Research Primary School

### ANTI BULLYING POLICY

#### PHILOSOPHY

**BULLYING IN ANY FORM SHALL NOT BE TOLERATED. ALL MEMBERS OF THE RESEARCH SCHOOL COMMUNITY ARE COMMITTED TO ENSURING A SAFE AND CARING ENVIRONMENT THAT PROMOTES PERSONAL GROWTH AND POSITIVE SELF-ESTEEM FOR ALL.**

As a school community we will not allow incidents of bullying to go unreported but will speak up, even at risk to ourselves.

#### WHAT IS BULLYING?

Bullying is an act of aggression or harassment causing embarrassment, pain or discomfort to another.

- It can take a number of forms: physical, verbal, gesture, cyber, extortion and exclusion
- Individuals or groups may be involved
- There are usually three entities involved, the bully(s), the bullied and the onlookers.
- It is an abuse of power
- It can be planned and organised or it may be unintentional

#### Examples of bullying include:

- Any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another's property by stealing, hiding, damaging or destroying
- Using offensive names, teasing or spreading rumours about others or their families
- Using "put-downs", belittling others' abilities and achievements
- Writing offensive notes or graffiti about others
- Making degrading comments about another's culture, religious or social background
- Hurtfully excluding others from a group
- Making suggestive comments or other forms of sexual abuse
- Ridiculing another's appearance
- Forcing others to act against their will
- Bullying people via the internet, text, messaging, chat sites, blogs, photos, etc.

#### If people are bullied:

- They may feel frightened, unsafe, embarrassed, angry or unfairly treated
- Their work, sleep and ability to concentrate may suffer
- Their relationships with family and friends may deteriorate
- They may feel confused and not know what to do about the problem.

#### WHAT DO WE DO TO PREVENT AND ADDRESS BULLYING AT RESEARCH PRIMARY SCHOOL?

As a school community we carry out a number of preventative actions to discourage bullying and encourage the development of caring and confident children who will not be bullies, be bullied or stand by whilst bullying occurs. This requires students to become responsible bystanders and report the incident or suspected incident to help break down the code of secrecy and create an environment with no victim mentality. When bullying does occur we seek to respond with appropriate action to address the needs of all involved.

## **Prevention**

These actions are intended to form a holistic approach to the prevention of bullying:

- Education: What bullying is, its effect on others and our attitude towards bullying will be clearly communicated to the school community, children, parents and staff, at the beginning of each school year and reinforced during the year through the promotion and enforcement of the School's Code of Conduct.
- Self-respect: Through programs including Drug Ed, Life Ed and other curricular activities we will actively encourage and develop the children's self respect and respect for others.
- Student welfare: The well being and welfare of all students will be tracked and engendered by the activities set out in the Student Welfare Policy.
- Activities such as School Camps, the buddy system, sport and the 'Values' program will be actively used to encourage the development of positive social skills
- Professional Development: Programs for all staff will include aspects addressing the prevention and remediation of bullying.
- A common response to bullying is understood and consistently applied by all staff.

## **Response**

These actions present a structured set of responses by the teaching staff to incidents of bullying. They escalate to reflect the seriousness of the incident and/or repeat occurrences.

*Identification:* When an incident occurs it is to be identified as bullying this is to be communicated to all involved.

*Counselling:* The bully, bullied and onlookers will be counselled in keeping with the preventative principles set out above.

*Sanctions:* The bully and onlookers will be sanctioned as appropriate in accordance with the Research Primary School Code of Conduct for Students.

*Recording of Incident:* For serious or repeat offences the incident will be recorded in the School Incident Register

*Repeat Offences:* Where a pattern of bullying or being bullied is identified through School records or other means the following escalating process will be applied:

- DET support mechanisms will be involved as required and deemed appropriate by the School Principal
- Parents will be notified and requested to attend a meeting with the School Principal and teaching staff as appropriate.
- if deemed appropriate, mediation involving the bully(s), the bullied and parents as appropriate will be arranged by the school.

## **EVALUATION**

The effectiveness of this Policy and opportunities for improvement will be identified by:

- Carrying out an annual Student Well Being Survey with results matched against previous surveys.
- Actively monitoring and tracking the progress of repeat bullies and repeat victims of bullying.
- A formal annual review of the Anti Bullying Policy by the School Council.

## **RELATED DOCUMENTS AND POLICIES**

- RPS Code of Conduct for Students
- RPS Student Engagement Policy

## BUILDING LEARNING POWER

Good learners vary a lot, but they tend to approach challenges and problems with a core set of habits, interests and attitudes. One way of “mapping” these qualities is in terms of the Four Rs: Resilience, Resourcefulness, Reflection and Reciprocity (relationships). Each of these in turn can be unpacked into a number of features.

**Resilience** — is being ready, willing and able to lock onto learning, even in the face of shifting feelings and distractions. It includes:

- Absorption — being able to lose yourself in learning; becoming rapt or engrossed
- Perseverance — keep going in the face of difficulties; channelling the energy of feelings like frustration and confusion productively
- Managing distractions — knowing how to deal with external distractions; creating your own best environment for learning
- Attentive noticing — learning is more than thinking — it involves immersing yourself in the patterns, details and nuances of what is going on; being perceptive

**Resourcefulness** — is being ready, willing and able to be proactive and flexible in learning; to make smart use of both internal and external resources to learn in different ways. It includes:

- Questioning — being curious; wanting to get to the bottom of things; puzzling things out
- Making links — being alert to connections between different events, experiences or areas of learning; looking for the “big picture”; using analogies and metaphors
- Imagining — using the sensory “rehearsal studio” of the mind; playing with possibilities; sensitivity to the intuitive gleams and glimmerings of creativity
- Reasoning — knowing when and how to think rigorously, and to critique other people’s arguments; organising information systematically
- Capitalising — drawing on all kinds of external resources to support learning: books, the Internet, libraries, emails, other people...

**Reflection** — is being ready, willing and able to be strategic about learning, and to have a good sense of yourself as a developing learner.

It includes:

- Planning — thinking about where you are going, what you will need, and what obstacles you might need to overcome
- Revising — monitoring, reviewing and evaluating as you go along; being flexible and alive to unforeseen opportunities
- Distilling — mulling over your learning, pulling out the essential features and lessons for the future; being your own learning coach
- Meta-learning — thinking of yourself as a growing, developing learner; learning to talk about the processes of learning

**Reciprocity** — is being ready, willing and able to learn from and with others, as well as on your own.

- Interdependence — not losing yourself in company; having the courage of your convictions; knowing what balance of social and solitary life suits you best
- Collaborating — being a good team learner; knowing how to draw from the strengths of a group, and also how to help build that strength
- Empathy and listening — being ready to put yourself in other people’s shoes, to enrich your own learning perspectives; hearing other people accurately
- Imitation — being open to other people’s smart ways of thinking and learning; picking up the values and habits that develop your own learning

## **Research Primary School Dress Code**

This Dress Code Policy has been adopted by the School Council and sets out the dress requirements for children at Research Primary School and the management arrangements for the school uniform.

### **Application**

This Dress Code, including the wearing of the approved school uniform, applies to all students enrolled at Research Primary School in Prep to Year Six. It applies during all school activities including out of school excursions and interschool sporting activities, and whilst travelling to and from school, unless advised otherwise.

### **Approved School Uniform**

The approved school uniform is detailed separate to this Policy. This uniform is compulsory for all students. The uniform will be reviewed as required from time to time and may be modified as set out below. The approved school uniform will be advised at the beginning of each year and any changes will be advised to the school community via the weekly Newsletter.

It is expected that school uniform items be maintained appropriately.

### **Footwear**

Footwear should be appropriate and be of a design which allows for students to safely engage in the many varied school activities. Sandals, thongs and open-toed shoes are not to be worn.

### **Jewellery and Cosmetics**

For safety reasons the only jewellery that children are permitted to wear are stud and sleeper ear rings, watches and items of religious significance. Cosmetics other than clear nail polish are not to be worn at school.

### **Sun Smart**

As Research Primary is a "Sun Smart School" it is a requirement that uniform hats be worn by all students whilst outside between 1 September and 30 April.

### **Free Dress Days**

"Free Dress" days for individual classes may be advised from time to time. Dress for these days shall be of an appropriate "neat casual" standard and "sun smart".

### **Purchase and supply**

School uniform items are available from the Uniform Shop operated by the Research Primary Parents Group. A list of items is available from the School office and is published on a regular basis with an order form via the School weekly Newsletter.

The Uniform Shop may offer a range of second hand uniform items in good condition and depending on availability. These items are either donated or sold on commission.

Parents have the option of purchasing the uniform components from elsewhere or making them. These items must match the style, fabric and colour of the approved school uniform.

### **Exemptions**

Exemptions on the grounds of religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship may be granted at the discretion of the Principal and the School Council.

### **Implementation**

The Dress Code is implemented as part of the Research Primary School's Student Engagement policy.

## UNIFORM GUIDE

Below is a guide to the uniform carried by the school uniform shop.

	Item	Description
<b>Unisex</b>	Bomber Jacket	Blue; press studs; two pockets; school logo.
	Polo Shirts	Red; Short sleeved & long sleeved; school logo
	Basketball mesh shorts	Navy Blue; Elasticised waist with drawstring; no pockets.
<b>Boys</b>	Gabardine shorts	Elasticised waist; 2 hand pockets, 1 with zip. Most popular style for boys.
	Track pants	Straight leg; elasticised waist; zip pocket
<b>Girls</b>	Light weight bootleg pants	Cotton; summer pant (often worn underneath summer dress); no pocket.
	Heavy weight bootleg pants	Polyester; winter pant; zip pocket
	¾ Length Leggings	Worn underneath other garments; <b>Not</b> to be worn as a standalone item.
	Skort	Gabardine; divided skirt; elasticised waist; zip pocket.
	Summer Dress	Button front; short sleeve; one zip pocket; large hem; wide in waist
	Bike Shorts	Worn underneath Summer Dress – <b>Not</b> to be worn as a standalone item
<b>Accessories</b>	Winter Tunic/Skirt	Elasticised waist (button adjustable); removable bib (size 4-6); skirt only (size 8-14); large hem.
	Hat	
	Raincoat	Medium weight; ½ polar fleece lined; hood in collar
	Polar Fleece	Heavy weight Jacket; zip front; two hand pockets
	Art smock	
	Library bag	
	Schoolbag	

Special uniform orders (i.e. sizes 4 and 16) will need to be paid for in advance and we are unable to offer a refund or exchange on these items unless they are faulty.



## STUDENT HEALTH

### Common diseases or conditions which may lead to exclusion from school

<b>Disease or condition</b>	<b>Exclusion from school</b>
Chickenpox	Exclude until all blisters have dried (usually 5 days after the rash appears).
Conjunctivitis (acute infectious)	Until discharge from eyes has ceased
Diarrhoea	Exclude until there has been no loose bowel motion for 24 hours
Hand, Foot and Mouth Disease	Exclude until all blisters have dried.
Hepatitis A (infectious hepatitis)	Until receipt of a medical certificate of recovery from infection, or on subsidence of symptoms
Hepatitis B	Until recovered from acute attack
Impetigo (school sores / staph)	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment has commenced and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings
Measles	Until at least four days from the appearance of rash or until receipt of a medical certificate of recovery from infection
Meningococcal infection	Until receipt of a medical certificate of recovery from infection
Mumps	Until fully recovered
Pediculosis (head lice)	Until appropriate treatment has commenced
Pertussis (whooping cough)	Exclude for 21 days after the onset of illness and until receipt of a medical certificate of recovery from infection
Ringworm	Until appropriate treatment has commenced
Rubella	Until fully recovered or at least four days after onset of rash
Scabies	Until appropriate treatment has commenced
Streptococcal infection (inc. scarlet fever)	Until receipt of a medical certificate of recovery from infection
“Slapped Cheek”	Contagious before rash appears. Must notify school as disease is of danger to pregnant women

<p style="text-align: center;"><b>R</b> <b>Respect</b></p>	<ul style="list-style-type: none"> <li>○ We will respect and uphold the school values</li> <li>○ We will respect ourselves</li> <li>○ We will be considerate of the rights and feelings of others</li> <li>○ We will treat others as we want them to treat us</li> <li>○ We will be courteous and friendly</li> <li>○ We will be tolerant of others in our school community</li> </ul>
<p style="text-align: center;"><b>E</b> <b>Excellence</b></p>	<ul style="list-style-type: none"> <li>○ We will be passionate about learning and teaching</li> <li>○ We will provide a supportive and challenging environment</li> <li>○ We will excite, engage and empower our students</li> <li>○ We will foster a desire and enthusiasm for life long learning</li> <li>○ We will foster creativity</li> <li>○ We will strive for excellence</li> </ul>
<p style="text-align: center;"><b>S</b> <b>Sense of fun</b></p>	<ul style="list-style-type: none"> <li>○ We will take time each day to 'have fun'</li> <li>○ We will promote enjoyment and success for all</li> <li>○ We will be optimistic and positive</li> <li>○ We will ensure that social competencies are embedded into our programs and practices</li> <li>○ We will encourage school pride and a sense of belonging</li> </ul>
<p style="text-align: center;"><b>E</b> <b>Equality</b></p>	<ul style="list-style-type: none"> <li>○ We will acknowledge the rights of others to be different</li> <li>○ We will be supporting and caring</li> <li>○ We will act with kindness and compassion</li> <li>○ We will be patient and give encouragement</li> <li>○ We will accept the things we can't change</li> <li>○ We will not accept bullying in any form</li> </ul>
<p style="text-align: center;"><b>A</b> <b>Achievement</b></p>	<ul style="list-style-type: none"> <li>○ We will do the best we can in all situations</li> <li>○ We will not give up when faced with tasks that are difficult</li> <li>○ We will encourage individual improvement</li> <li>○ We will support each other in achieving our goals</li> <li>○ We will recognise achievement</li> <li>○ We will celebrate success</li> </ul>
<p style="text-align: center;"><b>R</b> <b>Resilience</b></p>	<ul style="list-style-type: none"> <li>○ We will be responsible for our actions</li> <li>○ We will do our share of the work</li> <li>○ We will honour our commitments</li> <li>○ We will help those in trouble or less able to care for themselves</li> <li>○ We will foster resilience</li> </ul>
<p style="text-align: center;"><b>C</b> <b>Co-operation</b></p>	<ul style="list-style-type: none"> <li>○ We will work together to achieve common goals</li> <li>○ We will negotiate solutions</li> <li>○ We will be friendly and welcoming to others</li> <li>○ We will acknowledge the contributions of all group members</li> <li>○ We will foster co-operation, trust and goodwill between students, teachers, parents and the broader community</li> </ul>
<p style="text-align: center;"><b>H</b> <b>Honesty</b></p>	<ul style="list-style-type: none"> <li>○ We will be honest and truthful when dealing with others</li> <li>○ We will display a sense of integrity</li> <li>○ We will be fair by making things as equal as possible</li> <li>○ We will respect and follow the school rules</li> <li>○ We will accept the final decision graciously</li> </ul>