



YINNAR PRIMARY SCHOOL

## Welcome to Yinnar Primary School

Dear Parents and Carers,

I am thrilled to extend a warm welcome to you as the proud Principal of Yinnar Primary School.

At Yinnar Primary School we are all learners. We guide our younger learners to stretch their minds supporting them as they develop into resilient, reflective and resourceful life-long learners who have the capacity to learn alone or with other people.

Yinnar Primary School is dedicated to achieving excellence in education. We strive for the success of all students, embracing a commitment to academic excellence through explicit instruction and a knowledge-rich curriculum. Our passionate educators are dedicated to inspiring a love for learning, ensuring that our students are well-prepared for the challenges of the future.

As you step onto our school grounds, you'll immediately sense a special atmosphere. Our students are happy, caring, polite and have a strong dedication to learning. At Yinnar Primary School, we foster a vibrant community where students, staff and parents collaborate closely to cultivate a positive learning environment. With a rich history stretching from 1890 to present day, Yinnar Primary School has grown to a population of over 230 students and a dedicated team of 27 staff members.

We recognise the importance of a well-rounded education. In addition to our focus on academic achievement, we offer enriching specialist programs in Physical Education, Performing Arts, Visual Arts and Technology. Yinnar Primary School offers students a safe and caring learning environment filled with opportunities and challenges that will inspire and fulfill them today and into the future.

We look forward to meeting you when you visit our School. You will be made very welcome.

Kind Regards,

Christine Hall

Principal

# Table of Contents

School Profile	4
School Organisation	6
• Contact details	
• Staff	
• Term dates	
• Closure days	
• Daily school hours	7
• School notices	
• Arriving at school	
Enrolling your child	
• Checklist	
Growth Mindset	8
Starting school	9
• Transition to school	
• Interviews	
• Buddies	
• Helpful hints	
Communication	10
• COMPASS	
• Seesaw	
• Newsletters & Notices	
• Formal reporting to parents	11
• Celebration	
Our school A - Z	12
• Annual Report	
• Attendance & Absences	
• Bicycles/scooters/skateboards	
• Camps	
• Child Safe Standards	13
• Complaints Process	
• Core values	
• Curriculum	
• Emergency Information	14

• Emergency Management Plan (DISPLAN)	
• Excursions & visiting performances	
• General consent forms	
• Health & medical matters	15
○ Anaphylaxis	
○ Health management plans	
○ Medications	
○ Headlice	
○ School Nurse	
○ Illness	
○ Sun & UV protection	
• Home learning	16
• House system	17
• Instructional Model	
• Learning Power Approach	18
• Library	
• Lunches & lunch orders	19
• Parking & traffic	
• Personal belongings	
• Policies	20
• Privacy	
• Riding & walking to school	
• School Council	21
• Student leadership	
• Student dress code	22
• Visitors & volunteers	23

Appendix a: Parent Payment Schedule

Appendix b: Parent Payment Policy - overview

Appendix c: Medical Exclusions from school

## School Profile

Yinnar Primary School, situated at the foothills of the Strzelecki Ranges in Gippsland, is truly fortunate to be supported by a community that values education greatly and offers firm support and knowledge. The small rural community of Yinnar is experiencing growth particularly with the recent three-stage development of farming land into residential housing. Presently, our school boasts an enrolment of 239 students.

At Yinnar Primary School, we foster a culture of continuous learning. We guide our young learners, encouraging them to expand their minds while supporting their development into resilient, reflective, and resourceful lifelong learners capable of independent or collaborative learning.

Central to our ethos is the promotion of core values that empower students to make positive contributions not only within the school but also in broader communities. Our students embody these values daily: Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Through these values, we cultivate a culture where students approach learning with enthusiasm and curiosity, showing respect for themselves and others. We aim to nurture learners rather than just achievers, ensuring they depart our school equipped with the tools for continued growth and exploration.

We have a strong focus on academic achievement and implement an explicit direct instruction model throughout the curriculum to ensure all students have access to an informative and extensive curriculum. Explicit instruction is characterised by carefully planned and sequenced lessons, clear and detailed instructions and modelling, and frequent and systematic monitoring of student progress and feedback to students. Through the implementation of a Knowledge Based Curriculum our students receive high quality instruction which allows learning to flow seamlessly from Prep to Grade 6. Our instructional approach recognises the importance of the Cognitive Load Theory, it is evidence based and supported by current research.

Our teachers are highly skilled and devoted individuals who collaborate closely to cultivate a school culture that prioritises teaching and learning. They are not only approachable but also highly proficient, committed to ensuring that each student under their guidance reaches their fullest potential. The endorsement rate by staff regarding School Climate, as revealed in the annual School Staff Survey, stands at an impressive 97.2% (compared to the state average of 78.1%).

The school employs a total of 27 staff members, including 2 principal-class personnel, 11 classroom teachers, and 4 specialist teachers (compromising a mix of

part-time positions). Additionally, there are 9 classroom-based Education Support Staff and 2 office-based Education Support Staff. Our school structure comprises 10 classes, primarily composed of composite grades. These classes are organised into two sub-school teams, encompassing students from years 3 to 6 and Prep to 2. Each teacher collaborates closely with a buddy grade, facilitating effective coordination and support across the school. The school offers four specialist areas, Physical Education, Performing Arts, Visual Arts and Technology.

Fostering a strong partnership between the family and the school through clear and continuous communication is a key element in students' success at Yinnar Primary School. All parents are encouraged to be actively involved in their child's education and in school events. The high level of satisfaction expressed by parents regarding their School Satisfaction, as indicated in the annual report, stands at an impressive 91.7% (compared to the state average of 82.8%).

# School Organisation

**Postal Address:** 30 Main Street, Yinnar 3869  
**School Phone No:** (03) 5163 1362  
**Email:** [yinnar.ps@education.vic.gov.au](mailto:yinnar.ps@education.vic.gov.au)  
**Website:** [www.yinnarps.vic.edu.au](http://www.yinnarps.vic.edu.au)  
**COMPASS** Download from the App Store or Google Play

**Principal:** Mrs Christine Hall  
**Assistant Principal:** Mrs Nicole Gill-Smith  
**Learning Specialist:** Mrs Jess Talerico  
**Business Managers:** Ms Jodie Davern  
Mrs Donna Lawless

**Current Teaching Staff:**

Mrs Kate Try	Mr Greg Kneebone
Ms Makayla Ainsworth	Ms Christie Panozzo
Mrs Katherine Linton	Ms Caitlin Twomey
Mrs Teika Bright	Ms Shari Grunberg
Mrs Hayley Coffin	Miss Amy Dyke
Miss Charli Chila	Ms Jayme-Lee Griffin
Mr Charlie Twomey	Ms Ebony Nicholls
Mrs Sheena Peters	

**Education Support:** Mrs Julie Cain (Student Support, First Aid, OHS)  
Mrs Natalie Cheffers (Student Support, Library)  
Miss Tayla Cheffers, Mrs Lyndell Blair, Miss Lexi King,  
Miss Chloe Powell, Miss Bianca Fahey,  
Miss Chloe Huizer (Student Support)  
Mr Geoff Stolk (Grounds Keeper)

**Tutor Learners:** Miss Tayla Cheffers

## Term Dates 2025

Term 1: Tuesday, January 28 – Friday, April 4  
Term 2: Tuesday, April 22 – Friday, July 4  
Term 3: Monday, July 21 – Friday, September 19  
Term 4: Monday, October 6 – Friday, December 19

## School Closure Days (Staff Professional Development)

Term 1: Tuesday, January 28, 2025  
Term 2: Tuesday, April 22, 2025 (TBC)  
Term 3: Monday, July 21, 2025 (TBC)  
Term 4: Monday, November 3, 2025 (TBC)

## Daily School Hours

8.35am	Bag bell: students enter rooms & Staff on duty
8.45am	School Day commences
10.40 – 11.15am	Morning Recess
1.15 – 2.15pm	Lunchtime
3.15pm	School dismissal (parents to collect students at Village Green)

During February and early March Prep students will attend on Monday, Tuesday, Thursday and Fridays only. Wednesday is a rest day for them, and for teachers to meet with parents and undertake individual student assessments.

## School Notices

All student notes preferably will be completed and paid via Compass alternatively (permission forms & money, absences, etc) can be posted in the slot at the school office window.

## Students arriving at school

Students should enter the school through the external classroom doors and the rear door of the main building. Students do not enter via the front door.

## Enrolling your Children

Our school welcomes enquiries about enrolments at any time. Feel free to contact us at any time to organise a tour of our school setting and meet our school community.

We will ensure your prep child has a *buddy* to make their transition to Yinnar as smooth as possible. Your children's teachers will also arrange to meet with you after the first few weeks to discuss how your children are settling in.

## Enrolment Checklist

- Fill in our Enrolment Form and return to school as soon as possible.
- Present School Entry Immunisation Certificate & Birth Certificate (originals).
- Arrange for your children to have correct school uniform.
- Recent school reports for children transferring schools are helpful.

## Growth Mindset

Our school believes in the principle of the Growth Mindset. This is where we teach our students that ability can be developed and intelligence is not fixed.

Students are encouraged to take on *learning challenges*. We teach students to take risks with their learning and to learn from mistakes. Mistakes are valued as learning milestones. We teach students how to accept feedback and improve their learning.

Teachers praise the effort that students make and don't just focus on the end product. Students learn to keep trying and that practice will improve their learning. Students hear from their teachers, "don't worry, you are not there yet, but you will get there with feedback and practice."

### **A Growth Mindset encourages students to:**

- improve their learning and become brighter
- seek out challenges and other opportunities to learn and improve, as these all assist their development
- avoid tasks and situations that they have already mastered
- try harder and revise their strategy when things get tough
- show resilience, creativity and grit – and therefore become a better learner.

At Yinnar Primary School we believe in the following:

- A safe environment that forms the basis for continued learning and teamwork, whilst encouraging individuality.
- A well-balanced curriculum that delivers the best educational and social outcomes for all our children.
- Dedicated teachers, strongly supported by parents and the wider school community.
- Maintaining modern facilities with up-to-date technology.
- The willingness of people to challenge the status quo and accept new ideas.
- The development of appropriate student social behaviour.
- Open and honest communication between teachers, students and parents.
- The recognition of a need for a healthy balance between the demands of the school and home environment.



# Starting School

## Transition to school

It is natural for parents to wonder if their child is ready for school. Should they do a second year of kinder? What if they start school and realise later that they were not ready? What if they already know all the letters and has started to read? So many questions at such an important time in your child's life!

At Yinnar we acknowledge the significance of the step from preschool to school. During term 4 we participate in a number of transition sessions, including our teachers visiting the Yinnar Preschool and the children visiting our school. These transition sessions are followed by the state-wide transition day in early December. Involvement in our transition program is beneficial to experiencing a smooth and successful beginning to school life.

## Interviews

Literacy and Numeracy assessments for Prep children take place on Wednesdays (Prep rest day) at the beginning of term 1. You will be given a date and time to bring your child in for their interview. Parents are not required to stay for the interview.

## Buddies

All prep children are supported in the transition to school with a *buddy* child from Grade 6. Introductions are made at the state wide transition day so children are already familiar with them when starting school. Our buddies play an important role in supporting our Prep learners by looking out for them in the yard, reading to them and helping them with any minor issues.

## Helpful hints – what you can do

- Teach your child basic self-help skills: doing up buttons, zips & shoes, dressing & undressing, caring for their own belongings, using the toilet correctly
- Teach your child to recognise their own name, and possibly write it
- Label everything that is removable: clothing, lunchbox, drink bottle, hat
- Talk to your child about going to school, what school will be like, where to play, where you will drop off & pick up at school, who the teachers are
- Read stories and talk about them with your child
- Talk to the Principal early if you believe your child may require additional assistance

- Have several *school lunches* with your child at home. Children need practice handling a lunchbox and unwrapping food.
- Set regular sleeping routines

### **Helpful hints – what your child can do**

- Practice basic self-help skills
- Look at story books
- Get plenty of sleep as school can be very tiring at first
- Have a good breakfast before school

## **Communication**

Communication between parents/carers and the school community is vital. We have several opportunities for parents to connect with teachers and other staff. Parents are encouraged to maintain contact their child's teacher on a regular basis especially if they encounter any issues as these are best dealt with earlier rather than later.

### **COMPASS Compass**

COMPASS is a free downloadable app that all parents / carers are requested to install. COMPASS is an instant and efficient communication from the school. You will receive information and reminders about special events, excursions, and camps etc that are taking place. It has the ability for you to book your parent teacher conversations. It can also be used to advise us of a child's absence due to ill health or appointments.

### **Seesaw**

Seesaw is a free downloadable app. This is the Home – School Learning Platform utilised by the school to promote the home and school relationship.

### **Newsletter & Notices**

It is our practice to upload to COMPASS all notices and newsletters, hard copies are available from the school office by request. Our school newsletter is uploaded Thursdays – 3 times a term, to Compass and our [website](#).

## **Formal Reporting to Parents**

Parents are kept informed on a regular basis of each child's program, progress, attitude to school and achievement.

- Term 1: Learning Power Report  
Formal Parent / Teacher Conversation
- Term 2: Semester Achievement – Progress Report
- Term 3: NAPLAN results for Years 3 & 5  
Learning Power Report
- Term 4: Semester Achievement – Progress Report  
Parent / Teacher Conversation by Request

## **Celebration**

Our school Celebration is usually held in the stadium for all students and teachers fortnightly on Friday at approximately 2.45pm. This is a great way to end the week, with student acknowledgements and important messages communicated to the school community. Parents are invited to attend celebration as they are a community event.

# Our School A – Z

## Annual Report

The published version of our Annual Report is available on our website.

## Attendance and Absences

Children should attend every day that the school is open. School commences at 8.45am and finished at 3.15pm. Students should be in their classroom ready for learning before the bell rings to start the day.

*It's Not OK To Stay Away...* regular attendance is important as it helps school progress, social adjustment and the development of dependability, however, home is the place for a sick child. A sick child does not learn well and may pass their illness on to the other children and staff.

The school must be notified on the day a student is absent before 9am, by COMPASS app, phone or email. Parents/guardians/caregivers must provide an explanation for absence on each occasion. This must be in writing.

Students arriving late or leaving early must be signed in and/or out at the school office. Students who arrive late will collect a late pass to hand to their teacher.

Our [Attendance Policy](#) is available on our website or from the school office.

## Bicycles/Scooters/Skateboards

Victorian law states that every rider must wear an approved helmet. Primary school students are permitted to ride on the footpath.

Students must **dismount** and **walk** from the General Store or Mark Smee Motors and use the front gates. All bikes/scooters/boards should be stored in the bike shed at the rear of the stadium.

## Camps

Our school has a comprehensive camping program. Beginning with dinner at school leading to overnight camps progressively of 4 days for our senior students.

- Prep: Prep Picnic at School
- Year 1: Night of Adventure
- Year 2: Night of Adventure and Sleepover at School
- Year 3 – 6 adventure camps ranging from 2 nights – 4 nights, including Camp Rumbug, Camp Woorabinda, Camp Coonawarra and Sovereign Hill Ballarat
- Somers Camp: Offered to Year 5 & 6 students by application.

*See Appendix a: Parent Payment Schedule for more information.*

## **Child Safe Standards**

In accordance with Ministerial Order 870 our school complies with the 7 Child Safe Standards. We are committed to being a Child Safe organisation and have a zero tolerance for child abuse.

*Our Child Safe Standards are available on our [website](#)*

## **Complaints Process**

We are always happy to discuss any concerns of parents/carers or community members. Initially, concerns should be directed to the classroom teacher, followed by the Assistant Principal or Principal. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed. Where concerns cannot be resolved in this way, the school follows a formal complaint process.

*Our Student Engagement & Wellbeing Policy & Complaints Resolution Policy are available on our [website](#) or from the school office.*

## **Core Values**

We have a strong emphasis on developing our core values of Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthusiastic and curious about their learning and to respect themselves as well as each other. We want our children to leave our school as learners, not just achievers. At Yinnar Primary School we move forward together with a growth mindset empowering us to see endless possibilities and endeavour to reach our highest potential. We aim to instil in our children a belief that their intelligence can be cultivated and the importance of seeking out challenge and feedback for continued growth.

Our Learning Power Approach and our GRACE core values are introduced from Prep and are integral to the learning culture of our school.

## **Curriculum**

Yinnar is committed to providing quality teaching at all year levels. An integrated curriculum approach is taken based on the Victorian Curriculum.

Each classroom has access to netbook computers, ipads and increasing range of digital technologies and the internet to support their learning.

Specialist classes are offered in Performing Arts (music, drama, dance), Visual Arts, Physical Education and Technology.

## **Emergency Information**

Information forms are handed out at 'Book Collection Day' in January for you to make any relevant changes.

It is vital for your child's safety that we maintain accurate contact and medical information.

Changes to any of this information should be notified to the school immediately.

## **Emergency Management Plan (DISPLAN)**

The school maintains a comprehensive Emergency Management Plan in the event of local/school disasters. Students and staff take part in regular practice lockdown & evacuation drills. Should there be an authentic emergency the school will follow the documented procedures. This also includes notification of parents. Parents should be aware that in case of a school emergency, not to contact the school as the telephone lines must be kept open for emergency services. The school will keep parents informed via COMPASS as necessary.

## **Excursions/Visiting Performances**

Excursions and visiting performances are considered an important part of the curriculum. Being able to see things at first hand is one of the best educational experiences a child can have. You will be asked to sign a consent form before your child is taken on any excursion or participates in a visiting performance. Excursions in our local community do not require consent but an information letter will be sent home. Excursions and visiting performances often incur additional costs.

*See Appendix a: Parent Payment Schedule for more information.*

## **General Consent Form**

At the beginning of each year parents will be asked to sign a general permission form that covers several important areas including, but not limited to headlice inspections, consent to publish student name/photo, local area walks and illness/injury consent.

## Health & Medical Matters

Our school has an extensive First Aid room and staff are trained in First Aid. Classrooms and staff on duty have access to first aid kits.

*Anaphylaxis:* In accordance with Ministerial Order 706 all staff have further training in managing Anaphylaxis emergencies. Staff also have training in managing Asthma and emergency procedures.

*Health management plan:* Children diagnosed with Anaphylaxis, Asthma, Allergy or other medical condition must have a current Management Plan from their doctor. Proforma plans are available from the office.

*Medication:* All medications must be handed to the office, in its original packaging, together with a Medication Authority form. Medications are not to be kept in school bags or the classroom.

*Headlice:* One of the most common health problems in school is headlice. Long hair should be tied up with small hair ties or scrunchies. Please check your child's hair frequently. If your child has become infested the school must be notified immediately and the child is to be excluded from school until treatment has commenced.

The school may arrange inspections at the school. If headlice is found, a note will be sent home with the child asking that treatment be undertaken. The school is not responsible for treating headlice but can give advice and information about the use of safe treatment practices.

*School Nurse:* Each year students in Prep are examined by a nurse. Vision, hearing and general physical wellbeing are assessed. Students in other years may be referred by staff or at the request of a parent.

*Illness:* In case of illness, a sick child should be kept at home and the school notified. Certain illnesses are covered by specific Health Department instructions regarding exclusion. *See Appendix c for more information.* If a child becomes ill at school the parent or emergency contact will be notified and asked to collect the child.

*Sun & UV Protection:* From September through to May all students are required to wear a school hat. Parents should ensure that their children have sunscreen applied before school and, if possible, carry a small tube in their bag. Sunglasses are also suggested.

## Home Learning

[Home learning](#) benefits students by complementing classroom learning and providing an opportunity for students to be responsible for their own learning. The school utilizes the Seesaw Platform to share home – school learning tasks when appropriate.

Our Home learning policy aims to:

- To deepen and extend classroom learning by way of previewing, and reviewing new learning
- To promote and support positive study habits
- To assist in the development of effective self-regulation skills
- To foster a sense of self-discipline and responsibility

Home learning tasks set by teachers will be appropriate to each child's skill level and age. They should be interesting, challenging and where appropriate, open-ended. It should be purposeful, meaningful and relevant to the current classroom curriculum. Tasks should provide students with opportunities to practice skills, review content, and deepen their understanding of concepts learnt, or as a preview to new learning.

Students who do complete their home learning tasks/preview will be better equipped to take on more challenging and interesting classroom tasks that apply the concept, rather than learn it.

It will often find the child in their practice zone rather than learning zone. It will require the use of the learning dispositions of resourcefulness, resilience and reflection. Parents are encouraged to be interested in their child's home learning and provide hints where necessary but refrain from doing the task for them.

The completion of home learning tasks will be monitored by teachers. Students who do not complete the assigned home learning/preview task as a way to prepare for learning, may need to use some of their school time to explore those concepts.

The school will acknowledge, and celebrate those students who read daily and, are consistently completing home learning tasks/preview.

In Prep – 2 home learning may consist of:

- daily reading to, with and by parents/carers
- simple extension tasks associated with classroom learning
- gathering of additional information, materials, discussion and/or exploration of concepts as a preview to new learning



- real life tasks that complement classroom learning- i.e. card games; board games (Monopoly, Boggle, Dominoes, Battleship, Cluedo, UNO, et al); cooking or other tasks that follow directions are also encouraged
- tasks may be set to review content learnt
- home learning does generally not exceed 30 minutes per day (P-4) and the school aims to avoid weekend or vacation periods.

In Years 3-6 home learning may consist of:

- daily independent reading
- gathering of additional information, materials, discussion and/or exploration of concepts as a preview to new learning
- simple extension tasks associated with classroom learning
- real life tasks that complement classroom learning- i.e. card games; games (Monopoly, Boggle, Dominoes, Battleship, Cluedo, UNO, et al); cooking or other tasks that follow direction are also encouraged
- unfinished classroom tasks may be assigned as home learning
- home learning does generally not exceed 45 minutes per day (5-6) and the school aims to avoid weekends or vacation periods

*Our Home Learning Policy is available on our [website](#) or from the school office*

### **House System**

The House system operates for whole school activities including athletics, cross country, and other events or competitions that House Captains may wish to organise. There are 4 houses – Blue, Green, Red & Yellow. Students are distributed evenly across the Houses when enrolled, taking in account siblings, age & gender making for 4 balanced, whole school groups.

### **Instructional Model**

At Yinnar Primary School, we are committed to providing our students with the highest quality of education through an evidence-based approach to instruction. Our philosophy is grounded in the Science of Learning, ensuring that our teaching methods are supported by research and proven to be effective. We prioritise knowledge-rich curriculum as we firmly believe that a strong foundation of knowledge is essential for students to become critical thinkers and problem solvers.

Yinnar Primary School promotes the consistent use of Explicit Direct Instruction (EDI) in every classroom. Explicit instruction involves directly teaching students the content or skill to be learned, using clear and unambiguous language. It encompasses research-based instructional practices explored by cognitive and

educational researchers. Explicit instruction is characterised by carefully planned and sequenced lessons, clear and detailed instructions and modelling, and frequent and systematic monitoring of student progress and feedback to students. Teacher modelling and then teacher guidance is followed by scheduled opportunities for practice. Student / teacher interaction is very high and student engagement is essential.

### **Learning Power Approach**

At Yinnar Primary School we believe that learning should be a life-long enterprise. We aim to develop our students 'Learning Power', not just so they can complete school learning more easily and effectively, but so they will leave school with a set of skills and attitudes which will serve them through the journey of life. We have a strong emphasis on developing our core values of Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE). Our core values encourage our students to be enthusiastic and curious about their learning and to respect themselves as well as each other. We want our children to leave our school as learners not just achievers.

### **Library**

We have an extensive library containing picture story, fiction, non-fiction and teacher reference materials. All classes attend the library at least once every week with their classroom teacher. Borrowing: students have the opportunity to borrow a maximum of 3 books at a time for up to 2 weeks. Students will be reminded about overdue books and parents will be notified if books are not returned.

- Bookclub: students and their families are able to purchase books from Scholastic Bookclub. There are 8 issues per year. There is no obligation to purchase. Orders can be made online or by returning the order form and correct money to the office by the due date. Our library benefits by receiving vouchers for new resources.
- Bookfair: there is 1 bookfair held each year – in August. There is no obligation to purchase books, however, it is a great opportunity to source fantastic reading material and the library benefits directly from total sales.

## **Lunches & Lunch Orders**

We encourage healthy eating by asking that students bring healthy lunches to school. Foods eaten during a child's early years and at school contribute significantly to a child's daily nutrient intake and also have a considerable influence on the development of their lifelong eating habits, growth patterns and energy levels. Students should bring their lunch and drink from home in named containers.

Healthy lunches include:

- Sandwiches or pita bread with cheese, lean meat and/or salad
- Cheese slices, crackers with spread
- Fresh fruit and/or fresh vegetables

We support our local businesses so students are able to order their lunches from Café 3869. Lunch orders are to be named and clearly written on the outside of an envelope with money enclosed. Orders are placed in the lunch baskets in each classroom BEFORE school.

Lollies (of any description) and soft drinks are **not permitted**.

Snacks and lunches are eaten in the classroom.

## **Parking & Traffic**

Community safety and wellbeing is extremely important. We ask that all students and parents use the school crossing when crossing Main Street. The school crossing is supervised and flags displayed from 8am – 9am and 2:45pm – 3:45pm. Parents must be aware of and observe the parking restrictions in Main Street when flags are displayed.

There is also limited parking in Bolgers Lane, at the rear of the school. Drivers must respect local resident access by keeping driveways clear and be extremely vigilant as students enter the school grounds through all 3 entrances.

Students are only permitted to exit the school through the Main street gates, unless collected by a parent in the rear carpark.

## **Personal belongings**

Students are responsible for their own belongings. All clothing, bags, hats, lunchboxes & drink bottles should be clearly named. Unnamed items will be kept in the Lost Property area in the stadium.

Valuable items including ipods, cameras, ipads, smart watches and mobile phones should not be brought to school.

Students who need to carry a mobile phone outside of school hours must leave them at the office on arrival and collect them at the end of the day. The school does not accept responsibility for any private belongings brought to school by students.

## **Policies**

The school maintains a suite of policies and guidelines for the effective operation of our school. Parents may obtain a copy of any policy from the office and a selection is available on our [website](#).

## **Privacy**

The school follows the Department of Education's mandated Privacy Policy.

More information can be found at:

<https://www.education.vic.gov.au/school/principals/spag/governance/Pages/privacy.aspx>.

## **Riding or Walking to School**

How do you decide if a child is 'old enough' or 'responsible enough' to travel to and from school without adult supervision?

As a general rule, children up to the age of 12 should not be in traffic situations without an accompanying adult, as they may not have developed the knowledge, skills and behaviour necessary to keep themselves safe.

### *How you can help:*

- It is important to realise that children must know how to be safer pedestrians long before they have the skills to ride to school.
- It is important to know the route that your child will use to walk or ride to school. If a younger child is be in the care of an older child, please be aware that the older child may not have sufficient road sense or maturity to be able to supervise the safety of the younger child.

### *What to do:*

- Ask your child about the normal route they travel to and from school and discuss the safety issues involved
- Do a test walk, discuss any safe or unsafe features as you come to them (crossings, quiet streets, footpaths, intersections)

Discuss 'Stop, Look, Listen & Think'

## **School Council**

The School Council is the official governing body of the school. It decides school policy, prepares and oversees the annual budget, approves camps, and oversees the maintenance of the buildings and grounds.

The composition of the School Council at the school is:

- The Principal (Executive Officer)
- 4 Staff representatives (elected by staff)
- 8 Parent representatives (elected by school community)

Elections are held in March each year and is publicized through the school newsletter. Elected members serve a 2-year term. The School Council meets monthly. Parents are invited to attend these meetings, and to consider becoming involved in the school council.

## **Student Leadership**

Our school believes that students need to be at the centre of their learning and have true ownership in their school. Students are given opportunities to have input into decisions, voice concerns and make suggestions to improve their school, as well as become more aware of the wider community.

Students who aim to gain a student leadership role need to aspire to demonstrate an understanding and model our GRACE core values in every aspect of school life.

Student leadership roles include

- School Captains
- House Captains
- Junior School Councillors
- GRACE Team Leaders
- Buddies
- Senior grade role models

Our aspiring young student leaders are involved in an induction process that highlights responsibilities, teamwork & teambuilding skills, how to be an effective leader, expectations, communication and commitment.

*Our Student Leadership handbook is available on our [website](#) or from the office*

## Student Dress Code

School Council consults with the wider school community through various formats when reviewing the [Student Dress Code](#). The Dress Code will take precedence over a student's individual preference. It applies during school hours, while travelling to and from school, when students are engaged in school activities and/or excursions, both in and out of school hours.

Cultural and religious requirements may be accommodated in consultation with the parents/carers and the Principal. Jewellery and cosmetics must be kept to a minimum. (ie. studs, watch, clear nail polish). Long hair shall be tied back with small hair ties or scrunchies in school colours of Navy and Gold. Student safety is a priority in determining suitability of individual items.

The school will provide strategies to support families experiencing economic hardship to obtain low cost uniforms. Exemptions or concerns regarding the dress code should be addressed in writing, to the Principal.

Opportunities for 'Free Dress' days will be made available during the school year, with the approval of the Principal.

Our official school colours are Navy and Gold. Garments that fall within the school's dress code are:

- navy tracksuit pants
- navy windcheater\*\*
- navy rugby windcheater with gold trim\*\*
- navy shorts or skorts
- navy or gold polo shirt\*\* (long or short sleeve)
- navy vest\*\*
- navy jacket\*\* (fleece or waterproof)
- blue & white check dress
- navy broadbrim hat\*\*
- navy beanie\*\*
- house t-shirts – blue/green/yellow/red
- navy backpack type school bag\*\*
- closed toe sandals, runners, shoes, boots

\*\*School logo required

Our school suppliers are [Beleza School Uniforms](#), Seymour Street, Traralgon and [Hip Pocket Workwear](#), Hollie drive, Morwell. Preloved uniforms are available at selected times from the school. Individual items can have logos embroidered at [Hip Pocket Workwear](#).

*Our Student Dress Code is available on our website or from the school office.*

## Visitors & Volunteers

A great deal of valuable work can be done by parents and/or other [volunteers](#) in helping the school run smoothly. The influence that parents can have on their child's learning, especially in the early school years, is vital to their overall development in the future. You may have special expertise in an area that is beneficial to students' learning. We welcome your involvement in many ways, including:

- Reading circles
- Cooking, craft, sport
- Library book covering, shelving
- Gardening

In line with our Child Safe standards, all visitors and volunteers are required to sign in at the school office if you are visiting the school other than at pick up or drop times and must have a current [Working with Children](#) card.

## Appendix a



# Parent Payment Arrangements



### Help for non-English speakers

If you need help to understand the information in this policy please contact our office on 51 631 362 or email [yinnar.ps@education.vic.gov.au](mailto:yinnar.ps@education.vic.gov.au)

Dear Parent/Caregivers,

Yinnar Primary School is looking forward to another great year of teaching and learning and would like to advise you of Yinnar Primary's voluntary financial contributions for 2024.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support as this has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to enhance our digital learning opportunities, purchase class and home reading materials and maths resources as well as assist with upgrades to our grounds and additions to the playground.

Please find the optional items / activities for all grade levels attached. If you wish to make any voluntary contributions, the office will be open Wednesday 24th January from 8am – 5.30pm.

The Yinnar Primary School Council approves all voluntary contributions.

The government pays for teacher salaries, limited building maintenance, administration costs and some curriculum costs. The school endeavors to purchase good quality learning materials in bulk at a reasonable cost. Teachers have elected to make reasonable purchases in the student 'book box' for student use in the classroom.

#### *Financial Support for Families*

Yinnar Primary School understands that some families may experience financial difficulty and offers a range of support options, including:

- Camps, Sports and Excursions Fund
- State Schools Relief

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact:

Christine Hall - Phone: 03 5163 1362 or Email: [yinnar.ps@education.vic.gov.au](mailto:yinnar.ps@education.vic.gov.au) (please mark as confidential)

#### *Payment Methods*

Our preferred methods for families to pay their voluntary contribution payments are:

- EFTPOS or credit card (in person or by phone)

#### *Refunds*

Any refunds are either held on account or transferred via direct debit to a bank account as per our Electronic Funds Management policy.

For further information on the Department's Parent Payment Policy please see overview attached or for the detailed policy go to [https://www.yinnarps.vic.edu.au/uploaded\\_files/media/parent\\_payment\\_policy.pdf](https://www.yinnarps.vic.edu.au/uploaded_files/media/parent_payment_policy.pdf)

Yours sincerely,

Christine Hall  
Principal

Laura Gee  
Yinnar Primary School Council President





## Book Collection/Payment Day – Wednesday 24<sup>th</sup> January 2024 (8am-5.30pm).

### Payment Schedule

Please find optional items and activities for your child. Yinnar Primary School also continues to welcome your voluntary contributions for 2024.

### Extra-Curricular Items and Activities

Yinnar Primary School offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in orders to deliver the curriculum. These are provided on user-pays basis.

You may like to pay for these items in advance, as each activity occurs or pay the item off over the course of the year.

Extra-Curricular Items and Activities	Date 2024	Amount
Visiting Show	(TBC)	\$10.00
Excursions 1 x Major Excursion per year	(TBC)	\$40.00
Sports Events – district/zone/region/state	(TBC)	\$10.00
Grade 6 Commemorative Graduation Polo Shirt/Hoodie	Order 2023, Supplied January 2024 (TBC)	\$31-\$54
School Photos (paid directly to Photographer)	13 <sup>th</sup> February 2024	\$20.00 (min)
Yinnar & District Sports Day	March 2024 (TBC)	\$5.00
Grade 5/6 camp to Coonawarra Farm Resort	12 <sup>th</sup> – 15 <sup>th</sup> March 2024	\$500.00 (TBC)
Prep Picnic	November 2024 - TBC	\$10.00 (min)
Grade 1 & 2 Evening Adventure & Sleepover	November 2024 - TBC	\$20.00 (min)
Grade 3/4 camp to Woorabinda	9 <sup>th</sup> – 11 <sup>th</sup> October 2024	\$360.00 (TBC)
Prep – Grade 3 Swimming	November 2024 - TBC	\$25.00 Approx.
Grade 6 Graduation	18 <sup>th</sup> December 2024	\$45.00 Approx.
End of Year Excursion	19 <sup>th</sup> December 2024	\$30.00 Approx.

### Voluntary Contributions

Yinnar Primary School continues to welcome your voluntary contributions to support our School's important priorities for 2024. Areas we are focusing on are listed below.

#### Voluntary Contribution

##### General Voluntary Contribution

This money will go towards the school's 2024 Annual Improvement Priorities of Student Learning and Student Wellbeing

These contributions directly support several important curriculum areas and programs that we offer including

- Printing and photocopying of worksheets and learning materials for classroom learning
- We prioritise the wellbeing of each student, which involves collaborating with external experts as required. Your contribution assists the school in understanding of diverse student needs and most effective ways to support inclusive practices.
- The school's partnership with The Resilience Project which aims to foster and nurture resilience in our students.

and/or

### **Digital Subscriptions**

This money will go towards the school's 2024 digital subscriptions

- No More Marking \$4.18 per student
- Nessy \$6.28 per student
- Learning Through Doing \$6.28 per student
- IXL \$8.79 per student
- Essential Assessments & My Numeracy \$10.46 per student
- SEESAW \$16.74 per student
- Compass \$27.20 per student

### **Schools Library Fund**

*A tax -deductible donation to support book purchases and other equipment that sustain the library as a valuable resource.*

- Class sets of decodable readers for junior students
- Class sets of novels for senior students

and/or

### **School Grounds**


Potential initiatives to enhance the planned building upgrade including playground equipment, garden beds, outdoor learning space and seating options for the playground area.

*School Council has established Tax-Deductible Gift recipient status with the Australian Taxation Office for the school's Library.*

Your child will not be disadvantaged if you do not make a voluntary contribution. All records of voluntary contributions are kept confidential as well as your decision about whether to make a contribution or not.


## PARENT PAYMENTS POLICY

### ONE PAGE OVERVIEW



#### FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.




#### PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:


Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



#### FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



#### SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

## Appendix c

# Minimum period of exclusion from primary schools and children's services<sup>1</sup> for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

### Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
13	Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

#### Regulation 111

A person in charge of a primary school, education and care service premises or children's services centre must not allow a child to attend the primary school, education and care service premises or children's services centre for the period or in the circumstances:

\* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

\* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

\*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.