

# HASTINGS PRIMARY SCHOOL

## INFORMATION BOOKLET 2013



**School No.:** 1098

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Hastings 3915

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**School Principal:** Sue Lyons

A 5 STAR Sustainable School



A KidsMatter School



## SCHOOL PROFILE

Hastings Primary School No. 1098 is situated in the township of Hastings on the Westernport side of the Mornington Peninsula. The school was established in 1872 and has provided continuous education for the community throughout that time. Located on Hodgins Rd., and bounded by Kings Creek and natural bushland, the school offers spacious grounds and buildings and is within walking distance of the business and recreation centres, the Hastings Marina, the foreshore and its reserves. The present enrolment at the school is 234 students. In the next 5 years we are expecting a small but steady growth in student enrolments as Hastings township and Western Port area become more populated.

### Our Vision

To engage each of our students in a broad and balanced educational experience, delivered in an enjoyable, positive, safe, supportive and challenging learning environment, where they will be equipped with the academic and life skills to reach their full potential and be responsible citizens and life long learners.



### Our Values

Our school motto, “Care, Respect, Knowledge”, is the cornerstone in building relationships and promoting strong partnerships between students, teachers, parents and the wider community. To build this community spirit, a clear set of values are shared by the school community.

**RESPECT** We show respect by speaking and acting with courtesy. We treat others with dignity and respect the rules of our family, school and country. We respect ourselves, each other, property and our environment.

**RESPONSIBILITY** We show responsibility when others can depend on us. We are willing to be accountable for our actions and attitudes. When things go wrong and mistakes are made, make amends instead of excuses. We give our best to every task and keep our agreements.

**TRUTHFULNESS** We show truthfulness by being honest in our words and actions. We don't listen to gossip or prejudice. We see with our own eyes and make up our own minds about what is true. Being your true self is being who and what you are, without trying to look like something you are not.

**TRUST** We show trust when we believe in someone or something. We have confidence that the right thing will happen if we do the right thing. We trust others unless we have good reasons not to.

**CONSIDERATION** We show consideration by being thoughtful about other people and their feelings. We think about how our actions will affect them and we care about how they feel. We pay attention to what others like and don't like and we try to show kindness to everyone.

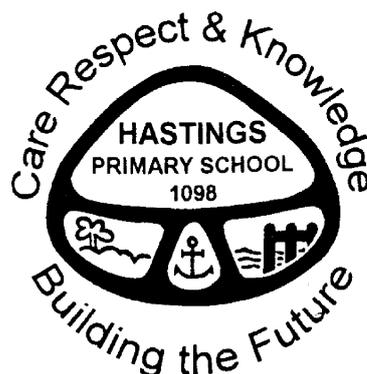
**KNOWLEDGE** We develop our whole selves through building knowledge, understandings and skills about ourselves and our world. At Hastings Primary School we encourage the motivation to learn, teach the ability to think, promote the confidence to take responsible risks and aspire to seek excellence and become life long learners.

## About Hastings Primary School

The children at Hastings Primary School come from a range of backgrounds representing industrial, professional, rural and welfare groups. A high percentage of students live within the township of Hastings and the majority complete their schooling at Western Port Secondary College.

The Hastings PS school community is proud of the facilities and grounds provided. The school experienced an extensive upgrade in 1997, during its 125 year celebrations. A special feature of the school is the Administration Centre housed in the original 1872 school building. Other features include:

- Extensive sealed and grassed grounds, with natural bushland on 2 sides, synthetic turf palying field, fitness track and 3 adventure playgrounds, meeting the needs of different age levels
- Recent enhancement of grounds including re-establishment and restoration of garden beds and seating facilities provided in partnership with local community groups
- Undercover facilities, including shade shelter over sandpits and seating, to provide adequate weather/shade shelter and a more child friendly environment with one area having colourful seascape murals completed by local artist and parents
- 15 permanent classrooms, most with withdrawal areas and office spaces, fully air conditioned and newly carpeted for the comfort of students and staff.
- A highly resourced Visual Arts room, including a kiln and interactive whiteboard to access examples of artworks around the world
- A separate multi-purpose hall with kitchen facilities used for school programs, hire and community groups
- All 15 classrooms are fitted with interactive whiteboard technology including data projectors and sound systems. This supports classroom access to 'the world' through direct access to the Internet at all class levels.
- An Information Resource Centre (Library and Computers), fully networked, linking classrooms across the school to the intra and Internet system, through 24 student use and 2 staff use desktop computers and data projection facilities
- The Information Resource Centre also houses a substantial student and staff library collection
- A dedicated Science and Technology room, housing significant science resources including digital microscopes, computers and data projector.
- Each of the 15 classrooms have at least 4 desktop computers and up to 6 in some areas. 28 netbook computers are available for use in the Senior School.
- As a 5 Star Sustainable School we support knowledge and understanding in the area of environment protection and preservation. The school has a vegetable garden, henhouse and frog pond within its grounds. These support classroom programs in Health and Nutrition, Science and Environment.
- Fully trained Occupational Health and Safety officer who, in conjunction with the Principal, manages the employee and student health and well being guidelines and the risk and emergency management policy and processes, including the Occupational Health and Safety responsibilities.



**Hastings PS has a challenging and extensive curriculum which places the development of Literacy, Numeracy and student well being, in all students, at the forefront of planning, implementation and evaluation. All Key Learning Areas are integrated into comprehensive and focused learning programs. Features include:**

### **Student Well Being**

- Hastings Primary School is one of only 20 primary schools in Victoria (and only 100 in Australia) selected to trial the KidsMatter – Australian Primary School Mental Health Initiative - over the past 2 years. In 2009, we move into the consolidation phase of Kidsmatter, remaining in close collaboration with the national body of Kidsmatter. This highly resourced and supported program (sponsored by Federal Government, beyond blue, Australian Psychological Society, Australian Rotary Health Research Fund and Australian Principals Associations Professional Development Council) will assist in developing stronger links to families and the wider community.
- The Student Well Being and Management Code of Conduct provides all school community members with a clear set of expectations, acknowledgements and consequences
- An extensive student support framework, including whole school social skills programs including Stop, Think, Do! and The Virtues Project, supporting student well being and confidence, building self esteem, friendships and loyalty
- You Can Do It! Education program assists students to develop the Foundations of Learning - Confidence, Getting Along, Persistence, Organisation and Resilience – through explicit teaching of the Habits of the Mind (see pages 13-15 for more detail)
- Primary School Student Welfare Officer/Teacher to support staff and additional health workers in their work, meeting the needs of individual and groups of students
- Primary School Chaplain working in the school, with staff and families, 2 – 3 days a week
- The promotion of student leadership development throughout the school in the roles of School and House captains and Junior School Council representatives and special interest projects

### **Additional Curriculum Areas**

- All curriculum areas are well supported by the provision of 'state of the art' technology including interactive whiteboards and computers in every classroom
- Early Years Literacy approaches are now embedded programs throughout the Prep – Year 4 classes. A second Literacy co-ordinator and Reading Recovery teacher has been trained, with both positions providing additional support to students and teachers
- Years 3 -6 students access the Lexile Reading program which provides motivation to read through a rich selection of reading materials and assessment through quizzes
- Early Years and Middle Years Numeracy co-ordinators have been trained, with the programs being implemented across all levels
- Health and Physical Education encompasses programs such as Bike Education (Years 3 - 6), Fitness First (Prep – Year 6 program 3 days a week) and Foodsmart (Prep – Year 6). These programs are highly resourced .
- An integrated curriculum, incorporating Humanities, Science, Technology and The Arts, is implemented to support the acquisition of Literacy and Numeracy skills through life skills and experiences
- Learning Technologies and Information & Communication Technology program, including global communications and keyboarding.
- 'Good Living' program aimed to enhance the knowledge and skills of students to lead healthy, active lives. The program includes Foodsmart (nutrition and food preparation), Bike Ed, Outdoor Ed, Drug Education and Social Skills programs.

- As one of only few '5 Star Sustainable Schools' in Victoria, this program encourages and educates students to be involved in a range of activities and strategies to support environmental awareness and sustainable futures. We have a particular interest in the condition and health of Kings Creek and the mangroves on the school boundaries. We also have a vegetable garden and henhouse where students enjoy gardening and care of the hens. Rainwater water tanks, rubbish free playground, recycling all paper, composting and worm farming and energy monitors are only some of the strategies we implement.
- Assessment and reporting processes have been designed to meet the needs of all students, parents and staff. Reports are distributed in June and December, while formal parent/teacher interviews occur during February and July, with significant focus on goal setting for the future
- Speech pathology assistance program (SPA) provides trained integration aides to work with students requiring additional language support.
- The Westernport cluster of schools and local pre-school/child care centres provide a planned, structured and generous transition program for Prep and Year 6 students.
- A whole school CLUBS program, with membership organised in Prep – Year 6 multi-age groupings, to provide students with a range of leisure experiences in an environment providing support for younger children while giving opportunities for older children to teach, nurture and consolidate their own skills
- Science in Schools is being implemented through staff professional development .
- A commitment to the abilities and interests of gifted and talented students through participation in CONNECTIONS (out of school hours) and additional lunchtime opportunities
- Additional programs and activities to meet the needs of individuals and groups of students through performing arts, sporting activities, lunchtime clubs and activities and Junior School Council

Parents, as part of the learning partnership, are encouraged to become involved in classroom programs, physical education and sports, excursions, camps, clubs and special events. Their interest, skills and time are greatly valued.

A significant number of community volunteers, of all ages, support H.P.S. with their time and expertise throughout the year in classrooms and additional projects.

School Council is highly supportive in the organisation, resourcing and management of school programs, grounds and facilities.

An active parent/community volunteer group (Friends of Hastings Primary School) meet to plan and organise social and fundraising activities for the whole school community.

Hastings Primary School is a significant participant and contributor to the Westernport Cluster of schools and the Mornington Peninsula Network of schools. We work collaboratively within these networks to maintain an informed and co-operative approach to sharing best practice teaching and learning strategies and promoting connectedness to our schools and their communities.

Hastings Primary School remains committed to maximising the educational opportunities for all students, striving for continuous improvement and community well being.



**PRIMARY SCHOOL PRIVACY NOTICE** Information About The Enrolment Form. Please Read This Notice Before Completing The Enrolment Form.

**This confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that Hastings Primary School can register your child and allocate staff and resources to provide for their educational and support needs. All staff at Hastings Primary School and the Department of Education & Training are required by law to protect the information provided by this enrolment form.**



Health information is asked for so that staff at Hastings Primary School can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child's doctor. Hastings Primary School depends on you to provide all relevant health information because withholding some health information may put your child's health at risk.

Hastings Primary School requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to Hastings Primary School. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principal, Mrs. Sue Lyons, if you would like to discuss, in strict confidence, any matters relating to family arrangements.

### **Emergency Contacts**

These are people that Hastings Primary School may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to Hastings Primary School.

### **Student Background Information**

This includes information about a person's country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that Hastings Primary School receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

### **Religious Affiliation**

If you want your child to receive religious instruction while at Hastings Primary School please complete this section. The Department of Education & Training needs to know what type of religious instruction is sought so the Department can, where possible, provide appropriate religious instruction at Hastings Primary School

### **Immunization status**

This assists Hastings Primary School in managing health risks for children. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

### **Visa status**

This information is required to enable Hastings Primary School to process your child's enrolment.

### **UPDATING YOUR CHILD'S RECORDS**

Please let Hastings Primary School know if any information needs to be changed by sending updated information to the school office. During your child's time with Hastings Primary School we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

### **ACCESS TO YOUR CHILD'S RECORD HELD BY SCHOOL**

In most circumstances you can access your child's records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. The Department can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form.

Please call the Department's Privacy Manager on (03) 9637 3601 if you would like this information.

## School Information

### BELL TIMES

**Children line up in designated areas before entering school at the beginning of each session. Bells to signal the start of each session are preceded by three minutes of music to allow children and teachers time to get to line. Children and teachers should be at the lining-up area before the bell rings.**

8:50am	-	Bell	All children are to go to classrooms to prepare for the day's activities, and to begin by 9am. Teachers are in their rooms at this time.
9:00am	-	Bell	Commencement of school.
10:00am		No bell	All classes have a fruit/vegetable and water break. Every child is expected to have a piece of fresh fruit or vegetable each day for 10am snack, and a 'water only' bottle for classroom use, throughout the day. School logo water bottles are available at the office at \$2
11:00 am	-	Bell	Commencement of recess (30 minutes)
11:15 am	-	Bell	Change Yard Duty
11:30 am	-	Bell	End of recess
1:20 pm	-	Bell	Children eat lunch in their rooms
1:30 pm	-	Bell	Commencement of lunch recess.
1:52 pm	-	Bell	Change Yard Duty
2:15 pm	-	Bell	End lunch recess.
3:15 pm	-	Bell	Dismissal (a staff member is on duty in the yard until 3:30)

### COMMUNICATION WITH STAFF

Parents/guardians are requested NOT to meet with teachers before school, as this is an important time, preparing for the busy school day ahead and greeting the children.

An interview time with your child's class teacher, a specialist teacher or the Principal/Assistant Principal can be requested at any time by parents/guardian in person, by note or telephone.

### PAYMENTS FOR ACTIVITIES (excursions, fundraising, camps, etc.)

Throughout the year all students have many opportunities to participate in extra curriculum activities, many of which come at an additional cost. All money paid to the school must be placed in a named envelope with the amount and the activity being paid for. Payment envelopes are available at the office.

All money and permission forms for excursions and camps must go to the classroom first, for teachers to check names off and collect forms. Fundraising monies and other notices can be posted straight into the Pelican Post box in the office foyer.

Wherever possible, families will be given at least 2 weeks notice for payments to the school. The more costly the activity the more notice is given.

All payments have a 'deadline for payment date' whereby the money must be received by that date. Camps and swimming also have a deadline for deposits.

Where a family is unable to meet the deadline, an arrangement for payment can be made directly with the Principal or Assistant BUT must be made BEFORE the deadline has passed.

## **ABSENCES**

There is a legal requirement for students to attend school and for schools to keep records of student attendance. A student's continued absence from school can significantly limit their learning opportunities and achievement and may lead to

- Falling behind at school to a level where the child's skills and understandings may eventually limit their employment and life choices
- Loss of friendships and social problems
- Loss of self confidence and feelings of low self worth

All absences are recorded at school. A note is requested from parents/guardians for all absences. Where a note is not received the absence is recorded as 'unapproved'.

If a child is ill and absent for more than 2 days, teachers can be requested to provide some school activities for children to complete at home while recuperating.

## **SCHOOL ASSEMBLY      Friday at 9 am in the hall**

A weekly assembly is held in the school hall at 9 am on Friday mornings. Students of the Week and other awards are received as well as special items, sports reports and guest speakers. Parents, friends and relatives are welcome to attend.

## **BICYCLES AND OTHER TRANSPORT**

**The Road Traffic Authority recommend children under 8 years of age do NOT ride a bike to school unaccompanied by an adult.**

All bicycles, and other wheeled transport, are to be walked through the school grounds to and from the bicycle enclosure, which is locked at the beginning of the day and unlocked at 3:15pm.

If access is needed when the enclosure is locked the staff member responsible will have a key available.

Any student without a bicycle helmet is banned from riding their bike to school without one. A helmet for scooters, skateboards, roller blades, etc. is recommended but not enforced.

After one warning, a one week ban will be applied if no helmet is worn when bike riding. The same consequence will follow for students who ride wheeled transport through the school grounds.

Parents will be notified.

## **NEWSLETTERS (AND OTHER WRITTEN COMMUNICATION)**

A weekly newsletter is sent home with the youngest child in each family every Tuesday. The front page always has a calendar of coming events and a reminder about payment deadline dates.

A copy of the newsletter, and other notices sent home, can be found in the display board at the office steps. Extra copies are also available in the office.

## **ENVIRONMENTAL AWARENESS**

Hastings PS encourages children and their families to support our environment friendly and sustainable environment strategies. We must all make the effort to recycle, reuse and reduce. Classrooms concentrate on recycling paper waste and collecting food scraps for compost. Only non-recyclable waste if put into the waste bins for collection.

To keep our school environment clean and attractive all food is consumed in classrooms and therefore no rubbish is brought out into the playground. Families can assist these efforts by reducing the amount of food brought to school in non-recyclable wrapping e.g fruit juice boxes, chip bags and plastic food wrap.

## **STUDENT WELL BEING AND MANAGEMENT CODE OF CONDUCT**

The Student Well Being and Management Code of Conduct (including Bullying Policy) is separate booklet distributed to all families. Please take time to read it carefully with your child/ren to ensure an understanding of the strategies and procedures implemented in the day to day management of student behaviour, safety and well being.

# BULLYING

## POLICY

### **Definition:**

A person is bullied when they are intentionally *exposed regularly and over time to negative or harmful actions* by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

### **Rationale:**

- The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach without disruption, and the right to feel safe and secure in their school environment.

### **Aims:**

- To inform the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

### **Implementation:**

- Parents, staff, students and the wider community will be aware of the school's management of bullying issues.
- The school will adopt the following four-phase approach to bullying.

#### **A. Primary Prevention:**

- Professional development for staff relating to bullying and harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote strategies that build resilience, life and social skills, assertiveness, conflict resolution and problem solving skills.
- Records of bullying incidences and inappropriate yard behaviour will be regularly monitored.
- 'You Can Do It Education' program implemented across the school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
- Building a culture of character by teaching Virtues
- Interest clubs and sporting equipment available to students at recess and lunch breaks.

## **B. Early Intervention:**

- **Promote children identifying bullying incidents involving themselves or others.**
- **Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.**
- **Parents encouraged to contact school if they become aware of a problem.**
- **A designated safe and quiet place will be provided for children to access at recess and lunch times.**
- **An email address to be created for students to report bullying.**
- **Public recognition and reward for positive behaviour and resolution of problems.**
- **School Council will be informed of bullying incidents via the Principal's report.**

## **C. Intervention:**

- Those identified as having been bullied will receive support.
- Once identified bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated, documented and reported to appropriate people where necessary, including parents.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

## **D. Post Violation:**

- Consequences may involve: -
  - A review of the student behaviour level
  - Exclusion from class.
  - Exclusion from playground.
  - School suspension.
  - Withdrawal of privileges.
  - Ongoing counselling from appropriate agency for both victim and bully in conjunction with their families.
- Ongoing monitoring and support for identified bullies and victims of bullying.
- Rewards for positive behaviour.

## **Evaluation:**

This policy will be reviewed with student, parent and community input as part of the school's annual cycle.

# HEAD LICE

## POLICY

### **Rationale:**

- Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. Probably between 2-3% of primary school children are infested at any one time\*. While they do not carry or transmit disease, they are the most common cause of head itch and scratching which may lead to infection and swollen lymph glands; therefore, they need to be eradicated.

### **Aims:**

- To respond to reports of head lice quickly and effectively.
- To ensure that an effective process for treating head lice is well known and consistently followed.
- To ensure that parents and guardians are well informed about head lice treatment.

### **Implementation:**

- Anyone can catch head lice.
- Head lice cannot fly, hop or jump. They spread from person to person by head to head contact, and by the sharing of personal items such as combs, brushes and head gear such as hats.
- While it is parents who have the primary responsibility for the detection and treatment of head lice on their children, the school will assist by offering up-to-date information, by offering a screening process, and by alerting parents of lice when detected.
- The school will organise to have volunteer parents and volunteer staff members trained by the Department of Human Services or the local council in the detection of head lice.
- The school will ask parents to sign a permission form allowing their children to be screened by our trained personnel for the presence of head lice. Only children whose parents have returned the permission form will be checked (see Form1 below).
- All children screened will be provided with a confidential report indicating to parents the results of the screening (see Form2 below), as well as advice on the latest information regarding head lice.
- Consistent with Health (Infectious Diseases) Regulations 2001, the principal will ensure that the parents of any child found to have live lice are informed that their child is to be excluded from attending school until appropriate treatment has commenced.
- The principal will also provide parents of children found to have live lice with information about head lice treatment and prevention.
- Upon their return to school, parents of excluded children must present the signed declaration on Form 2 indicating that appropriate treatment has commenced. All excluded children to undergo another inspection from our trained personnel before recommencing school.
- The principal will ensure that information relating to the prevention and eradication of headlice appears throughout the year in the school newsletter, particularly at times of heavy outbreaks.

### **Evaluation:**

- This policy will be reviewed as part of the school's review cycle.



# DRESS CODE and UNIFORM POLICY

## Rationale:

- A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

## Aims:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide a school uniform that supports the safety of students
- To provide durable clothing that is cost effective and practical for the school environment and our community
- To maintain and enhance the positive image of the school in the community.

## Implementation:

- School Council Dress Code and Uniform Policy provides choice for the students, allows for students to safely engage in all school activities, and caters for the financial constraints of families.
- The Dress Code and Uniform Policy applies during school hours, while travelling to and from school, when students are on school excursions and camps and when students are representing the school in the broader community.
- **CLOTHING:** The school colors are navy blue and white. Items of clothing that are to be plain navy include track pants, trousers, leggings, shorts, windcheaters, vests and skirts. Polo shirts and skivvies are to be white or navy. School approved bomber jacket (for all students) and Summer gingham dress and Winter tunic are available for girls. No decorative additions such as stripes, colored motifs or manufacturers labels, except the school logos, are allowed. Denim is not acceptable.
- A commemorative Year 6 top is made available for purchase each year.
- **SPORTS UNIFORMS:** Where required, sports uniforms will be provided by the school. All uniform items must be worn in the appropriate manner for which they were designed. Sports style shoes are recommended on sports days.
- **HEADWEAR:** ‘Sunsmart recommended’ navy blue, broad brimmed hats, either plain or with school logo, will be worn in accordance with the current Sunsmart policy recommended date.. During this time they must be worn for ALL outdoor activity including PE classes, sports and excursions.. Dark rimmed sunglasses are also recommended during this period but are optional. During cooler months navy beanies are available.
- **HAIR** Extreme hair colors (eg: green, pink or purple rinses) and/or extreme hairstyles (eg: spikes or mohawks) are not permitted. Plain, navy hair ties, ribbons, head bands and scrunchies are acceptable. Students with shoulder length, or longer, hair are expected to tie the hair back (in accordance with the Head Lice Policy).
- **FOOTWEAR:** Only flat, closed in leather or jogger style shoes are to be worn at school. Strong leather sandals, with closed toe, are acceptable in warmer months. Socks must be worn at all times.
- **ACCESSORIES** . Plain navy scarves and gloves can be worn during colder months.
- **JEWELLERY**. Stud earrings and sleepers, worn in the ears, and watches are the only acceptable jewellery. Other forms of visible body piercing or body art (including temporary tattoos) are not acceptable.
- **COSMETICS** Other than clear nail polish, cosmetics may not be worn at school.
- The student Dress Code and Uniform Policy, including details of uniform items and places of purchase, will be published in the newsletter at the start of each year and available at the school office.

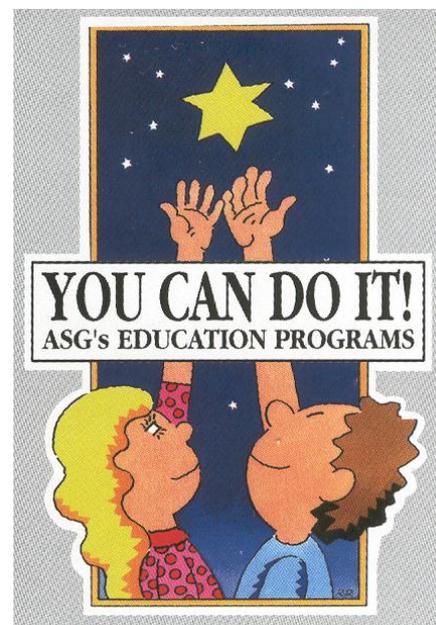
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship. Second hand uniform items may be purchased at the school, depending on availability.
- Students who are not in full school uniform may be provided with spare uniform items if available. If not available the student may be excluded from the event. Children may be excluded from excursions outside the school when out of uniform. Full school uniform is expected to be worn for annual school photos.
- School Council requires the Principal be responsible for implementation of the Dress Code and Uniform Policy .
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal.

**Evaluation:** This policy will be reviewed as part of the school's three-year review cycle.

**Ratified by School Council** 22<sup>nd</sup> July 2009

## YOU CAN DO IT! EDUCATION PROGRAM

At Hastings Primary School we integrate a program titled "You Can Do It! Education" in all classes across all curriculum areas. The program aims to develop children's strengths in 5 important areas called FOUNDATIONS, to ensure that each every one of them can learn and achieve to the best of their ability. Below you will find the 5 Foundations for learning and Success and the Habits of the Mind we teach to support the development and success of all children. Please read carefully and support this wonderful program by using the language we use in the school, read newsletter items about YCDI and ask your children's teachers how you can help.



### Talking About CONFIDENCE

**Confidence means** Feeling I can do it. Confidence also means not being afraid to make mistakes or to try something new,

- Raising my hand to answer a hard question
- Having a go at doing hard work without asking for help
- Sharing a new idea with my teacher and classmates
- Saying "hello' and talking to someone new

### HABITS OF THE MIND for CONFIDENCE

- **Accepting Myself** means not thinking badly about myself when I make a mistake.

- **Taking Risks** means thinking that it's good to try something new even though I might not be able to do it.
- **Being Independent** means thinking that to be successful, you sometimes have to do things that are not easy or fun.

### Talking About GETTING ALONG

**Getting along means** working well with my schoolmates, solving problems with schoolmates without getting angry, and following the rules of my school.

Examples of **getting along** behaviour are

- Working well with my classmates
- Listening and not interrupting when someone else is speaking
- Talking rather than fighting when someone treats me unfairly
- Not breaking important school rules

#### HABITS OF THE MIND for GETTING ALONG

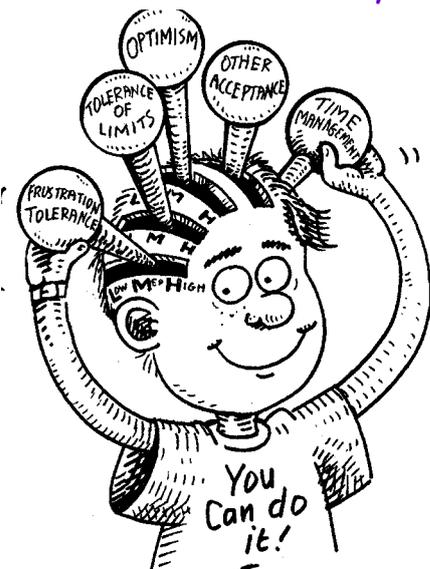
- **Being Tolerant of Others** means not thinking that when someone is mean to me that he or she is a totally bad person.
- **Playing by the Rules** means thinking that by following school rules, school will be a better place to learn and play
- **Thinking First** means thinking that when someone treats me badly, I need to think about the best way to act.

### Talking About RESILIENCE

**Resilience means** Being able to "bounce back" when something bad happens to you. It means being aware of how you feel and knowing how to stop yourself from getting too angry, down or worried when bad things happen.

Examples of resilient behaviour are

- When someone treats me badly, I can stop myself from getting too angry.
- When I make mistakes or am teased, I can stop myself from getting too down on myself.



- When I have an important activity to do, like a test, I can stop myself from getting too worried.
- When I want to meet someone new I can stop myself from getting too worried.

#### HABITS OF THE MIND for RESILIENCE

- **Bounce back and get on with it'** means thinking positive thoughts when my work is too hard or my friends are not being nice to me.

- 'Talk it Through' means that when someone is treating me unfairly, I can talk with them in a confident tone of voice without fighting.
- 'Worse things could happen' means not thinking that when something bad happens to me that the bad thing is the worst thing that could happen to me.
- 'There's always someone I can talk to' means when I am feeling upset it is good to talk to someone or ask another person for help.

### Talking About ORGANISATION

Organisation means .... setting a goal to do my best in my schoolwork, planning my time so that I'm not rushed, and having all my supplies ready.

Examples of **organised** behaviour are

- Making sure I understand my teacher's instructions before I begin work
- Having all my supplies ready
- Having a neat desk, locker and school bag so I can find everything I need easily
- Planning when I'm going to do my homework so I have enough time.

### HABITS OF THE MIND for ORGANISATION

- Setting a Goal means thinking that setting a goal can help me be more successful at something.
- Planning My Time means thinking about how long schoolwork is going to take me to get done and planning enough time to get it done.

### Talking About PERSISTENCE

Persistence means .... Trying hard and not giving up when something feels like it's too hard to do.

Examples of persistent behaviour are

- Continuing to try even when it's hard
- Not being distracted by others
- Checking your work when you are finished to make sure it's correct
- Completing tasks on time

### HABITS OF THE MIND for PERSISTENCE

- Thinking "I Can Do It" means that thinking even when work is hard, you can still do the best you can.

- **Giving effort** means thinking that the harder you try, the better your success will be
- **Working tough** means thinking that to be successful, you sometimes have to do things that are not easy or fun.



Confidence

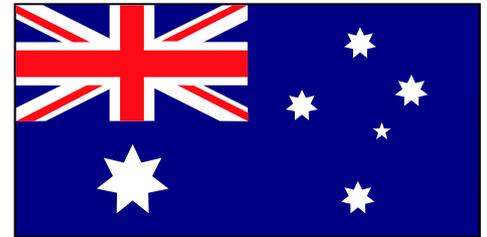
### HASTINGS PRIMARY SCHOOL OATH

We are standing here with friends we care for and respect.

The flag reminds us that Australia is our home,  
And we must do whatever we can,  
To make it fair and peaceful for everyone

### ADVANCE AUSTRALIA FAIR

Australians all let us rejoice for we are young and free.  
We've golden soil and wealth for toil, our home is girt by sea.  
Our land abounds in nature's gifts, of beauty rich and rare.  
In history's page, let every stage Advance Australia Fair,  
In joyful strains then let us sing Advance Australia Fair.



Beneath our radiant Southern Cross, we'll toil with hearts and hands;  
To make this Commonwealth of ours, renowned of all the lands.  
For those who've come across the seas, we've boundless plains to share.  
With courage, let us all combine to Advance Australia Fair.  
In joyful strains then let us sing Advance Australia Fair.

### SCHOOL LEADERS PLEDGE

As School Leaders we promise that:

- We shall respect the school rules and the rights of all students at all times
- We will encourage good sportsmanship at all times
- We will encourage and help students respect school property and equipment
- We will encourage children at Hastings P.S. to wear, and be proud of our school uniform.
- Our aim is to help improve Hastings P.S. in every way we can.

**House names:**      **BASS**      - blue      **FLINDERS**      - red  
                                  **GRANT**      - green      **KING**                      - gold

**Thank you for choosing Hastings Primary School for your child/children's primary school educational experience. We would be happy to give you a tour of our school's facilities and answer any questions you may have.. Please contact the office on 5979 1517 to arrange a time with the Principal or Assistant Principal.**