



Primary Years Information Booklet

College Vision

Benalla P-12 College ensures that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment.

Avon Street Campus
Prep – Year 4

Ph: 03 5762 1646
benalla.p12@education.vic.gov.au
Campus Principal: Jo Treacy

Waller Street Campus
Prep – Year 4

Ph: 03 5762 2600
benalla.p12@education.vic.gov.au
Campus Principal: Sam Hazell

Clarke Street Campus
Year 5-Year 6

Ph: 03 5762 2600
benalla.p12@education.vic.gov.au

A letter from the Principal

Dear Parents/Guardians,

Welcome to Benalla P-12 College. I am delighted to be the Executive Principal of this thriving community and proud to be leading this school that has a rich history within the local community.

Our vision at Benalla P-12 College is to ensure that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment. We do this by focusing heavily on our core values – Respect, Responsibility, Integrity and High Expectations – which drive all our interactions and everything we do here at the school.

The best outcomes for children are our absolute focus, and we make sure that all decisions are made based on what will be the best thing for all students.

Teachers at Benalla P-12 College welcome students into their classes each and every day, making sure they develop strong and positive habits that will help each child be successful at school. We want all children to enjoy coming to school every day and to enjoy learning.

We have a strong, evidence based instructional framework at the school that all teachers follow. They plan their lessons in teams based on this framework, and they use evidence based approaches in their classrooms to ensure there is nothing left to chance in student learning.

Students at Benalla P-12 College have access to a broad range of opportunities including instrumental and classroom music, an extensive outdoor education program, an outstanding careers program and a wide variety of VCE subject offerings.

Benalla P-12 College prides itself on being a very inclusive school. All students and families are welcome and catered for, regardless of their background. All staff at the College have a strong belief that all children can learn, and that disadvantage should not be factor in determining student learning outcomes.

Student wellbeing is also prioritised at the College. Each Campus has a wellbeing staff member, who provides support for students and families. One of the most important factors in being successful at school is attending each and every day. We have a strong focus on encouraging and rewarding all students to be here before the first bell until the end of the day. Every minute of missed instruction makes a difference, and we have to make the most of the whole school day.

Yours faithfully,

Kylie Cotter
Executive Principal



A letter from the P- 4 Campus Principals

Dear Parents and Friends,

Welcome to Benalla P-12 College. We look forward to building a strong partnership with you and your family over the next five years of your child's education.

Both Avon and Waller Campuses are Prep to Year 4 sites. Children are able to access outstanding resources with highly skilled and motivated staff. With a strong Literacy and Numeracy focus, our teachers work in teams to ensure a consistent approach and the best academic and social and emotional outcomes for every child. Specialist subjects include Art, Physical Education, LOTE (Indonesian), Music. In Year 3/4 our students participate in the Stephanie Alexander Kitchen Garden Program.

We teach our children the values of good character – Respect, Responsibility, Integrity and High Expectations, as well as the foundations for successful learners – Organisation, Persistence, Confidence, Getting Along with others, and Emotional Resilience. We further develop a positive school culture that promotes respect and equality through the Respectful Relationships initiative.

With a strong focus on providing a safe and orderly learning environment, we are proud of the education that we provide to our students and strongly encourage you to become involved in whatever way you feel best fits your family. Teaching children is definitely a team effort, and we look forward to you joining us on this education journey.

Kind regards,

Jo Treacy
Campus Principal
Avon St



Sam Hazell
Campus Principal
Waller St



A letter from the School Council President

It is my pleasure and privilege to welcome all new students and families to Benalla P-12 College, on behalf of the School Council.

For some of you, this will be your first experience of Benalla P-12 College, while for others, you are returning to familiar ground through previous connections to the school, which for some span many generations. Whether the school experience here in Benalla is something familiar or completely new, I trust that you can find a warm and welcoming community, and a place of growth and belonging and opportunity for students. Commencing school can be a daunting experience for students and their families, but I know that teachers, wellbeing staff and the school leadership team will look out for your student and help them to settle in and thrive in this school community.

One of the benefits of a school which takes students from Foundation to Year 12 is that it is easy to know what to look forward to in the latter years of schooling. The Faithfull St. Campus (Years 7-12) facilities continue to be improved, with the recent opening of the amazing STEAM building, and the impending commencement of construction for the new Administration and Food Technology Building. School Council recently heard of the amazing experience of Year 11 and 12 students walking the Kokoda Track. We also see the benefits of leadership and development opportunities given to students of all ages across the four campuses. Some of these opportunities may seem distant and even a little scary for those commencing Foundation, but there are some remarkable educational and personal opportunities on offer at school. My own children have thrived through Leadership opportunities at the P-4 campuses, and enjoyed the Stephanie Alexander Kitchen Garden program, as well as academic and sporting opportunities in their first years at school.

All schools are hubs of their community, and Benalla P-12 College has the unique privilege of being the Government school in Benalla, making it a vital part of our town. The School Council is a critical part of this community. All state government schools in Victoria are governed by a School Council made up of parents (who have a child enrolled at our school), Department of Education and Training employees (Executive Principal and Teachers) along with interested community members. In recent years School Council has also included student representation, giving a voice to those who are central to the function and purpose of any school. We value the contribution each of these voices make to a diverse Council, to help the School Leadership make the best decisions for the students and the school. Please keep your eye out for your School Council representatives and consider standing for School Council at the next election (usually held in March). A healthy community draws on the skills and strengths of all its members, and so parents and guardians have a vital role to play in building on the work of those students, staff and parents who have gone before. There are many ways that families can be involved in the life of the school, including:

- Reading with children in class
- Helping out with school excursions/camps
- Working bees to make improvements to buildings and grounds
- Attending school assembly
- Volunteering your time during special activities and programs
- School Council and sub-committees
- Assisting with fundraising activities

Please talk to your class teacher or campus principal if you would like to explore your involvement further.

I trust that your educational experience at Benalla P-12 will be richly rewarding for students and families, as we all work together to see our children flourish during their years at school.

Kind regards,
Ben Anderson

Bell Times

Avon and Waller Campus (P-Grade 4)

8.50	First Bell <i>(students enter classrooms, organise themselves, ready to start by 9am)</i>
9.00am	School starts <i>(First work session)</i>
11.00am-11.30am	Recess <i>(Snack time and outside play)</i>
11.30am-1.30pm	<i>(Second work session)</i>
1.30pm-1:40pm	<i>(Children are supervised to eat their lunch)</i>
1.40pm-2.10pm	Lunch and outside play
2.10pm – 3.10pm	<i>(Third work session)</i>
3.10pm	Home time

Clarke Campus (Grade 5 and 6)

8.55	First Bell <i>(students enter classrooms, organise themselves, ready to start by 9am)</i>
9.00am	School starts <i>(First work session)</i>
11.06am-11.30am	Recess <i>(Snack time and outside play)</i>
11.30am-1.30pm	<i>(Second work session)</i>
1.30pm-2.15pm	Lunch and outside play
2.15pm – 3.15pm	<i>(Third work session)</i>
3.15pm	Home time

School Uniform

School Uniform is very important in making students feel part of the school community. It is part of our school policy that the children wear a uniform with the school logo. Items of uniform can be ordered online or on designated days when the uniform shop is open on our Faithfull St Campus (dates are advertised in our school newsletter).

Please see the office staff at our campuses for further information or if you need assistance with the ordering of uniform.



General Information

Preparing for school

The beginning of your child's school life at Benalla P-12 College is an exciting and rewarding time and our friendly and experienced teachers will make it as positive and enjoyable as possible. The following suggestions are provided to assist you and the school in making this experience a happy one. Starting school can be a challenging and very tiring experience for small children. To assist your child in managing the situation as positively as possible it is important that they are receiving enough rest and sleep. Eating a good breakfast is really important too and packing a nutritious snack and lunch will ensure that children have enough to eat throughout the day.



Arriving and leaving school

Children are able to arrive at school after 8.30am when teachers commence duty. They can play in the playground until the bell goes at 8.50am, when classroom doors will open. They are then able to unpack their bags and get ready to start the day by 9am. If you require an earlier drop off then you will need to book them into our Before School Program (registration forms available from campus offices).

At the end of the day you can **pick up** children from **outside** at 3.10pm. Try and stand away from windows as children can become easily distracted by adults and can miss the final instructions for the day. To further encourage their independence and as they gain more confidence, you will be able to arrange a suitable place to meet them eg in the playground, at the front/back gate, on the oval, by the monkey bar, at the car etc. Please talk to your child's teacher if you would like further information or support with this.

Please observe all 40km speed limits and parking regulations in the vicinity of the school. This will ensure that no child's life is endangered by anyone double parking or being too close to the school crossing. Children crossings are located near school entrances to help you and your child cross busy roads safely. Please make sure they are used. **School car parks are for staff parking only and children should not walk through this busy area at any time.**

Supervision at school

We do our utmost to ensure that your child receives the best care and attention possible. However, accidents sometimes occur. It is important that you can be contacted at all times. Please advise the school office, in writing or by telephone of any change of phone numbers (including business numbers) or addresses.



Rates of development

Children develop at different rates physically, socially and academically. For example, not all children cut their teeth, crawl or walk at the same age; however, nearly all manage these stages eventually. About 10-20% of children will initially experience difficulty reading and writing. A number of factors influence a child's ability to learn to read. Teachers will monitor your child's progress and develop individualised strategies in order to overcome these challenges. We are aiming to develop a love for reading in every student, every day and it is important that this experience is a positive one.



First day

On your child's first day, parents need to have their children at school before the 8.50am bell to ensure a smooth and happy start. This is the best way to settle children into their new environment and you can be reassured that our teachers are very skilled in getting them settled quickly with an activity. At the end of the day, your child can be picked up from outside. Your child's teacher will explain the pickup locations in more detail.

What to bring to school

All children eat both playlunch and lunch at school. Show your child what food you have packed each morning so they understand what to eat at playtime and at lunchtime. Make sure your child can easily open the lunch box and drink container and that they are clearly named. As the weather is quite warm at the start of the year, please provide adequate water. Students eat lunch under their teacher's supervision.

Children need to have the following with names clearly marked on each: –

- **School bag**
- **School hat** – Our school has a Sun Smart Policy and children are required to wear their hat during Term 1 and Term 4. *(At the beginning of the year all Prep students receive a new navy blue hat with their name embroidered on it).*
- **Library Bag / Reader Satchel** -all students receive a Library Bag/Reader satchel when they commence school. This bag is used from Prep – Year 4.

Please remember to name all items. It really is best to sew a name tag on clothing, especially on those items of clothing the children will take off at school, e.g. windcheater.

Lost property

A lost property area is provided on each campus. Please ask office staff or classroom teachers for assistance with locating this area. The large amount of lost property reinforces the need for clear permanent naming. Please do not send along any valuables or children's 'treasures' to school as they can be lost or broken. Parents are strongly encouraged to reinforce and train their children in the care of their belongings.

Health and welfare

Absence through illness - Regular attendance is essential but a sick child needs to be kept at home. It is important that the office is informed when your child is away from school. Parents will be contacted if their child falls ill during the school day. Our **'Every Day Counts'** program focuses on the importance of being at school every day, unless there is a reason of illness. If your child is late, please come via the office to have their attendance recorded.

Buddies Program

Prep students have a special Grade 4 'buddy' assigned to him or her, to help them in the playground, showing them around, involving them in games and generally being their mentors and special friends. As the year progresses, preps depend less and less on their buddies as they establish themselves as confident little students, who feel secure and happy playing with their new classmates.

Camps and excursions

Throughout the year, various camps and excursions are arranged and these are very valuable learning experiences. Permission forms detailing venues & transport will be sent home prior to all excursions or camps. In prior years our Preps have visited Mansfield Zoo, Year 1/2's the Healesville Sanctuary & Year 3/4 the Melbourne Museum. In Year 3/4, every alternate year, we have a camp at Fifteen Mile Creek Camp.



Student Wellbeing

The Student Wellbeing Officers support our students and families in a variety of ways. For example, any issues that may arise with school attendance, transition, uniforms, anxiety, friendships, anger management, grief & loss, separation, bullying, self-esteem, divorce etc. We also do Attendance Improvement Plans (AIP) to help support the child and the parent. They are also able to assist families to address any issues that may arise including information regarding referrals to family support agencies. If you would like any support please contact your campus office to make an appointment with one of our staff.

Breakfast Club

Breakfast Clubs run at all Campuses and are coordinated by our Student Wellbeing Officers. Days and times are advertised in our school newsletter but usually operate from 8.30-8.50am. Breakfast Club is a great way for students to connect to our school and make friends in a supported, safe environment. Students are provided with a healthy breakfast which enhances both academic performance and positive behaviour.





Student Leadership

Campus Leaders are elected every term in Year 4 and Year 5/6. Students nominate for the role and present their speech to the students and staff, outlining why they would make a good campus leader. Students then vote on who they would like to represent them.

We also have **House captains**. They help organise games at lunch time and represent their houses at College sporting events. The **Student Voice** team also organise Positive Behaviour Support (PBS) events. This may include Sausage sizzles, casual days or Icy Poles. Two representative are selected from each classroom.

Campus Assembly

Each Friday afternoon we hold a Campus Assembly at our Primary campuses. Our Campus Leaders run these assembly's. Awards are presented and announcements are made. Students may share outstanding work completed in classrooms or perform items. Birthdays are also celebrated. Our assembly is a weekly celebration of our amazing students and our positive school culture.

Whole School Assembly

We hold a whole school (Prep-Yr12) assembly each term, in our Clarke St Gym. Parents/carers and friends are encouraged to attend. These assemblies showcase the talents of our students. It is a school tradition that at our Term 1 assembly each year, our new Preps are escorted in by our Year 12 students and at our Term 4 assembly that same year, our Preps lead our Year 12's into their final school assembly. Details, times and dates are published in our school newsletter and on our school Facebook page.



Communication

Home School Partnerships

We encourage a close home/school partnership to benefit your child's learning. Please do not hesitate to contact us if you require an answer to any concern or issue that may come up from time to time. An interview time can be arranged with your child's class teacher by contacting them through Class Dojo or by making a phone call to the office. Meetings can also be organised with your Campus Principal by phoning your respective campus office.

Compass

This is a secure online personal account that we use to keep parents informed about our school and your child. Through your account you will receive important communications, kept informed about your child's learning progress and are provided with access to your child's attendance history. You can approve absences online, manage excursion permission forms, make school payments, receive school reports and access many other tools and information related to your child's schooling. An alert will appear in your Compass Dashboard when actions are required. Parents can access Compass at their convenience via any computer or mobile phone that is connected to the Internet.

Notes

Many written communications are sent home with students. Please look for notices in bags on a daily basis.

Newsletter

One of the main avenues of sharing information from school is the weekly school newsletter which is sent to families via Compass or email. Hard copies are available from our campus offices upon request.

Class Dojo

From P-6 teachers use an online website called ClassDojo to build a positive, collaborative and engaging culture within their classroom and the wider school community. Teachers use this facility to post announcements, updates and reminders to families as well as share photos, work samples and videos of the learning that is happening at school. Parents can also share messages with teachers and see all the great work their child is completing at school. Your child's teacher will explain the registration process for this.

Reports and Parent/Teacher interviews

In addition to the below schedule parents are reminded that if they have a concern about their child's learning they should organise a time to see their child's class teacher as soon as possible.

- Term One Parent/Teacher Interview
- Term Two Written Student Report
- Term Three Parent/Teacher Interview
- Term Four Written Student Report

Parent/Carer Involvement

Benalla P-12 College values the involvement of parents/carers as partners in the development of student learning. Parents/carers are invited to assist in school programs and to participate in a range of formal and informal ways which best suit their daily activities and work schedules including assisting with Mother's Day and Father's Day stalls, school working bees, School Council and its sub-committees.

School Council

The School Council is responsible for providing policy direction for the school. It is responsible for supporting the development of a Strategic Plan that provides the future direction for the school over a four-year period. All parents are welcome at the monthly School Council meetings. Parents are notified of forthcoming meetings through the school newsletter. If you are interested in becoming involved in the decision-making processes at our school you may like to join our School Council or one of its sub-committees. Elections are held each year and meeting times are published in the newsletter.

Parents and Friends Club

The parents' Club is an integral part of the Benalla P-12 Community All newcomers and parents are encouraged to join and new members are made feel very welcome. The club organises fund raising and social events throughout the year, supports school programs and provides a large variety of equipment and materials for the pupils and staff. They hold regular meetings which are attended by the school

Principal who provides regular updates of school achievements and activities. Information about Parent and Friends Club is made available through the school newsletter.

Some of Parent Club's work and involvement within the school community includes:

- Special children's events – for example, school disco, end of term lunches, stalls for Mothers & Father's Day
- Fundraising initiatives eg engraved named bricks, bulb drives, pie drives

Curriculum programs

We welcome parent assistance in the classroom. Listening to children revise letter sounds, complete word tasks and reading of books are important and very supportive ways of assisting.

Improving our school's facilities

Throughout the year you may be invited to attend working bees. Parent help is always appreciated and valued in working with us to create grounds that are friendly and inviting.

Support school wide events

School wide events include fundraising activities, special classroom programs, school musicals/productions, sports days and our cross country run. All these events are so much more enjoyable when parents are involved in some way. Staff will notify families via the school newsletter, Compass, ClassDojo, or a letter to families; when events are on and if they are seeking your assistance.

Your child's first year of schooling

Children need lots of support as they start their education journey. Reading stories together and spending time looking at 'sound books' and 'take home readers', are ways to send a strong message to your child that their education is very important to you.

When about to begin the Prep year other ways to prepare your child for school can include:

- Train your child in safety habits, especially in road safety.
- Make sure your child is accustomed to spending time with other children and away from home, otherwise this sudden separation can be frightening.
- Visit the school before the first day and familiarise your child with the building and grounds and the way they will be taken to and from school.
- Allow your child to stay for short periods of time with friends or family to become accustomed to being away from you.

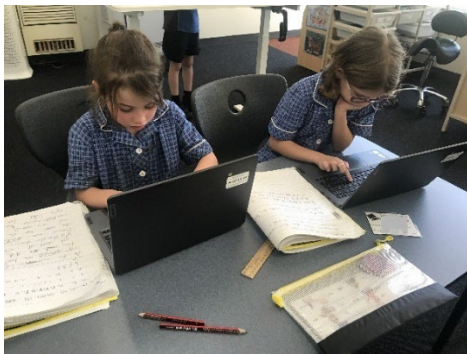
It is helpful (not essential) if your child:

- Can recognise his or her name. Always write it the same way, using a capital letter for the initial letter only, e.g. William Brown.
- Knows his or her full name and address.
- Recite the alphabet, rhymes and songs
- Can tie and untie shoelaces.
- Can use the toilet correctly – knowing how to flush it and wash hands.
- Can blow nose correctly.
- Can fasten and unfasten clothing (buttons, buckles, zippers).
- Knows the importance of using the school crossing and looking both ways before crossing a road.
- Understands 'stranger danger'.
- Has practiced eating a packed lunch at home using their school lunch box and drink bottle.

Curriculum

Literacy

We use a systematic synthetic phonics approach and the Heggerty program to teach basic literacy skills in prep. Phonological awareness (sound) and phonemic awareness (ability to hear, identify, and manipulate individual sounds in spoken words) are covered through a multisensory approach, where each phoneme (sound) that is taught has an action, story and song, to assist and engage students in their understanding. Blending and segmenting learnt sounds is a huge focus as we develop students' 'word' reading and writing abilities.



Decodable texts are used in Prep-Year 2 to ensure students are consistently applying these skills to their reading. Decodable texts are those where each word can be sounded out by readers. Students are exposed to infinite reading opportunities to develop oral language and comprehension. Literacy is a huge focus of our curriculum and is taught explicitly within reading, writing and phonics lessons.

Numeracy

In mathematics students are encouraged to explore mathematical concepts such as patterns, place value and addition and subtraction; using concrete materials and play based activities. New learning is taught explicitly to ensure students have a strong understanding of the concept before exploring it independently. Mathematical pathways are followed and learning is supported to ensure it is relative to each individual child and their learning needs.

Number fluency is completed at the beginning of each numeracy lesson in Prep to Grade 4, where students focus on their individualised number goal.



Social & Emotional

'YOU CAN DO IT' Education – The Keys to Success

At our P-4 Campuses we teach children how to be happy and successful by identifying and teaching the foundations of success -Confidence, Persistence, Organisation, Getting Along, and Emotional Resilience. Through 'You Can Do It Education', children learn that they have an important part to play in their learning and it is not just up to teachers and parents to do the hard work for them.

- **Persistence** – the ability to put in effort and to work tough even when the work is challenging or boring
- **Confidence** – the ability to work independently and to think positively when learning new work.
- **Organisation** – the ability to set goals, to manage time and have everything ready before getting started on a task (books, pencils, ruler, scissors, etc.)

- **Getting Along** – the ability to play by the rules, to think first, be tolerant of others and be socially responsible.
- **Emotional Resilience** – the ability to bounce back when bad things happen, to stay calm and not get too angry or too upset when things don't go according to plan.

You will become more familiar with these foundations as your child begins to talk to you about them at home, through classroom and assembly awards, through the school newsletter and half yearly written school reports. You can support the development of these important behaviours by encouraging your child at home when you see him or her behaving in these ways.

RESPECTFUL RELATIONSHIPS

This initiative supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships. It assists to develop a positive school culture that promotes and models respect and equality.

The Stephanie Alexander Kitchen Garden Program



The Stephanie Alexander Kitchen Garden Program is an Educational program that works to introduce primary school children to the pleasures of preparing, cooking and eating a variety of foods they have grown and harvested themselves. The experience of growing and cooking the widest possible range of delicious, fresh and healthy foods, leads to children making better food choices for their lives now and into the future.

The Kitchen Garden Program has been developed by world renowned chef and writer, Stephanie Alexander and Benalla P-12 College is proud to have been part of this wonderful program for over ten years. In both the kitchen and garden the children work together in small groups with the assistance of staff, parents and volunteers.

Sitting at a dining table after cooking their food, children are encouraged to sample new and different food and flavours, share their meal with other students, teachers, volunteers and parents, and enjoy each other's company and conversation.

Students in Year Three and Four will have regular formal lessons in the garden and kitchen. Younger children will experience these activities with their class teacher on a casual basis.

Please register your interest at our office if you would like to be involved or volunteer to assist us in this rewarding program.



Clarke St Campus Years 5/6

The Clarke St campus is a Year 5 and 6 site, with an average annual enrolment of 120 students across five classrooms.

When our Year 4 students move across to the Clarke St campus, they will be involved in a program that strongly reflects and builds upon the knowledge and skills that they have built during their P-4 education. Students will be involved in similar subject areas: Literacy, Numeracy, Humanities, Physical Education, Indonesian, Art and Music. We strive to support all students to be their best and to achieve at the highest level.



The Clarke St Campus is supported in its leadership by one of our Assistant Principals. An integral component of this role is supporting students and families to transition positively into Years 5 and 6. We encourage families to contact the campus office or your child's classroom teacher to book an appointment if you wish to discuss any concerns that may arise.

Year 6 T-Shirts

Students in Year 6 create and design a school Polo that becomes part of the school Uniform for the duration of Year 6 year. This polo features a list of Year 6 students and is a milestone that students can be proud to celebrate the end of their Primary school education.

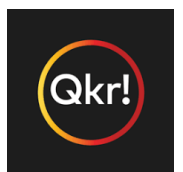
Year 6 Graduation

At Benalla P-12 College we recognise completing Year 6 marks a major milestone in students' education and is an important time for our students, their parents and family. We are proud to hold a Year 6 Graduation Ceremony to congratulate our students and wish them well in their secondary schooling.

Canteen

Students are able to put in lunch orders every day of the week. Orders can be placed and paid for on the QKR app, or can be placed at the office with Cash.

Our canteen monitors take the orders to the canteen and back again at the start of lunchtime. **Please note Canteen Orders are only for lunch. Year 5 & 6 students will still need to bring their own recess.*



Before and After School Care

(Out of School Hours Care Service- OSHCS)

Email: oshc@benallap12.vic.edu.au

Before and After School Care:

The Avon Street P-4 Campus and the Waller Street P-4 Campus both run a 'Before and After School Care Program' each weekday throughout the school year. Children at our Clarke St Campus are also able to access this program at the Waller St Campus. Please contact your child's campus office for further information.

Before School Care is provided from 6:45am to 8:30 am. Bookings are essential and a drop off time is required in advance.

After School care is provided from **3.10pm until 6:10pm** each school day from Monday until Friday. Both venues are run by qualified staff and provide safe, well supervised and stimulating environments for students requiring care after school hours. The weekly program and snack menu is displayed at each campus.

Vacation Care:

Both campuses also operate a Vacation Care Program for 8 weeks of the four term school holidays, which provides care from 6:45am to 6.00pm. Daily costs are calculated by family income. Families are to supply their own lunch and snacks. The program may also include special excursions such as swimming and movies, which are an additional charge to the daily cost. These days are advertised to families several weeks prior to the care and cost is added to the families' account.

Student Free Days

Care is provided on most student free days and arrangements and locations are posted on Compass and displayed at each centre. Students must be enrolled in OSHCS and bookings made in advance in order to attend.

Child Care Scheme (CCS):

Families are eligible to claim some level of Child Care Scheme (CCS). This benefit is in the form of a fee reduction depending on the number of dependants and combined income of your family.

If you are a new family using the program, you need to ring the Family Assistance Office on **136150** to register for CCS.

Snacks:

We provide healthy afternoon tea, including fresh fruit, milk and juice. These are displayed at each campus.

Further Enquiries:

Call in and talk to the OSHCS staff or leave a message at the office and they will contact you.

Bookings:

New families need to complete an enrolment form available from the school office or the Educators on duty. Bookings can be made by:

Phoning:	Avon Campus Office	5762 1646
Texting:	Avon OSHCS mobile	0428 014 133
Phoning:	Waller Campus Office	5762 2600
Texting:	Waller OSHCS mobile	0407 715 660

Bookings that are not cancelled are charged at the normal rate.

Medication & Illness

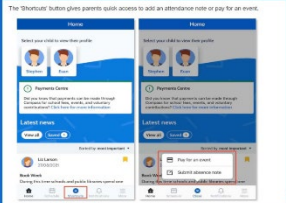
Medication - Our school has a Medications Policy that is available on our website for the information of all families. It is important that the school is aware of any medical conditions your child has eg Anaphylactic, Asthma, Epilepsy, Diabetes etc. If your child requires medication during the day a medication form must be completed. Trained First Aid staff are then available to administer medication. If your child is diagnosed with Asthma an **annual Asthma Management Plan must be submitted to the school.**

Infectious illnesses - A list of infectious diseases and exclusion times is set out below. Students are not permitted to attend school until they are medically classified as non-contagious. **Parents are required to inform the Campus Principal of any infectious illness.**

Illness/Absence- If your child is ill or absent from school please add attendance note through our Compass App or notify your child's classroom teacher or the campus office by 9am.

Adding an attendance note is as easy as 1, 2, 3.....

1. Open Compass App
2. Click on shortcuts
3. Submit attendance note



The screenshots show the Compass App interface. The first screenshot shows the 'Home' screen with a 'Submit Attendance Note' button highlighted. The second screenshot shows the 'Submit Attendance Note' form with fields for 'Date', 'Time', and 'Reason for Absence'.

BENALLA P-12 COLLEGE
COMMITTED TO EXCELLENCE

INFECTIOUS ILLNESSES

Disease or Condition	Exclusion of Cases	Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until diarrhoea has ceased.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chickenpox	Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis (<i>Acute infectious</i>)	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.	Not excluded.
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 Secretary.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have dried	Not excluded.
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.

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.
Human immuno-deficiency virus infection (HIV/AIDS)	Exclusion is not necessary unless the child has a secondary infection	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded.
Measles	Exclude until at least 4 days after the 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 their first contact with the first case they may return to school.
Meningitis (bacteria)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
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.
Trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.

Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.
Worms (Intestinal)	Exclude if diarrhoea present.	Not excluded.

Exclusion of cases and contacts is **not** required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).

What else can you do to help your child at school?

Talk with your child – this helps more than many parents realise. Talk about concepts such as bigger/smaller, before/after, over/under, up/down the same as etc. Talk about your child's day at school – 'Tell me the three best things that happened today,' is a good way to start. Discuss the days of the week, practice counting eg pegs as you hang out the washing. Encourage your child to be a problem solver.

Listen to your child – children gain control of language through usage. Children are aware if we are paying attention to them.

Have your child read to you – listen carefully and be patient. Beginning readers' will take time to join sounds to make words. They may need multiple attempts to be successful. Encourage re-reading the same book to achieve accuracy and fluency.

Read to your child – read every day and not just at bedtime (though this is often the best sharing time for a family). Read and teach your child songs and nursery rhymes. Always keep books in the car. Grabbing a book and reading a story is a great habit to get into.

Encourage and praise your child – reading can be hard work and children need all the encouragement they can get.

Surround your child with books – put books on the shopping list and call in at the local library on the way home. Books for Christmas and birthdays are gifts children never outgrow. Audio books or CDs are a great way of making long car trips a little more enjoyable!

Read & write together – let your child see you enjoying books and magazines, your example is the best teacher. Reading before bedtime is a nice way to wind down after a busy day. Write shopping lists together, encourage them to write on birthday cards, write messages for them to find in their lunch box, write messages/letters to send to family and friends.

Show an interest in school work and activities – the best predictor of a child's success at school is the interest (or lack of it) that parents show in their child's education. Helping with reading in the classroom, attending special assemblies, helping at working bees and attending concerts, sends a strong message to your child that you value their education.

Talk with your child's teacher – discuss any problems or issues sooner rather than later. Share any relevant information about your family life as this gives teachers a greater understanding of your child and they are then better placed to meet your child's needs.

Physical health and wellbeing – our school has made a strong commitment to our students' physical health and wellbeing. We have a designated specialist Physical Education teacher and a strong focus on healthy eating and exercise.

Start the day with breakfast – breakfast is, as they say, the most important meal of the day. Not only does it kick start the metabolism, but it also provides vital nutrients, which if breakfast is skipped, may not be made up for during the remainder of the day. Studies have also shown that children concentrate better during the morning after eating breakfast and perform better than children who skip breakfast.

Snack attack/fruit break- To help meet their nutrient and energy needs, children need to eat regularly throughout the day. This means including healthy snacks in addition to meals. These snacks need to be practical, nutritious and enjoyable snacks that can be packed in your child's lunch box for playtime and lunchtime – (fruit, muffins, dry biscuits, muesli bars and yoghurt). Classroom teachers have a 'fruit break' during the morning where children can eat their own fruit or fruit the school will supply.

Quench your thirst -It is important to send your children to school with plenty of water, to encourage them to drink and remain well hydrated. Dehydration is common in school children, particularly at the start of the year with the hot weather, leaving children feeling tired and lethargic and possibly suffering nausea and headaches. A drink bottle filled with water is a must. This can be frozen the night before and used as an ice pack in their lunch box. Children should also be encouraged to use the drink taps at school. **Fizzy drinks are not suitable** for school; please keep these for special times at home.

Independence - Encourage your child's independence by providing them with a bag that will hold all their belongings (lunch box, reader, jumper etc). Teach them to pack and carry their school bag, take jumpers and shoes on and off. Teach them to make a sandwich and assist you in packing their lunch box. Unpack their bag at the end of the day.

Frequently Asked Questions

In the past, parents have had similar concerns about their children commencing school. They have asked lots of questions and we have endeavoured to answer these questions below:

I am not sure if my child is ready for school. What should I do?

Speak to your kinder teacher. They have spent the past year with your child and they should know where he or she is socially, emotionally and academically. Kinder teachers recommend certain children be assessed and will talk to families about this. If after speaking to your child's kinder teacher you are still unsure, please make some time to speak to one of our Campus Principals. Ultimately parents know their child the best, so follow your feelings and do what you think is right for your child.

What should I do to prepare my child for school?

Parents need to encourage their children to be independent and to be confident when parents are not around. Children need to be able to toilet themselves. It is helpful if boys are shown how to use the urinal. It is important that children are able to unwrap their own lunches and undo their drinks. Foster their interest in reading by strengthening foundations for reading ie rhyming, reading them lots of books and getting them to have a go themselves.

What are the best ways for a parent to help a child settle into school?

The most important thing is for you to be confident with the school and to speak about school in a positive manner. Problems can arise when parents are reluctant to leave the school grounds. The child feels your anxiety and then gets upset themselves. If your child is unsettled, say goodbye, give them a kiss and leave. Your child will settle within a minute or two of you leaving. If you are unsure please speak to your child's teacher or your Campus Principal.

My child is very tired. Is that normal?

Children do get very tired during their first year of school, especially the first month. When they start school, children are required to sit and listen more, to concentrate on one activity and to complete it before moving on to another. They also have to learn new rules and expectations and become familiar with new surroundings. They are also meeting new children and teachers. All this is very demanding on an adult, let alone a five or six-year-old. Not only this, in February, the weather can get extremely hot. So, yes, children do get very tired; it is very normal.

How many children are in a class?

Our aim is to keep Prep – Year 2 classes as small as possible (under 21). Some years this will vary depending on enrolment numbers.

Do Prep students have separate play areas and are there teachers on yard duty?

All campuses have teachers rostered on for duty in our playgrounds. Staff are on duty from 8.30-8.50. The bell then rings for the children to enter the classrooms. Teachers are on duty during recess (11-11.30) and lunch (1.40-2.10). After school we have staff on duty from 3.10-3.25, covering buses and the grounds. During Term 1 Prep children are met by their buddies at the beginning of playtime and lunch times and this supports them to participate in different activities in different parts of the playground, particularly at the beginning of the year.

My child is not making friends, what can I do to help?

Friendship plays a huge role in children feeling happy at school. Encourage your child to invite a friend on a 'play date', either after school or on the weekend. It might be to the local park or to your house. You can ask your child to tell you who they want to spend more time with and you can then introduce yourself to their parent/s possibly at drop off or pick up times.

It is important that parents encourage friendships. Some families join our 'After School Care Program' to widen friendship circles. Some families stay an extra 15 or 20 minutes in the playground after school to allow their child/ren some additional playtime with other children; also giving you an opportunity to get to know other parents.

Is my child allowed to go to the toilet during class time?

All children are permitted to go to the toilets during class time. During the first term at school, Prep children are supervised by staff and go to the toilet as a class group. Once the children are familiar with the school and the toilets, children who need to go to the toilet during class time may be accompanied by a classmate. We encourage all children to go to the toilet during recess and lunchtimes so they do not miss out on important instruction time.

What homework do Prep children receive?

To commence the year your child will be sent home with a sound book. Practice saying the sounds the letters make and have fun joining the letters to make words. When your child learns enough sounds to tackle books they will be given 'take home' readers each night. It is important that you read this book with your child. Your encouragement and enthusiasm, encourages your child to read. During your discussions you are reinforcing what your child has learnt at school during the day. You are also spending time with your child which is very important.

Is my child supervised whilst he/she eats lunch?

Children eat their lunch under the supervision of a teacher from 1.30-1.40 each day. Teachers usually check to see if the child has eaten most of their lunch. Most teachers encourage the children to eat at least one sandwich/main item – before they eat their fruit or ‘treat’.

What is the best time to see the class teacher?

Most teachers have an open-door policy and are happy to discuss any issues with you. The best time to see a teacher is either before class time or after school or you can make a time which is acceptable to both parties.

How can parents become involved in the school?

Parental support at Benalla P-12 College is an integral part of the school’s functioning. Parents can become involved through School Council and its sub committees and other special activities throughout the year. Helping within the classroom depends on the individual teacher. Please ask your child’s teacher how you can help.

Please remember that communication is key, and if you have any concerns or questions, please make time to speak to your child’s classroom teacher or our Campus Principals.

