WELCOME

St Gabriel’s Primary School is pleased to welcome you to our school. Selecting a school that recognizes the uniqueness of each child and is able to meet the needs of your child is an important investment in your child’s future.

St Gabriel’s exists to provide students with a Catholic education based on the Gospels and teachings of Christ. Our school is an important part of the Catholic Church’s mission. We strive to build a community that has strength of purpose in working towards achieving each member’s personal potential, using gentleness and cooperation in our interactions with each other.

St Gabriel’s is a place where a love of learning is fostered and developed, where success is celebrated. The value placed on learning is essential as we prepare our children for a global workplace and a society which in many ways will be dramatically different to what we experience today.

Academic attainment is but one part of the learning process at St Gabriel’s as we set about the total development of each individual. Considerable importance is placed on all aspects of personal growth including physical, emotional, spiritual, intellectual and moral development.

RELIGIOUS EDUCATION

The school exists as a Catholic institution to meet the spiritual needs of the growing child and the Religious Education program is designed to develop the faith of each child.

Our mission and goals are driven by the values and traditions of the Church. We acknowledge and celebrate the presence of the living God, and readily identify that presence in every person we meet. We are responsible for creating a community environment that is welcoming, Safe, Friendly and Just. Our community is one which enables God to communicate-through us the staff, through the students, through the culture and everyday events of the school.

Each child is instructed in Prayer, Scripture, Sacramental Education, Religious Knowledge, Morals and Church Tradition. Parents are encouraged to be fully involved in the Religious Education programs including liturgical celebrations. Masses are celebrated weekly at the school.

The Family Life program based on Christian values is presented in the Parish every second year. It aims to promote the worth and dignity of each child, the expression of love and the development of healthy relationships.

HISTORY

The school was established in 1980 to serve families living in the new housing estates of Traralgon West. St Gabriel’s began with 124 students in four portable classrooms located in the grounds of St Michael’s Primary in the centre of Traralgon.

In May 1981, the students and staff were relocated to the school’s present site in Rangeview Drive, Traralgon West. With the school population in 2000 reaching 423 students, the school community undertook a self-funded building program to create new classrooms, a library and technology centre and improve existing facilities.

At the beginning of 2009 the school undertook a building project funded through the Building Education Revolution. These works incorporated a new staff car park and drop off/pick up zone for parents, refurbished administration area, new gymnasium/hall, asphalting work in the quadrangle, relocation of the portables and 6 new classrooms in an open learning environment.

The school now boasts excellent facilities allowing us to drive forward with contemporary learning and teaching practices. Enrolments in 2011 reached a total of 475 with its highest ever intake of preps at 87.
ENROLMENTS
Applications for enrolment in Prep are generally made in the year prior to commencement. This usually occurs at the beginning of Term 3 but applications can be made earlier if parents wish.

To be eligible for enrolment, children must turn 5 years of age by 30 April of the commencement year.

Enrolment forms are available from the school office or by emailing the Principal. Please make sure all details are completed and return the form to the front office, along with your Agreement with St Gabriel’s and copies of your child’s Baptism and immunisation certificates.

Enrolments for places in Years 1 to 6 may be made at any time of the year.

CURRICULUM
At St Gabriel’s, we are committed to the development of the whole person and recognise the uniqueness of each child. Our concern is to provide an environment and learning experiences which will:

• build each person’s self esteem
• foster quality relationships
• ensure opportunities for each child to achieve success
• actively promote excellence

Our school provides a comprehensive curriculum for all students encompassing development of skills, attitudes, values, knowledge and understandings. The Curriculum is based on VELS (Victorian Essential Learning Standards) and includes the following:

• Religious Education
• Three major strands: Physical, Personal and Social Learning; Discipline-based learning; and Interdisciplinary learning.

The three strands, which are all interlinked, are made up of the following domains: Health & Physical Education; Interpersonal Development; Personal Learning; Civics and Citizenship; The Arts; English; Humanities; LOTE (Italian); Mathematics; Science; Communication; Design; Creativity & Technology; ICT (Information and Communications Technology) and Thinking.

SACRAMENTS
Catholic children are prepared through a Parish based, school supported and family centred program for the following sacraments:

• Reconciliation (Year 3)
• Eucharist (Year 4)
• Confirmation (Year 6)

Our Parish Priest is Father Matthew Joseph (phone 5174 2060) and the assistant priest is Father Matthew Kannalayil. Both are available by appointment for the spiritual needs of both adults and children. The secretary of the Sacramental Program for the Parish is Sharon Dorling (phone 5174 7703).
PASTORAL CARE / STUDENT WELLBEING

Our Pastoral Care and Student Wellbeing programs:

- foster the well-being and development of each student and make the school a happy and safe environment for all.
- emphasise the Christian values of self-esteem, respect for one's self and others and self-discipline.
- encourage the children to develop self-control and a personal values system that emphasises positive attitudes towards one's self and those in authority.

Children are encouraged not to resolve disagreements by the use of violence. It is vital that children inform teachers straight away of any such behavior so it can be dealt with immediately.

LITERACY

To ensure that children become competent readers and writers by the end of Year 2, a structured two-hour Literacy Block design is in place. The students are initially assessed and continually monitored so that the teaching strategies and targets set for each child are focused and effective. Early intervention through Reading Recovery is utilised when necessary during Year 1. Strong Links between home and school are important for the children’s learning and the classrooms are supported by parental help.

NUMERACY

Upon entering Prep, children are assessed to determine their growth point in Numeracy. Programs are developed based upon the data collected and through ongoing assessment. NB: Assessments in Numeracy and Literacy take place each year from Prep to 6.

STUDENT LEARNING

Research for many years has examined how children learn and what is essential to help them learn. We know quite clearly that all children:

- Have different learning styles/ways of learning
- Learn at different rates
- Progress at different rates
- Have different needs
- Have many varied talents and skills

As parents we must realise that all children grow at different stages, not by the age level or grade level at school. It would be ludicrous to presume that all toddlers, once they reach the age of two, are toilet trained and talk in sentences. Some will, some won't, but they all will in the end. Stages of all sorts continue throughout childhood and into the teenage years. Puberty catches up to everyone at some point.

Children may be almost the same age and in the same class but their maturity, social needs, academic needs and behaviour vary greatly. Children work in different ways, at different times and for different purposes. This can include individual work, in pairs, in cooperative groups or in whole class structures.

Grade levels in school provide the organisational structure for children as they progress through school. They do not specifically indicate the curriculum or what is to be taught. In both straight classes and composite classes, there will always be children at various stages and growth points which will be different from others in the class.

Students all get there: the path and rate may be different but the destination is the same.
LIBRARY

The Library Centre is indeed an inviting place to visit. Students regularly attend this stimulating environment. Library sessions provide a literature appreciation and skills program, including information skills searching on computers and access to the Internet.

All children can borrow books regularly from the school library. Children receive a scheduled weekly library lesson and can borrow each week. All children must use a cloth bag for their library books. These are available from the library.

OTHER FEATURES

Integrated into our curriculum are many other features which enable us to provide a multi-faceted approach to enhancing each child’s education. These features include Buddies program, CASSE strategy, anti-bullying, Values Education, School Choir, instrumental tuition, Bike education, Perceptual Motor Program (PMP), Seasons for Growth, Life Education, Camps Program, Student Safety and Environmental Team and Peer Activity Leaders (PALs).

ASSESSMENT

Children’s school work and efforts are evaluated regularly throughout the year.

A systematic evaluation is made of each child’s progress, which is communicated to parents through written reports and interviews. Written reports are sent home at mid-year and end-of-year.

A specialist teacher is available for individual diagnostic assessment of children's learning.

Diagnostic testing to establish strengths and needs of children is conducted throughout the school year. Prep children are tested using PIPS and parts of the Observation survey. This is conducted at the beginning and end of the school year. Key areas covered are Literacy & Numeracy. Children in Grades 1 & 2 are tested in the areas of Literacy and Numeracy both at the beginning and end of the year. Children in Grades 3 to 6 undertake assessments in the areas of Literacy and Numeracy.

Other ongoing assessments are regularly made throughout the year to help monitor progress and direct teaching focuses.

REPORTING

The school reports student progress in a variety of ways. Informal and formal (Parent Teacher Interviews) discussions are an important mode of communication about your child’s progress and needs. Whilst there are set times during the course of the year for interviews at no stage should parents wait for scheduled times if you need to speak to your child’s teacher. Always feel free to make an appointment with teachers or the Principal to discuss any concerns you have. Appointments can be arranged through the Principal or the Secretary.

Samples of work, homework samples and assessments of work are also ways of reporting student progress and needs. At the beginning of the 2013, we will begin to phase in the new AUS VELs curriculum. This may mean some changes to our current formal reporting format but this will develop as each curriculum area is implemented and developed within the school.
EXCURSIONS
The school provides a variety of educational experiences, including one or two excursions each year. Excursions involving bus travel require parental permission. Unless this permission is granted, your child cannot take part in the excursion.

SWIMMING PROGRAM
All students from Prep to Grade 6 are involved each year in an 8 session swimming program at the Traralgon Indoor Pool. Dates will be advised early in the school year. The cost of the swimming program will be $48 per child.

BOOK CLUB
The school has undertaken to sell books to Prep to Grade 6 children on behalf of Ashton Scholastic Book Clubs. Children receive an order form with titles suitable for their age group. On receipt of the order and money, a school order is placed and books are received and distributed about ten days later. The school Library receives commission vouchers on all sales. Cheque payments for Book Club should be made payable to Scholastic Book Club.

NEWSLETTER
A newsletter will be sent home on a fortnightly basis (every second Thursday). The school newsletter and the Parents & Friends Prattle and Facts alternate, providing school information and notices of activities. Permission forms to take part in these activities need to be filled in and returned to the school. In addition to the School Newsletter, teachers may also communicate with parents regarding class or individual student matters via class or unit area newsletters.

The St Gabriel’s newsletter is also available on line at www.stgtraralgon.catholic.edu.au. The password is available on the newsletter hand out.

ASSEMBLIES
School assemblies are held on Monday and Wednesday mornings and once a week on Fridays at 11:30am in the school hall. Parents and friends are always welcome to attend.
UNIFORM

It is expected that parents support the uniform policy by ensuring children are always in correct uniform. Notes explaining incorrect uniform should be forwarded to your child’s teacher.

Please be sure to label all items of clothing as items are often mislaid or wrongly claimed by other children.

The St Gabriel’s uniform is as follows:

GIRLS UNIFORM

GIRLS SUMMER
- School summer dress
- Blue socks
- Black shoes
- Maroon school sun hat (either Legionnaire or cricket style with school logo)
- Maroon woollen school v-necked jumper with school logo

GIRLS WINTER
- Grey tunic or grey slacks
- Pale blue long-sleeved polo shirt with school logo
- Maroon woollen v-necked jumper with school logo
- Black shoes
- Grey tights or socks

GIRLS SPORT
- Black shorts, mid-thigh length
- Pale blue polo shirt with school logo
- White socks with sandshoes, gym boots, sneakers or runners
- Maroon tracksuit with logo on windcheater

BOYS UNIFORM

BOYS SUMMER
- Grey shorts, mid-thigh length
- Pale blue polo shirt with school logo
- Grey socks
- Black shoes (not runners)
- Maroon school sun hat (either Legionnaire or cricket style with school logo)
- Maroon woollen school v-necked jumper with school logo

BOYS WINTER
- Grey trousers
- Pale blue long-sleeved polo shirt with school logo
- Maroon woollen school v-necked jumper with school logo
- Black leather shoes (not runners)
- Grey socks

BOYS SPORT
- Black shorts, mid-thigh length
- Pale blue polo shirt with school logo
- White socks with sandshoes, gym boots, sneakers or runners
- Maroon tracksuit with logo on windcheater

SPORTS UNIFORM

The sports uniform can be worn only on nominated sports days. This varies for class levels.
UNIFORM PURCHASES

Uniforms can be purchased at Riggalls clothing store in Traralgon. Heavyweight boots with metal cleats and deep treads, and black leather runners are not approved as school shoes. School hats, school bags, library bags, reader bags and school sports socks can all be purchased from the school office.

ACCESSORIES

All hair ties must be in the school colours. Jewellery, chains, makeup and earrings apart from studs are not permitted. Inappropriate hair styles or colouring will not be tolerated.

SCHOOL BAGS

A back pack style bag which features the school logo is to be used by all children.

HATS

It is school policy that school hats be worn daily throughout Terms 1 and 4 in order to protect children from the harmful effects of the sun. Students who do not have hats at school will be required to stay in the shade.

HOMEWORK

At St Gabriel’s we believe that homework:

- Can assist with school / parent communication
- Can help in the development and maintenance of study skills
- May assist with the development of time management skills
- Can be beneficial if meaningful and relevant to the child and the family situation

Therefore homework should be:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open ended
- monitored by parents and followed up by teachers
- balanced with a range of recreational, family and cultural activities.

We hope that homework can provide a link between home and school. We also understand the pressures on families and the need for recreational times for families.

Homework therefore can be varied and will be set over a time period depending on the age of the child.
COMMUNICATION

Often your child will come home with stories about what happened at school. They may tell you about an incident with another child. When this happens, remember that the information can often be confused or is told from only one viewpoint. If you are concerned, go directly to your child’s teacher to clarify what actually happened. Under no circumstances should you approach another child’s parents in relation to incidents which occur at school.

PLAYGROUND SUPERVISION

Children are supervised at all times, between the hours of 8:30am and 3:35pm, both inside and outside classrooms. On wet days, children are supervised in their classrooms.

PUNCTUALITY

Punctuality in arriving at school is important for the smooth functioning of school programs, for developing the children’s organisational skills and for the children’s feeling of security.

We ask that all children be at school no later than 8:50am. This provides them with enough time to unpack and settle prior to the start of school and first bell.

LUNCH ORDERS

Lunch orders are available twice a week from Liddiard Road Milk Bar (Monday and Wednesday). Order forms are distributed in the classroom.

LUNCH TIME

All children are supervised by their teacher while eating their lunch for a minimum of ten minutes. Parents must give written permission if they want their children to go home for lunch.

DRINKS

All students are expected to have water bottles/containers at school. Water should be the only liquid consumed during class time. Cordial is not recommended and soft drink is not permitted.
PAYMENTS
All payment sent to the school should be enclosed in a sealed envelope marked with your child's name, class, with a brief description and the amount.

BOOK LISTS
Booklists will be sent home with enrolment details or with the end-of-year school reports. It is essential that all children have the supplies listed at the beginning of the school year.

SCHOOL BANK
The school operates a savings bank to get children used to the habit and virtues of saving. The Catholic Development Fund is the organisation used for school banking. Bank Day is every Tuesday. The Catholic Development Fund has been operating in the Diocese of Sale for a number of years. Application forms are available from the school-office.

PARENT INVOLVEMENT
Parent participation in the school is valued and encouraged, especially in assisting children with homework, attending specific school activities and assemblies and helping in the classroom and at sport events.
Parents often find their own ways of becoming involved according to their circumstances and talents.
Here are some of the ways that parents can be involved:

- Parents and Friends Association
- Attending school Liturgies
- Classroom helpers
- Assisting with sports and swimming programs
- Book covering and library assistance
- Assisting teachers and children with classroom activities eg: Literacy & Mathematics
- Perceptual Motor Program (PMP)
- School Banking
- Book Club
- Annual events—Walkathon, Italian Week, Carols on the Oval, Athletics Carnival
ABOUT OUR STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mr Paul Mulqueen</td>
<td>Principal</td>
</tr>
<tr>
<td>Mrs Chris DiCorleto</td>
<td>Deputy Principal, Student Wellbeing Co-ordinator, Numeracy Co-ordinator</td>
</tr>
<tr>
<td>Mrs Jenni Vanyai</td>
<td>Administration Officer</td>
</tr>
<tr>
<td>Mrs Sue Couling</td>
<td>Administration Officer</td>
</tr>
<tr>
<td>Miss Daniella Albanese</td>
<td>Year 1/2 Teacher</td>
</tr>
<tr>
<td>Mrs Carmel Donoghue</td>
<td>Year 3/4 Teacher</td>
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<tr>
<td>Mr Peter Willis</td>
<td>Year 5/6 Teacher</td>
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<tr>
<td>Mrs Judith Hayes</td>
<td>Year 5/6 Teacher</td>
</tr>
<tr>
<td>Miss Leah Telling</td>
<td>Year 3/4 Teacher PE/Health/Wellbeing Co-ordinator</td>
</tr>
<tr>
<td>Mrs Ivanka Moulton</td>
<td>Year 3/4 Teacher</td>
</tr>
<tr>
<td>Mrs Brenda Baccega</td>
<td>Year 3/4 Teacher Middle School Learning Co-ordinator</td>
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<tr>
<td>Mrs Emma Hunt</td>
<td>Part time teacher 0.4</td>
</tr>
<tr>
<td>Mrs Kate Donald</td>
<td>Year 1/2 Teacher</td>
</tr>
<tr>
<td>Mrs Tennille Ellis</td>
<td>Year 1/2 Teacher</td>
</tr>
<tr>
<td>Mrs Sara Kelly</td>
<td>Year 1/2 Teacher Junior School Learning Coordinator</td>
</tr>
<tr>
<td>Mrs Rosa Schneider</td>
<td>Year Prep Teacher</td>
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<tr>
<td>Mrs Ginelle Baillache</td>
<td>Year 1/2 Teacher</td>
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<tr>
<td>Miss Karita Conway</td>
<td>Year 1/2 Teacher</td>
</tr>
<tr>
<td>Mrs Claire Fisher</td>
<td>Year 3/4 Teacher</td>
</tr>
<tr>
<td>Miss Kylie Laszczyk</td>
<td>Year 3/4 Teacher</td>
</tr>
<tr>
<td>Mrs Gayle Rodda</td>
<td>Prep Teacher</td>
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<tr>
<td>Mrs Adrianna Sykes</td>
<td>Prep Teacher Year Prep Learning Co-ordinator</td>
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<tr>
<td>Mrs Angela MacDougall</td>
<td>Reading Recovery Teacher</td>
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<tr>
<td>Mrs Milena Gaudioan</td>
<td>Reading Recovery Literacy Co-ordinator</td>
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<tr>
<td>Mrs Angela Edye</td>
<td>Part time teacher 0.2</td>
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<tr>
<td>Mr Paul Towill</td>
<td>Year 5/6 teacher</td>
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<tr>
<td>Mr Camillo Redi</td>
<td>Year 5/6 teacher Senior Unit Learning Co-ordinator ICT Co-ordinator</td>
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<tr>
<td>Mrs Trudy Duxbury</td>
<td>Teacher Librarian</td>
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<tr>
<td>Mrs Jane Mitchell</td>
<td>Art Teacherreligious Education Co-ordinator</td>
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<tr>
<td>Mrs Filomena Erdely</td>
<td>Italian Language Teacher</td>
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<tr>
<td>Mr Peter Winter</td>
<td>Music 0.2</td>
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</tbody>
</table>

STAFF LIST (CONT’D)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mrs Cheryl Edgar</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Lisa Holt</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Jancey Crilly</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Robyn Mihaly</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Donna Morley</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Rhonda Farmer</td>
<td>Integration Aide</td>
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<tr>
<td>Mrs Veronica Szabo</td>
<td>Integration Aide</td>
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</tbody>
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SCHOOL HOURS

School hours are 8:55am to 3:20pm.
Parents are encouraged to see that their children arrive at school between 8:30am and 8:50am.

TIMETABLE

- 8:30am   Playground supervision begins
  (Please note that children should not be at school before this time)
- 8:45am   Children unpack
- 8:55am   Assembly.
- 8:55am   Lessons commence
- 11:00am  Recess-5 min. eating time
- 11:30am  Lessons resume
- 1:00pm   Lunch-10 min. eating time.
- 1:50pm   Lessons resume
- 3:20pm   Classes dismissed

STAFF LEARNING MEETINGS

Staff learning Meetings involving all teachers are held each Tuesday commencing at 3:30pm. Generally, teachers will be unavailable to talk with parents on these days.

Teachers are also involved in Level Learning Meetings usually held on a Monday night. Alternating with these are Professional Learning Team meetings. Staff may also be involved in additional professional learning activities which are often conducted after school hours.

SCHOOL CLOSURE DAYS

The ongoing professional development of teachers is a critical component to school improvement. On several days each year, St Gabriel’s closes to enable staff to participate in seminars to refresh and review their teaching skills. Parents will be notified in advance of dates the school will be closed, via the school newsletter.
TRANSITION AND ORIENTATION

Transition Day for new Prep children will be the Tuesday 27th and December 4th (times advised closer to the dates). The Orientation Day for this year will be Tuesday 11th December. On this day, the new Preps visit the school for a few hours. Other classes move up to the next grade classroom for a few hours. New enrolments in Grades 1 to 6 attend school for the day. Grade 6 students visit their future secondary school for the day.

A morning tea will be held to welcome new parents.

PREP COMMENCEMENT

For the first four weeks at school, Prep children will attend every day except Wednesdays. Information regarding exact starting times will be provided at the Orientation Day in early December. An information evening will be conducted in late November.

ILLNESS

If a child is absent due to illness or other reason, then an explanatory note confirming the illness or other reason must be sent to the school when the child returns. Please refer to the Infectious Diseases information if you are unsure whether your child can attend school when ill.

MEDICATION

When it is necessary for your child to take medication at school, it must be administered under the supervision of a teacher. A medical form indicating the required dosage and administration must be signed by a parent and sent to the school. These are available from the office or from the class teacher.

PARENTAL CONSENT

On enrolment, parents are asked to sign a form consenting to their child receiving emergency treatment and ambulance attention if necessary.

INJURY

In the event of injury or sickness at school, except in cases of minor first aid, parents will be contacted immediately, or if unavailable, the emergency person listed on the child’s file. If neither is available, the school will contact a local doctor or ambulance. Parents will be notified as soon as possible.

EMERGENCY RECORDS

There are emergency details on file for every child in the school. This enables contact with parents in case of illness or accident. Parents are asked to advise the school of any changes to their address or telephone number so they can be contacted during school hours. Changes to Emergency Contacts must also be advised to the school office.

BANNED ITEMS

The school does not allow bubble gum, chewing gum, toy guns/knives and drink cans at school. The school holds no responsibility for any lost jewellery, mobile phones, electronic games/games, sports equipment etc. that is worn or brought to school. In fact, it is strongly recommended that such items brought to school should only be for ‘show & tell’ purposes only.
Parents and Friends Association

The Association provides support to the Principal and the school through the injection of funding raised through fundraising, social activities, support of programs offered and assistance with classroom programs.

Welcoming new families and strengthening the community nature of our school is essential task of the P&F. Parents are encouraged to make suggestions or raise matters for discussion by the Association. The school exists to serve the educational needs of your children and your ideas and involvement are therefore welcomed and valued.

School Advisory Board

By mid 2012 the Interim School Advisory Board will have been formally endorsed as St. Gabriel’s first Advisory School Board. The Primary task of the Advisory School Board is to advise, assist and support the Parish Priest and the Principal in the efficient management and development of the school as a Catholic School in accordance with the vision and educational goals of the school, parish and diocese.

Current working goals for the Interim Board are:

1. Promotion and maintenance of our Catholic Identity through information sharing
2. Community: Encouraging parental participation.
3. Grounds and Growth: Assisting with the developing the school’s strategic plan in these areas.
4. ICT and Finance: Assisting the school in Technology and Financial sustainability

2011/2012 Interim Advisory Board Representatives

Paul Mulqueen  Chris DiCorleto  Mark Answerth  Dale Harriman  Jenifer Hanratty  Craig Watts  Krystyn Frith  Melissa Gafa  Nic Francolino  Wayne Moon
DELIVERY AND COLLECTION OF CHILDREN

CAR PARKING ARRANGEMENTS

Parents are asked to drive carefully and observe the following traffic arrangements:

The turning circle at the end of Rangeview Drive is a designated “no standing” zone. The school car park is used for staff cars only. The area between the school car park driveways is a designated “no parking” zone and should only be used as a temporary stopping area to let children out of the car in the morning. Where parents stop on the south side of Rangeview Drive it is recommended that they encourage their children to walk around the cul-de-sac rather than crossing the busy road.

Parents utilising the drop off/pick up area must turn in the cul-de-sac and enter the carpark at 10kph. Parents are not to leave their cars whilst dropping children off. Children enter the cars from the footpath. Children are not permitted to walk across the carpark.

Key points to consider:

- The maximum speed limit in the carpark is 10 KPH
- All pedestrians must use the walkways. No one is permitted to cross the carpark or staff carpark at any time. This includes parents, visitors and children.
- The drop off/pick up zone in the carpark is a no standing area. If you need to stop your car to get children out then this is not the area for you. If your child is not present at pick up time then you need to leave and come back. It is a NO STANDING ZONE
- Entry to the carpark is must be made via a left turn after travelling around the bowl at the end of Rangeview Drive. NO right hand turns are permitted from Rangeview Drive.
- If traffic is banked up in the drop off/pick up then use the through lane (as shown on the map) in the carpark to keep traffic moving in Rangeview Drive.
- The drop off/pick up zone in Rangeview Drive is still in operation. Please note that it is a no standing area.
- The staff carpark is a restricted parking area for staff only. Permission must be obtained to park in this area.

SCHOOL BUS

Please notify the school secretary if your child is to travel by bus. Children travelling home by bus are supervised by a teacher until the buses depart.

COLLECTION BY RELATIVES AND FRIENDS

Parents must notify the school if children are to be collected by other people.

ABSENCES

The Education Department requires parents to supply the school with a written explanation for the absence of any child.

Parents are required to notify the Principal and sign a register in the School Office if a child is to be taken out of school during school hours. Upon their return, an entry should be completed in the sign-in book. This sign in/out procedure also applies to children who arrive late at school or those who are picked up early.
For a complete list of infectious diseases, including symptoms and the period your child should remain away from school, visit:


<table>
<thead>
<tr>
<th>Disease or Condition</th>
<th>Exclusion of Cases</th>
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<tbody>
<tr>
<td>Amoebiasis (<em>Entamoeba histolytica</em>)</td>
<td>Exclude until diarrhoea has ceased.</td>
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<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased.</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>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.</td>
</tr>
<tr>
<td>Conjunctivitis (<em>Acute infectious</em>)</td>
<td>Exclude until discharge from eyes has ceased.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>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.</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>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.</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
</tr>
<tr>
<td>Leprosy and influenza like illnesses</td>
<td>Exclude until well.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude until at least 4 days after the onset of rash.</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.</td>
</tr>
<tr>
<td>Typhoid (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary.</td>
</tr>
<tr>
<td>Verotoxin producing <em>Escherichia coli</em> (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present.</td>
</tr>
</tbody>
</table>