**CONTACT DETAILS**

**Burnie Primary School**  
15a Van Diemen’s Crescent  
Burnie Tas 7320

Principal: Mr Jeffrey Triffitt

Phone: 0364 333655  
Facsimile: 0364 333858  
Email: burnie.primary@education.tas.gov.au

Office hours 8:00am – 4:00pm Monday to Friday

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**Learning Services (North West)**  
60 Wilmot Street  
Burnie Tas 7320

General Manager: Bruce Cameron

Phone: 036434 6389  
Facsimile: 0364 318085

Email: Learning.Services.NW@education.tas.gov.au

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**Department of Education Service Centre:**  
1800 8126 057  
[www.education.tas.gov.au](http://www.education.tas.gov.au)
The Burnie Primary School community provides a safe, caring environment where all members are valued, respected and given opportunities to develop to their potential.

*The Burnie Primary School expectations:*

- We do our best
- We are fair and honest
- We care for one another and our property

Each class has its own class obligations. These are negotiated at the beginning of every year, and reflect our School Expectations. Each class member is expected to support their class obligations.
Welcome to Burnie Primary School. This handbook contains various details you will need to know as you begin (or continue) your association with our school.

Children at Burnie Primary School are offered a comprehensive learning program, which meets their academic, physical, mental, social, emotional and spiritual needs, to prepare them to live full and happy lives in a rapidly changing world.

Children have access to a School Psychologist, Social Worker, Speech & Language Therapist and Dental Therapist. A supportive caring environment where learning is valued, individuals are challenged to do their best and take responsibility for their actions, and all being able to have a say in the life of our school, are key features of Burnie Primary School.

Our school staff in 2014

Principal
Jeffrey Triffitt

Senior Staff/Managers
Amanda Lloyd (Support Leader)
Nichole Todd (Teaching and Learning Leader)

Mathematics
Rae Tevelein / Ben Jones

English
Nichole Todd / Dean O’Neill

Science
Tameika Munday / Diane Williams

History
Amanda Lloyd

Geography
Diana Cohen

Health and Physical Education
Stephanie Davies, Carla McKenzie

ICT
Shaun Sutton, Helen Triffitt, Jeff Triffitt

School Business Manager
Helen Triffitt

Administration Clerk
Karen Hayes

School Attendants
Peter Hodgetts, Deb French and Angela Streets

Teachers

Teacher Aides
Iain Brodie, Tania Cocks, Jill Charles, Jackie Johnstone, Nadene Smith, Linda Templeton.
Burnie Primary School – A High Performing School
Part 1 School Improvement Plan 2013-2014 Strategic Overview

Priority 1 - Teaching and Learning

Key Principles
- There are high expectations of all learners
- Creative and innovative learning programs exist to meet all individual needs
- Professional learning is linked to the Australian Curriculum
- High Quality Data is valued and used by teams and teachers to inform practice
- School Organisation and physical environment are aligned to optimise student learning

Indicative Progress Measures
- Burnie Primary began implementing the Australian Curriculum in 2012. Assessments and Reporting were required for Mathematics, English, Science and History in 2013 and will be required for Geography in 2014. HPE and Arts will be assessed using the Tasmanian Curriculum Framework.
- 85% of students in grade 3, 4, 5, 6 will achieve stanine 4 or better in PAT Mathematics, Comprehension and Vocabulary. Students on IEPs will have success indicators determined by improvements in percentages.
- The percentage of students in the top 3 bands for all NAPLAN testing in grade 3 and 5 will increase.
- Burnie Primary’s average score will be 10 points higher than a similar school in all areas of NAPLAN testing (Grade 3 and 5).
- Students in Prep, Grade 1 and 2 will be grade appropriate in Running Records/ Reading Levels and 85% will achieve stanine 4 or better in SWST

Priority 2 - Building Capacity

Key Principles
- There is continual growth and development through targeted professional learning for all staff
- Leadership and teaching development is underpinned by well-articulated principles and expectations
- Sector and other networks support the delivery of high quality professional learning
- There will be an emphasis on the continual development of highly functioning teams

Indicative Progress Measures
- Burnie Primary will continue to be a learning centre for for adult learners from Tas TAFE, UTAS, and agencies within DoE.
- 50% or more of Early Childhood teachers will be accredited in the Walker Learning Approach by the end of 2014.
- All grade 3-6 teachers will commit to implement and promote the agreed research-based pedagogical structures to colleagues and the community.
- A professional learning model will be in place that allows curriculum leaders to decide on the appropriate professional learning for staff. This learning will emphasize curriculum and pedagogical development aimed at improving capacity and student learning outcomes.
- The “Focus Areas to improve Student Engagement and Motivation” (supporting document 3) will be used as a guide to pedagogical development.
### Priority 3 - Shared Accountability

**Key Principles**
- School improvement and accountability processes are understood and enacted by all staff
- There are high levels of accountability and transparency in all systems and school performance
- Planning is open, transparent and evidence-based and reflects ambitious targets

**Indicative Progress Measures**
- A meeting and professional learning schedule will be established that allows staff to meet in curriculum, collaborative and whole staff teams groups
- School data will be discussed openly and regularly as a means of improving teaching and learning practices.
- All staff will achieve targets established to improve teaching and learning outcomes
- The nine foundations blocks (supporting document 1) and the ten lessons from schools that achieve extraordinary success (supporting document 2) will be used as a framework for school improvement
- All staff will show commitment and enact the values and commitments statement (supporting document 4). The School Association and Parents and Friends executives will enact their specific values and commitments statements (supporting document 5 and 6)

### Priority 4 - High Quality Data

**Key Principles**
- There will be accurate and timely data used to inform, monitor, evaluate and report improvement
- Teachers will be supported to develop data collection and analysis processes
- Staff will openly share and compare performance data at whole staff meetings

**Indicative Progress Measures**
- Staff will report that data processes are user friendly and provide the necessary data to track student progress
- A Testing and Assessment schedule will be established to provide timelines necessary to track student progress and achievement. All staff will be punctual in providing data
- A Reporting agreement will be formulated and shared with the school community.

### Priority 5 - Performance Culture

**Key Principles**
- Professional growth is underpinned by cyclic performance management for all staff
- Performance and Development supports and maintains a culture of learning, innovation, leadership and accountability for outcomes.

**Indicative Progress Measures**
- The Performance and Development process will strengthen the alignment of individual performance and outcomes with the Department’s strategic priorities, drivers and corporate values of learning, excellence, equity, respect and relationships.
- Performance and Development sessions and associated professional learning plans will strengthen the alignment of individual performance and outcomes with Burnie Primary’s and the DoE Values and Commitments and associated policies (State Service Principles, Accountability Policy, Conduct and Standards)

### Priority 6 - Building Respectful Schools

**Key Principles**
- We will develop strong integrated approaches to education
- There will be high quality integrated service delivery systems and processes
- Burnie Primary School will continue to work in partnership with parents and community

**Indicative Progress Measures**
- Children will achieve early success as identified by measures detailed in the Australian Early Development Index
- Number of students/families accessing Kids at Heart/Launching into Learning programs will increase to 95% of eventual kinder enrolment
- 85% of Kinder children will achieve all critical markers in KDC
- 85% of Prep students will achieve Literacy and Numeracy outcomes on PIPS
- Average daily attendance rates will improve by 0.5% in 2014
- Proportion of students suspended will decrease by 0.5%
- See targets outlined in the Next Steps Plan (supporting document 7)
Key Focus Areas to improve student engagement and motivation. Is motivation and engagement about the teacher, the student and/or the environment? We should be working towards increasing student independence from K-6.
The staff at Burnie Primary School value and are committed to a Supportive School Environment through:

- Respect
- Excellence
- Understanding Equity
- Professionalism
- Life-Long Learning
- Catering for Diversity
- Understanding the needs of the school community (Parents, Children, Staff) and wider community
The Burnie Primary School Parents and Friends value and are committed to:

- Relationships
  - consolidating community
  - meeting other friends and parents
  - learning what goes on at school

- Providing financial for
  - a safe and happy environment
  - to enjoy teaching and learning

- School Improvement
  - environment
  - resourcing
  - opportunities
  - improved communication between parents/children and staff

- Better Outcomes for children through
  - fundraising
  - assisting with education
  - inclusion
The Burnie Primary School Association value and are committed to:

- Relationships
  - connection
  - responsibility

- Quality Outcomes
  - educational
  - political
  - social
  - emotional

- Quality Governance
  - functioning
  - ratification
  - professionalism

- A Trusting and Supportive Environment
  - respect
  - honesty
  - diversity
  - equity
The School Association executive is an elected body comprised of parents, staff and community members. The function of the executive is to:

- Monitor the progress of the school plan and budget
- Make recommendations in relation to reports made by the principal
- Provide a means of communication between the school and the community
- Promote public awareness of and support for the school
- Represent the school community in school decision making and policy development.

Meetings are held on (days to be announced after the AGM) at 6:00 p.m. in the school staffroom.

Contact Person: (Election in February)

Parents and Friends Association

The P&F Association is made up of parent volunteers, all of whom have an interest in taking an active role in our school. The P&F provides an opportunity for parents, friends and teachers to meet together in the evening in order to support the school and learning program, provide an educational forum for parents to learn more about children’s development and the art of parenting and provide an important social link with the school for parents. Meetings are held once a term, with sub-committee meetings held more frequently.

Contact Person: (Election in March)

Parent and Community Participation

We believe that the education and development of any child is a shared responsibility involving the parents and school community.

Help in the Classroom

Parent help in the classroom is welcomed and frequent visits to school for assemblies, school activities, tutoring and sporting occasions during school time are strongly encouraged and greatly appreciated by staff and students.

All parents and community members who are acting as volunteers or providing support in the school must have a current Good Character Check (forms available from the office) and are asked to sign the register at the front office on arrival and collect a visitor’s badge.

Parents who need to collect children during recess and lunch times are asked to contact the office staff who will arrange for the child to be brought to the main office area. Parents are requested to sign children out if leaving during school hours and sign them in if they are running late.
Enrolments

Children are admitted to Kindergarten from age four (4) as at the 1st January each year. Generally, to enrol at Burnie Primary, you must reside within our zone. Proof of current address is required. Please contact the school office for clarification.

Houses

Children at Burnie Primary belong to one of three houses

CURRAGHMORE- Green; WYONA- Blue; OAKLEIGH- Yellow

These are the names of three historical houses in our city. (Wyona is the only home still standing).

School Times and Dates

<table>
<thead>
<tr>
<th>Teachers return</th>
<th>Monday 3rd February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return</td>
<td>Wednesday 5th February</td>
</tr>
<tr>
<td>OFFICE</td>
<td>8:30am - 4:00pm daily</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
<td>Mon, Wed, Thurs – Kinder A (Teacher to be announced)</td>
</tr>
<tr>
<td>8:50 - 2:45</td>
<td>Tues, Thurs, Fri - Kinder B (Teacher to be announced)</td>
</tr>
<tr>
<td>PREP – GRADE 6</td>
<td>(Children required to be in class at 8:55am)</td>
</tr>
<tr>
<td>1st block</td>
<td>9:00am - 10:35am</td>
</tr>
<tr>
<td>Recess</td>
<td>10:35am - 11:00am</td>
</tr>
<tr>
<td>Daily P.E.</td>
<td>11:00am – 11:15am</td>
</tr>
<tr>
<td>2nd block</td>
<td>11:15am - 12:35pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35pm - 1:15pm</td>
</tr>
<tr>
<td>3rd block</td>
<td>1:15pm - 2:45pm</td>
</tr>
</tbody>
</table>

Term Dates For 2014

| TERM 1                | 5th February – 16th April |
| Public Holiday        | 10th March               |
| Easter Break          | Friday 18th April – Tuesday 22nd April |
| TERM 2                | 5th May – 4th July       |
| TERM 3                | 22nd July – 26th September |
| Public Holiday        | 9th June – Queens Birthday |
| TERM 4                | 13th October – 18th December |
| Public Holiday        | 3rd November             |
| Professional Learning Days | Tuesday 4th February, Thursday 17th April – Moderation Day, Monday 21st July, Friday 24th October |
The cost of school fees is set by the School Association. Fees incorporate a stationery package and a contribution towards visiting performances, local excursions, swimming and water safety program, materials and equipment. They are payable before school commences. Sport affiliations, special trips for groups or individuals, leavers’ functions, or any individual expenses fall outside the levy collection system and will be asked for as the need arises. Major expenses will be advised well in advance to ensure families are given an opportunity to budget for these items.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>$165</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep - Grade 5</td>
<td>$225</td>
</tr>
<tr>
<td>Grade 6</td>
<td>$245</td>
</tr>
</tbody>
</table>

In 2014, the staff at Burnie Primary are offering the following excursions/overnighters to our primary students.

- Grade 3 - overnight sleepover at Burnie Primary School. - Term 3 (cost - $20 per student).
- Grade 4 - overnight sleepover at Burnie Primary School. – Start of Term 2 (cost - $20 per student) and accompanying day trip to Rocky Cape and Stanley.
- Grade 5 - two evenings and three days at a camp – Middle of Term 4, November 19th-21st (cost $100 per student).
- Grade 6 - a week-long trip to Hobart focusing on engaging students in recreational and educational activities outside the classroom - Term 1, April 8th-11th (cost $200 per student).

These activities will be fully supervised using very strict guidelines from the Department of Education, including good character checks, risk assessment protocols and correct adult/student ratios.

One of the major hindrances will be costs and unfortunately most of this will be the responsibility of parents. We are reluctant to use fundraising for these activities, but see this as a possibility to raise a small proportion of the costs along with business donations. To cover the majority of costs we would like to place an optional charge (discretionary levy) with the levies in 2014 using the prices mentioned above.

**Student Assistance Scheme (STAS)**

Students who qualify for Student Assistance are exempt from paying General Levy items. However they are still required to pay for items which fall outside the levy (eg sport affiliations, special trips for groups or individual functions and school camps).
All children attending Burnie Primary School are strongly encouraged to wear full school uniform. The wearing of school hats is compulsory, during daylight savings months.

<table>
<thead>
<tr>
<th><strong>Girls</strong></th>
<th><strong>Boys</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy Pleated skirt</td>
<td>Navy trousers or shorts or navy warm up pants</td>
</tr>
<tr>
<td>Blue polo shirt or similar with collar</td>
<td>Blue polo shirt</td>
</tr>
<tr>
<td>Summer dress made in a fine blue and white check. Recommended style to have buttoned or zippered front, open neck and short sleeve.</td>
<td>Navy polar fleece zip-front jacket or vest with embroidered logo.</td>
</tr>
<tr>
<td>Navy warm up pants</td>
<td>Navy or grey school socks</td>
</tr>
<tr>
<td>Navy polar fleece zip-front jacket or vest with embroidered logo.</td>
<td>Navy or grey school socks</td>
</tr>
<tr>
<td>Navy Shorts.</td>
<td>Sports Uniform:</td>
</tr>
<tr>
<td>Navy stockings, white socks or navy socks.</td>
<td>Compulsory for children representing the school in teams</td>
</tr>
<tr>
<td>Bucket hat - navy with gold logo.</td>
<td></td>
</tr>
<tr>
<td>Navy waterproof, polar fleece lined jacket.</td>
<td>Sports shoes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE NAME ALL ARTICLES OF CLOTHING.**
The following items are available through the school

- Skirt: navy
- Summer dress: navy and white fine check fabric
- Polar Fleece Jacket: navy with gold embroidery, full zip front
- Polar Fleece Vest: navy with gold embroidery, full zip front
- Water-proof Jacket: navy, polar fleece lined, zip front, concealed hood
- Warm up pants: elastic waist - with or without logo
- Shorts: Navy - cargo or girls pleated
- Bucket hat: Navy with logo
- ERGO Primary Tuffpack
- Posture Senior Tuffpack
- Library Bags

Please note:
- Painting Smocks are required
- Library bags are required to protect books on loan
School Child Information Form

Student files are updated at the beginning of each school year and identify emergency contacts for your child and outline details of medical care and treatment. The information contained on these forms is transferred to the school database. They should be completed in the first week and it is most important that the school office be informed of any changes as soon as possible. The forms are kept in the student file in the school office.

School Banking

School banking is available every Tuesday and is conducted by the Parents and Friends Association. Application forms for the Commonwealth Bank’s “Youthsaver Account – School Banking” are available from the school office.

Book Club

Children have an opportunity to purchase books through Book Club. Book fairs are also held at certain times during the year.

School Canteen

The Canteen is a service to the children and parents provided by Mrs Julie Bloom. We are a Move Well Eat Well school. The canteen supports this by offering nutritional lunches at a minimal cost to parents. As you would appreciate with price rises from suppliers, it is necessary to occasionally increase the cost of items. The school canteen has also received Silver Accreditation under the Cool Caps Canteen Program.

**The Canteen is open 3 days a week – Wednesday, Thursday and Friday** and is located in the Jan Milburn Centre.

Birth – 4

**Launching into Learning**

**Kids @ Heart for pre - school children from birth with parent/s or adult family member**

**Wednesday – 10.00am – 11.30am. School terms only in the Multi-purpose room commencing in March.**
Parent-Child Group
Each year, children who will attend Kinder in the following year (children 3-4 years of age) are able to attend Parent-Child sessions. These sessions are organised by the L.I.L. teacher but parents work with their children at all times. These sessions are held on Wednesday afternoons from 1:00pm – 2:30pm.

Contact person – Contact the school office
(Teacher to be announced)

Library
The school's learning program is supported by a well equipped library. The library is available to all children at the school and is open before school each day. Children visit the library once a week as a class group, but are also encouraged to visit on an individual basis. Children need a book bag (a shopping bag is suitable) to protect the books they borrow.

Lost property
All items of clothing need to be named clearly. Lost property is placed in a tub across from the school office. Children and parents are encouraged to have a look regularly.

Hat policy
Burnie Primary is a SunSmart school. Children wear sun-smart hats at recess, lunchtime and during outside activities (during the daylight saving months). Where children don’t have a hat to wear, they must sit in the shade. Parents can provide sunscreen if they wish. Sun-smart hats are available in school colours at the school office.
All student absences are tracked very closely by the Department of Education. There are a number of options available to parents to explain children’s absences:

- Please contact the school by phone – 64 333 655
- email – burnie.primary@education.tas.gov.au
- Provide a note to explain the absence.
- If your child is absent from school an SMS will be sent to your mobile. A response to this text is another option to explain the absence.

**Accident or Illness**

Parents will be contacted by phone if their child is ill or has been involved in an accident. In the event of an emergency an ambulance will be called first and then parents contacted. When a parent is unable to be contacted the next person on the emergency list will be called.

**Transport Arrangements**

A large number of students travel to and from school each day by bus. Parents are asked to provide a written note explaining any changes in arrangements for travel.

Metro buses travel to and from the school in the morning and afternoon. For further information refer to the bus timetable sheet or phone Metro on 64 313822.

Contract bus services carry children to and from Mooreville Road and Ridgley areas.

Many parents transport their children by car. The Van Diemen’s Crescent area can become very congested and busy. It is requested that parents stop where the children can step onto a footpath on the school side of the street if possible.

The school car park can be a congested area. To help alleviate this a DROP OFF and COLLECT ZONE which is identified by yellow lines has been created on the left hand side of the car park before the crossing at the southern end. Cars can pull up (remain running), children can hop out and move to the curb, cars leave. The same in reverse after school.

If you are collecting students at the end of the day and you child is not present, please leave the car park, re enter Van Diemen’s Crescent and do the loop again.

Children in Kindergarten and Prep will remain inside their classrooms until collected by a parent/carer or another authorised adult.

Please note – the signs which indicate NO PARKING on Van Diemen’s Crescent (the front left of the driveway entrance) is for DROP OFF ONLY between the hours of 8.15 and 9.00 a.m.

DROP OFF ONLY means that drivers must not leave their vehicles or turn engines off, but must pull in, drop children off, say goodbye and drive off again.

To enable traffic to flow it is important that you do not double park in the car park. In the interests of safety, please proceed with extreme caution when using this access road.

To ensure safety of your child, children will not be permitted to alter travel arrangements unless a note or phone call is supplied.

**School Entrances and Exits**

Children are expected to use the entrances/ exits leading to and from the corridors closest to their classrooms.
We celebrate and share children’s achievements through regular assemblies. These may take the form of whole school assemblies usually held every 5 weeks on Mondays between 11:45am and 12:30pm.

**Assemblies**

A fortnightly newsletter is sent home on Thursdays with the youngest child in each family. The newsletter contains important information regarding your children and their education at Burnie Primary. Please ask your child for the newsletter every second Thursday so you can be kept informed of school events. Please notify the office if you wish to receive an electronic copy of the newsletter. A version of this is also available on the school web page.

**Newsletters**

Children are provided with books to take home for reading practice on a weekly basis. We encourage parents to develop routines at home to make this an enjoyable activity. Reading stories to your child is an important activity.

**Home Reading Program**

Each year, to meet Department of Education requirements, all children and parents in the school are required to read and sign an ICT user agreement. This is completed at the commencement of every school year. At Burnie Primary School computers are used to enhance teaching and learning in several ways: for communicating with other people, for publishing students’ work, for research and learning basic skills.

**ICT User Agreement**

Outside School Hours Care - Milpara is a service coordinated by the Burnie City Council. It aims to provide after school care in a stimulating and enjoyable environment, for children from Kinder to Grade 6. Milpara Outside School Care is located in the terrapin between the main school building and the Jan Milburn Centre. Children move to this area at the beginning and end of the school day.

**Outside School Hours Care**

For bookings contact Burnie City Council on 64334297.
Administration of medication

On occasions it may be necessary for children to take medication whilst at school. If medication prescribed by a medical practitioner is to be administered at school or on school approved activities (i.e. excursions), a parent / legal guardian must contact the school office. The administering of prescribed medication (excludes asthma inhalers) requires the completion of an authorisation form from the Doctor, Pharmacist or Practice Nurse. Form B Administration of Prescribed Medication Authorisation is available from the school. Parents/Guardians are also required to complete Form A (Parent/Guardian) Administration of Medication Authorisation.

Medication should be sent to school in the original packaging only, with instructions clearly visible. Administration instructions should be written on the medication container by the pharmacist at the medical practitioner’s direction. All medication should be clearly labelled with the name of the child for whom it has been prescribed.

Details of all medical conditions are electronically recorded. It is important that parents inform us of any changes to their child’s medical details or any new conditions so that our records are accurate.

Departmental guidelines prevent non-prescribed medications (such as analgesics and over-the-counter medications) being administered by teachers or other members of school staff, unless direction is given by a parent or guardian. This can be done by completing Form A Administration of Medication Form (Parent/Guardian).

Allergy Awareness

Some students in this school have severe allergies and are at risk of life threatening emergencies. We ask for your support in caring for these children.

Anaphylaxis is the most severe form of allergic reaction. It often involves more than one body system (e.g. skin, respiratory system – causing swelling of the airways and preventing breathing, gastrointestinal and cardiovascular). Peanuts, tree nuts, milk, egg, shellfish, sesame, soy, and wheat cause 90% of food allergic reactions in Australia, however any food containing protein can cause anaphylaxis in a susceptible individual. Other common causes of anaphylaxis include insect stings, medications and latex.

The number of children with severe food allergies is increasing. Some children have a single food allergen whilst others may have multiple food allergies. Schools are encouraged to implement several strategies to reduce the risk of anaphylaxis. Some schools place restrictions on certain foods being brought into the school as well as foods sold through the school canteen. Where restrictions are in place, please try to abide by them. Other risk minimisation strategies can include:

- Hand washing after eating in those classrooms where a student, at risk of anaphylaxis, has an Individual Medical Action Plan.
- Appropriate food handling
- Eating in designated areas at a specified time

We understand that as some children have a number of allergies, it may be impractical to impose restrictions on foods brought into the school as it could significantly limit other students’ diets. Where this is the case, extra care needs to be taken particularly when eating.

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Students can assist by:
- eating only at designated times and in designated areas
- disposing of any rubbish or uneaten food appropriately
- encouraging the non-sharing and trading of food and drink
- being aware of an allergic student's high risk foods and not bringing them into the school whenever possible
- washing hands before and after eating in those classrooms where a student, at risk of anaphylaxis, has had an Individual Medical Action Plan.

One of the most beneficial ways parents can help is by educating their non allergic children about allergies and encouraging them to wash their hands after eating and to be responsible with their food. It is important to understand that even trace amounts of food can cause life-threatening reactions if ingested. Preventative measures are extremely important and help to limit the danger to students with allergies whilst they are slowly learning to care for themselves in the real world.

Nuts, Egg, Dairy, Sesame, Soy, Seafood and Wheat are some foods that can cause anaphylaxis, even in small trace amounts.

Your assistance with hygiene and handling food appropriately is appreciated.

Children at risk of anaphylaxis carry an EpiPen (auto injector containing a pre measured dose of adrenaline) and Anaphylaxis Action Plan with them at all times. Staff have been trained in the management and emergency treatment of severe allergic reactions, which includes administration of an EpiPen before ambulance transport to hospital for further emergency care.

Your assistance and understanding are greatly appreciated. More information on anaphylaxis or the Be a M.A.T.E. (make allergy treatment easier) program can be obtained from www.allegyfacts.org.au

Websites

Department of Education
https://www.education.tas.gov.au

Burnie Primary School
http://education.tas.edu.au/burnieprimary
Contagious Diseases or Conditions

From time to time children come into contact with contagious diseases or conditions at school. If you are unsure about the implications for attending school please contact the school office for advice.

Head Lice

Checking and treating children’s hair for head lice is your responsibility. When head lice are noticed on a child at school, parents are contacted to collect their child immediately. The child may return to school once a lice treatment has been applied and all the eggs have been removed from the child’s hair. A notice will be sent home to parents of all other students in the class alerting them to the fact that head lice have been detected. The school has information sheets available on various treatments.

Reporting to Parents

Included in this parent handbook is a reporting agreement that outlines the timing and format of the three reports that will be sent home this year.

Furthermore if your child is in the following grades you will receive the following:

- Kinder Development Check
- Performance Indicators for Prep Students (PIPS)
- Australian Educational Developmental Index (AEDI).
- Year 3 and 5 Literacy and Numeracy Monitoring program (NAPLAN)

Positive Behaviour Support

All children are learning to be part of a community. As with all learning it occurs differently for everyone. Some children require more support with this learning than others. Through a positive behaviour approach, desired and appropriate behavior is recognised and rewarded. (see following page for Corrective Procedures)

Positive Behaviour support:

- Is based on the belief that all behaviours occur for a reason
- Reflects we all have a right to be treated with respect
- Teaches new skills to improve the patterns of behavior
- Focuses on positive behaviours of all students
Burnie Primary School
Positive Behaviour Support
Corrective Procedures

School Expectations
- We do our best
- We are Fair and Honest
- We Care for One Another and our Property

Inappropriate Behaviour Management Procedures

Classroom based:
- Non-verbal reminder
- Verbal reminder
- Time Out—in classroom
- Time Out in another classroom
- Continuous inappropriate behaviour — parent advised
- Non-compliance—parents contacted immediately

Time out—in the playground eg seated in shaded area, walking with teacher etc.
- Minor infringements that can be sorted by the duty teacher
- Non-compliance - Time Out from the playground

Time Out from (exited from) the playground
- Parents contacted after 3 incidents
- Non-compliance - parents contacted immediately

High level unacceptable behaviour
- verbal
- physical
- dangerous behaviour
- behaviour bringing the school into disrepute
- serious violence
- substance abuse

Senior Teacher Action (Parents contacted immediately)
Possible consequences—suspension (for further clarification see Senior Staff)
Reporting Agreement - 2014

Term 1 - Progress Statement
- Teachers will contact parents with any concerns if necessary before this time.
- An open evening to coincide with progress report
- Released the week starting Monday 17th March 2014
- A short report (100 words maximum) provided to inform parents about how their child is settling into the school year and to advise them of any early areas of concern.
- Optional teacher or parent tick box for a parent/teacher interview by phone

Term 2 - Full Written Report
- Released in week 9, term 2( week beginning 30th June, 2014)
- A report providing clear, detailed information to parents about their child’s progress and any areas that need attention. Comment for each curriculum areas should be no more than 150 words.
- Reports to be given out at parent teacher meetings. Grade 3-6 students will be invited to attend the meetings
- All IEP students require a different report

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midyear report</td>
<td>Rating (A-E)</td>
</tr>
<tr>
<td>English</td>
<td>Yes</td>
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<tr>
<td>Mathematics</td>
<td>Yes</td>
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<tr>
<td>History</td>
<td>Yes</td>
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<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>Geography</td>
<td>No</td>
</tr>
<tr>
<td>Arts</td>
<td>No</td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td>No</td>
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</table>

Term 4 - Summary Report
- Released on Tuesday 16th December, 2014
- A report providing parents with brief information about their child's end-of-year results.

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Rating</th>
<th>Comment</th>
<th>Effort &amp; Behaviour rated</th>
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<tbody>
<tr>
<td>English</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>History</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Geography</td>
<td>No</td>
<td>No</td>
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</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Arts</td>
<td>No</td>
<td>Yes (P, 2, 4, 6)</td>
<td>No</td>
</tr>
<tr>
<td>Health and well being</td>
<td>No</td>
<td>Yes (1, 3, 5)</td>
<td>No</td>
</tr>
<tr>
<td>General Comment</td>
<td>About the year (no more than 150 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracurricula</td>
<td>Yes</td>
<td></td>
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</table>
BURNIE PRIMARY SCHOOL SUNSMART POLICY

Our SunSmart policy has been developed in order that all students and staff attending this school are afforded protection from skin damage caused by the ultraviolet rays of the sun. It is to be implemented throughout the year but with particular emphasis during Daylight Savings time.

As part of general SunSmart strategies, our school will:

**Behaviour**

- actively encourage children to wear bucket hats which protect the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions),
- work with the parent community to provide SPF 15+ (or higher) broad-spectrum, water-resistant sunscreen for their children’s usage.
- encourage the daily application of sunscreen before school and prior to the lunch break,
- encourage children to use available areas of shade for outdoor activities,
- encourage staff and parents to act as role models by practising SunSmart behaviours.
- foster the development of self responsibility among student for their sunsmart behaviour.

**Curriculum**

- incorporate programs on skin cancer prevention into the curriculum at all grade levels, particularly in the Health Program.
- regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meetings, student and teacher activities.
- ensure the SunSmart policy is considered in the planning of all outdoor events (e.g. camps, excursions, sporting events).

**Environment**

- work toward increasing the number of shelters and trees so as to provide adequate shade in the school grounds.

**Evaluation**

The School Staff and School Association will review the effectiveness of this policy each year. They will:

1. Review the SunSmart behaviour of students, staff, parents and visitors and make recommendations for improvement.
2. Assess shade provision and usage and make recommendations for shade provision.
3. Update and promote curriculum material relevant to SunSmart activities.
School Policy

Healthy eating and physical activity school policy

Rationale:
At Burnie Primary School we recognise that healthy eating and physical activity are associated with improved learning, concentration, mood, behaviour, healthy growth and weight, and lifelong health and wellbeing. School communities can help students develop healthy habits to live, learn, grow and play.

Aim:
To promote the health and wellbeing of students by making healthy eating and physical activity a regular part of every child’s day.

Whole of school:
Our staff recognise the importance of working together in partnership with parents/carers, to develop a healthy school environment. All members of the school community are encouraged to model healthy food choices and support families in encouraging students to be physically active.

Relevant policies:
This policy document is supported by the following existing school polices and document.
- Policy area 1: Healthy drink choices
- Policy area 2: Healthy lunchboxes, healthy breaks
- Policy area 3: Healthy canteen, lunch order or other food services
- Policy area 4: Providing Physical Education and physical activity
- Policy area 5: Promoting more active play
- Policy area 6: Healthy, active and safe travel
- Policy area 7: Curriculum
- Policy area 8: Families and Community

Evaluation:
This policy will be reviewed every 2 years.

More information can be obtained by contacting the school office or by accessing the school website:
http://education.tas.gov.au/burnieprimary
Introduction

In Term 1 2011, a number of surveys were conducted to ascertain the views of parents (appendix 1) and staff (appendix 2) at Burnie Primary School. Based on the staff survey there was a variety of different attitudes towards homework and a number of approaches across the school (appendix 3). This was also reflected in the parent views. A number of research papers were also used to determine the case for and against homework. These included:

- The Case For and Against Homework- Marzano and Pickering (2007)
- The effects of Homework and After-school Activities on School Success- Cosden, Morrison, Gutierrez and Brown (2004)
- Target Homework to Maximize Learning- Heitzmann (2007)
- The Homework Debate- Marzano (2007)

A summary of this research can be found in appendices 4. (all appendix mentioned are available from the principal)

From the responses and research, the following forms the basis of Burnie Primary’s homework policy.

Homework (P-2)

- Reading (at least 3 times a week) with a levelled text 2-3 levels below their current reading level. (see home reading appendices) or other similar introduction to reading activities

Plus

- Any work that has not been completed in class time (where there been adequate time given and is appropriate to the student’s ability).
- Any specific work negotiated with parents and is teacher identified to meet educational outcomes of students. These tasks should also be related to work covered in class. This work should be negotiated with the principal and should incorporate the key aspects of the Helzmann approach.

Homework (3-6)

- Reading (at least 3 times a week) for at least 15 minutes each time (see home reading appendices).

Plus

- Any work that has not been completed in class time (where there been adequate time given and is appropriate to the student’s ability).
- Any specific work negotiated with parents to meet educational outcomes of students. This work should be negotiated with the principal and should incorporate the key aspects of the Helzmann approach.
As part of your child’s curriculum, Burnie Primary School is providing supervised access to Information and Communication Technologies (ICT).

ICT includes the use of: computers and printers; the school network; the Internet; email; digital/video cameras; and scanners.

These technologies are used within the school for research, for communicating with other people, for publishing students’ work, and for learning basic skills. The Department of Education is committed to the pursuit of excellence in learning and teaching through the integration of learning technologies into education programs.

While staff will ensure that high-quality on-line materials are available and promoted, it is possible that your child may encounter inappropriate material while using these resources. The school minimizes this risk by providing appropriate supervision, the use of Internet filters, and educating students to participate safely and responsibly when online.

All students are expected to sign the school ICT Acceptable Use Agreement, a copy of which is attached for your information. It outlines the rules and responsibilities for using ICT at school. Unless otherwise advised, we will assume your child has your permission to use the computing and Internet resources available at this school.

From time to time the school may want to publish to the Internet, photographs of students involved in school activities and/or samples of students’ work in order to share good practice, celebrate success and inform the learning community about our activities. If you wish to discuss any aspect of the use of Information and Communication Technologies within our school please telephone me to arrange an appointment.

To access the full version, see Burnie Primary School’s website under the heading ICT Resources Acceptable Use Agreement.

Please ensure that this is read and explained to your child, signed and returned to your child’s class teacher during the first week of school.

Yours sincerely

Jeff Triffitt
Principal.
Mobile phones are used as a portable and vital means of communication. Similar electronic devices such as iPod, iPad, MP players, provide enjoyment and entertainment. The following guidelines apply to all students who are attending Burnie Primary School. The school day is taken to be from 8:30am-3:15 pm, the hours of duty of care and supervision.

At Burnie Primary School

• We recognize that families may choose to use mobile phones for family members to keep contact; however parents/carer should use the School’s Office as the first point of contact. This is to ensure that messages are passed on to the student. Parents/carer should contact the Principal to make alternative arrangements for contact, if required.

• When students legitimately have mobile phones and similar electronic devices at school, appropriate usage and security is the responsibility of the owner. The school will not accept responsibility for loss or damage.

• All children who attend school have the opportunity to learn without hindrance and intimidation; therefore, mobile phones and similar electronic devices should not be used by students during the school day.

• Teachers have the right to teach without inappropriate interruptions to their teaching programs; therefore, mobile phones and similar electronic devices are not to be brought into classrooms, playgrounds or other teaching areas by students during the school day.

• All users need to be aware of their responsibilities and the rights of others when using forms and means of communication.

• Adults can use mobile phones and similar electronic equipment while on the school campus, when used appropriately and in line with our Acceptable Use Policy.

Students who are inappropriately using a mobile phone or other electronic device, in accordance with this policy, will have the device removed. It will be retained by the Principal, or delegate, for collection by the student’s parent/carer.
ICT Acceptable Use Agreement

Information and Communication Technologies (ICTs) includes the use of computers, the school network, the Internet, digital/video cameras and scanners. At Burnie Primary School computers are used to enhance teaching and learning in several ways: for communicating with other people, for publishing students’ work, for research and learning basic skills.

The guidelines we follow at Burnie Primary School when using computers are:

**General Use**

1. When I am using ICTs I will use my time effectively and do the task I am meant to be doing.
2. I will work co-operatively when I am using ICTs.
3. I will take care of the schools hardware and software.
4. I will only use school software
5. I will start and shut-down the computers correctly.
6. I will not use the school’s equipment for anything which is against the law, or which would inconvenience other people; for example
   - Printing more copies than I need
   - Downloading large files which slow down the network
   - Changing the setting on computers
7. I will log off the computer when I have finished my work
8. I will keep my password/s to myself, and not seek the passwords of others.
9. I will only work on my own work and store it in my folder/file or on my own storage devices.
   
   I am aware that viruses can be spread between computers through e-mail and using storage devices that have not been checked by virus scanning software and I will check with my teacher before using these on a school computer.

**Internet use**

10. I will only access web sites that are relevant to the information I need.
11. If I see or hear anything on a web site that I am unhappy with, I will click the Home button and tell my teacher immediately.
12. When I use e-mail, forum boards or supervised chat rooms the messages I send will be polite and sensible.
13. I will not give out any personal information about myself or others unless I have permission from a teacher. eg. name, address, phone number, parents names etc…
14. If I receive any messages that I do not like I will tell a teacher immediately
15. I know that the school may check my computer files and may monitor the Internet sites I visit
16. I will not copy other people’s work into my work, and call it my own. This includes pictures and information I find on the Internet and storage devices.

As a responsible computer user at Burnie Primary School I will follow the above rules.

If I do not follow these guidelines, then I will be unable to use the computers at school. I will need to re-negotiate how I use the computer at school.
The “History of Burnie Primary” booklet was produced for our 150th Anniversary in 2002.

It may be of surprise to many that from the late 1880s through until World War 1, there were almost 20 private schools in the Burnie area. Prior to the 1850s, it is likely that children were educated at home, as the population of the town of Burnie was less than 100. Some children were sent to the Van Diemen’s Land Company school in Circular Head, or to an establishment at the police district headquarters at Port Sorell.

The town area of Burnie in the 1850s was bound by Spring and Alexander Streets, as land beyond this area was mostly farmland.

The first Tasmanian public school under Government control, is recorded to have opened in 1838. By 1851, there were 87 public schools in Tasmania.

The humble beginnings of Burnie Primary School:

It was in the early 1850s that a Van Diemen’s Land Company surveyor, Dr William Mill, started a school in his house which was on the banks of Romaine Creek leading to Brooklyn. It was likely that this school received some support from the Church of England. While some classes were held at his house, others took place in a house on North Terrace, opposite Hilder Parade. It is probable that the Board of Education took over this school in 1852. The first Board of Education appointee was Mrs Mary Morris, who had charge of over 20 pupils. Burnie was able to qualify for a government school because there was an attendance of not less than 20 children.
School Attendance and Instruction

At this time at least one-third of the expense of the building had to be from local sources. Teachers were allowed to charge school fees. In 1860, this was 9d a week. The salary of Mrs Morris was £30 per year.

1860s

In the mid 1860s, the pupils, ranging in age from six to twenty years, outgrew the North Terrace cottage. They transferred to two rooms of a double storey house, which stood where the Adult Education Centre now stands.

A few years later, due to increased enrolments, the school moved into a building at the eastern end of Wilmot Street, in the vicinity of what is currently a carpark and cinema complex.

The luxuries of this building were the extra space and two large fireplaces! Mrs Mary Morris had two assistants: her daughter Annie, and a daughter of Dr Mill, Mrs Grace Johnstone. Mrs Morris was dismissed for using Irish teaching methods. This went against the Board of Education instructions, Mrs Grace Johnstone took over as the headmistress in 1870.
Emu Bay Public School

The school moved again, probably in 1877, into a larger building in Wilson Street, which later became the premises for the well known building firm of Carter and Peace.

In December of 1877, Mr Montgomery was the Headmaster of the Emu Bay Public School. He reported in the “Telegraph” that the school had an average daily attendance of 27 pupils.

At this time there were five senior classes and an infant class. In 1885, the then headmaster, Mr Burton transferred the Emu Bay Public School into new premises on the site between Mount and Alexander Streets. The first school on this site was a single storey brick and stone building. In 1902, several more rooms were added. A second storey was added in 1915. The top floor became the Burnie Intermediate High School, which transferred to a new site at West Burnie in 1929.

Burnie Practicing School

In the early 1920s, an Infant block fronting onto Mount Street was built. This was remodeled and extended in 1948.

Tragically, during 1938 the school was closed due to an outbreak of Infantile Paralysis (poliomyelitis). From 1939-1945 the school was known as the Burnie Practicing School. The original building of 1885 was demolished when a new building was constructed in 1954. During the 1970s, increased enrolments put considerable pressure on the site between Mount and Alexander Streets.

A new primary school was built in the late 1970s at a cost of $1.8 million. From 1978 - 1980 students and staff progressively moved into the buildings and spacious grounds at Van Diemen’s Crescent.
Old Site

The former school buildings in the town were used by a variety of government departments, before being sold and later demolished. The site is now occupied by Targett.

The old school bell, which hung for many years in a porch on the southern side of the original school building on the site between Alexander Street and Mount Street, was removed and polished and is now on display on the site at Van Diemen’s Crescent as a memento of the days gone by and as a link with the school’s earlier home. The solid brass bell dates back to the opening of the original school in 1852. The foundation stone was re-located to Van Diemen’s Crescent when the old school was demolished.

Successive Heads of the School

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1852-1870?</td>
<td>Mrs Mary Morris</td>
</tr>
<tr>
<td>1870-1877?</td>
<td>Mrs Grace Johnstone</td>
</tr>
<tr>
<td>1877(?)-1898</td>
<td>Mr Montgomery</td>
</tr>
<tr>
<td>1899</td>
<td>Mr E Burton</td>
</tr>
<tr>
<td>1900-1904</td>
<td>W N Holmes</td>
</tr>
<tr>
<td>1905-1906</td>
<td>R H Crawford</td>
</tr>
<tr>
<td>1907-1911</td>
<td>E McGregor</td>
</tr>
<tr>
<td>1912-1915</td>
<td>A Hamilton</td>
</tr>
<tr>
<td>1916-1922</td>
<td>R Lee</td>
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<tr>
<td>1922-1923</td>
<td>G H Huxley</td>
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<tr>
<td>1924-1927</td>
<td>A A Vollprecht</td>
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<tr>
<td>1927-1928</td>
<td>H E Blackwood</td>
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<tr>
<td>1928-1931</td>
<td>W L Grace</td>
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<td>1932-1934</td>
<td>T A Lay</td>
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<td>1935-1936</td>
<td>Oscar A McCall</td>
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<tr>
<td>1937-1941</td>
<td>Walter Miller</td>
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<td>1942-1944</td>
<td>James Bartram</td>
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<td>1945-1946</td>
<td>Joseph B Mather</td>
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<td>1945</td>
<td>Albert Benjamin</td>
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<td>1946-1947</td>
<td>A J Buttworth</td>
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<td>1948-1954</td>
<td>Hugh T Smith</td>
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<td>1954-1955</td>
<td>L O Stubs</td>
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<td>1956-1955</td>
<td>Athol Gough</td>
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<td>1956-1972</td>
<td>Alan R Thorne</td>
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<td>1973-1975</td>
<td>Keith A Haywood</td>
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<td>1976-1983</td>
<td>Douglas Lamb</td>
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<td>1984-2000 (March)</td>
<td>Janice Milburn</td>
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<tr>
<td>2000-2007</td>
<td>Bruce Cameron</td>
</tr>
<tr>
<td>2008</td>
<td>Deb Hutton (A)</td>
</tr>
<tr>
<td>2009</td>
<td>Kay Foster (A)</td>
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<tr>
<td>2010-</td>
<td>Jeffrey Triffitt</td>
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Photographs courtesy of Winter’s Studio.

Most of this information is sourced from an Advocate article “Talking of Old Burnie” by Wilfred Winter, November 3, 1973.
Burnie Primary – we are here.