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A “Student Enrolment Application Form” must be completed. When first enrolling in a Tasmanian Government School evidence of the student’s identity and date of birth must be provided.

Enrolment is not complete until that evidence, or any other evidence requested by the school, is provided.

You are also required to provide proof of your child’s immunisation status. If ‘Yes’ on the application form identification of vaccination can be:

- the child’s health record book
- signed document on doctor’s letterhead
- signed document on council letterhead
- a printout from the Health Insurance Commission’s Immunisation Register, ph 1800 653 809
- a statutory declaration, Form A, can be obtained from your school

Please be accurate.

If ‘No’ on the application form you must complete a statutory declaration stating that the parent or guardian has a conscientious objection to immunisation and attach it to the application form. A statutory declaration Form B ‘Objection to child immunisation’ can be obtained from the school.

It is very important that the school be fully informed of any health or medical conditions your child may have, particularly if the condition (e.g. anaphylaxis and asthma) Parents or guardians with asthma must complete a Student Asmtha Record. It is strongly recommended that this form is completed with your family doctor. Parents or guardians of students with anaphylaxis must complete a Student Anaphylaxis Record and provide the school with a medical action plan signed by your family doctor. If necessary we may require more details of the condition and treatment from your child’s doctor. You will be asked to nominate your family doctor’s address and phone number in case of an emergency if we are unable to contact the parent/guardian or nominated emergency contacts.

It is particularly important that the school has contact details and phone numbers of family members and/or friends to contact in an emergency in the event that the parent/carer is not able to be contacted.
Admission

- Children must have attained the minimum age of 4 years 0 months on or by 1 January in the year of admission. Proof of age should be sighted.
- Flexibility to enrol children of pre-kindergarten age is only permitted under limited circumstances – Gifted category and Mobile category - as described below.

Flexibility

- A principal may permit children to enter kindergarten before the age of four years on 1 January only on the basis as set out below:
  - Gifted category: early entry may be permitted for a child who has fulfilled the requirements of the Guidelines for Early School Entry for Students who are Gifted.
  - Mobile category: early entry may be permitted for a child who has previously been enrolled in a government system kindergarten in another state or territory and who now resides in Tasmania.

Program

- Kindergarten age children should be offered a provision of 15 hours per week. This may be delivered in half or full day sessions.

Aide time

- Kindergarten aide time is allocated by formula and is included in the school’s budget package.
Where your child can go to school

- Government primary and high schools are located in designated geographical areas called home areas. Your child is entitled to attend the local school in the home area in which you live.

To find out which school(s) are in your home area contact Learning Services office on 64 34 63 89

- If you have a reason for wishing to enrol your child in a school out of your home area, you should first discuss with your local school about how the particular needs of your child might be met. Applications for out of area enrolments are considered based on the reasons for the request, and whether or not the school has a place available. Children living in the school's home area are always given first preference. Contact Learning Services office for more information and assistance.
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
- Note if your child is absent from school.
- If your child is absent from school an SMS will be sent to your mobile. A response to this text is required stating the reason for your child’s absence.

Are there any Court parenting orders concerning residence, contact, child maintenance, education, health or other specific issues relating to your child? If Yes, the school will require a copy of the court orders.

You will also be given the option of identifying your child as being of Aboriginal or Torres Strait Islander origin.

**Levies**

- You will be required to pay the student levy at the commencement of Term 1. The general levy of $165 pays for materials which each child is issued in class, as well as contributing towards materials and equipment which children use in co-operation with others, as their needs require. It includes an amount to update and purchase resources for all learning areas eg. reading books, maths texts, expendable items for use with technology activities, photocopying etc. All other educational materials will be provided under the General Levy. Included in the above levy is an amount to cover the costs of performances from visiting artists, minor (local) excursions and basic cooking ingredients. This will reduce the number of times we have to ask for additional money during the year.

- **Kinder – Grade 2 Water Awareness program** is conducted each year and will be paid for prior to the commencement of the program. The approximate cost is $20:00 for Kindergarten students.

- In cases of hardship, the school is prepared to negotiate periodic payment of levies. If you feel you are eligible, you may wish to complete an application for Government Financial Assistance through the Student Assistance Scheme.

When completing the Enrolment Application form you will also be asked for your consent to publications, the media and minor excursions. This consent is updated each year. If you wish to withdraw you consent at any time you are required to inform the school in writing.
Good Character Checks for school-based volunteers

Our school receives high level support from volunteers. In line with the Department of Education’s duty of care responsibilities to provide a safe environment for all students, schools must ensure that measures are put in place for volunteer activities:

- School camps/excursions
- Assistance at school swimming lessons
- Sports coaching and umpiring
- Handling finances (Office Bearers – School Association/P & F Student Banking)
- Cooking programs on a regular basis
- Canteen volunteers
- Classroom volunteers

A Good Character Check entails a waiting period of up to 6 weeks. All matters to do with Good Character Checks remain confidential. Any communications occur between the applicant and the Conduct and Investigations Unit of the Department of Education.

Good Character Check Application forms are available from the school office.
Your involvement can ease the transition from home to school for your child by providing a familiar figure in a new environment. Your continued support will enable you to play an active role in your child’s schooling, so please do not hesitate to make arrangements with your child’s teacher to stay and help.

Snack time forms an integral part of the social education program in kindergarten. We hope to encourage healthy eating habits and therefore suggest your child brings foods from the following list:

- fresh or dried fruit
- fresh vegetables e.g. carrot, celery
- cheese and plain biscuits
- salad roll/sandwiches
- water

**Drinks:**

- *active bodies need plenty of fluid to keep them well hydrated*
- *water should be available at all times and encouraged as the best way to quench thirst*
- cows milk or soy drink with added calcium
- no more than 1 cup of diluted 100% fruit juice (at least half water) should be given each day
- low or reduced-fat milks are not suitable for young children under 2 years, but reduced fat varieties are encouraged for older children and adolescents
Foods to limit in your child’s meals and snacks.

The following foods are high in refined sugars, salt and/or saturated fat and therefore should be limited:

- sandwich fillings like honey, golden syrup, jam, chocolate spread and hundreds and thousands
- cream-filled and chocolate biscuits, cream cakes and pastries
- chocolate bars, lollies, snacks such as potato chips, corn chips and cheesy snacks
- soft drinks, cordials, flavoured mineral waters and sweetened condensed milk
- drinks and snacks containing caffeine

Alternatives to Chips

- plain popcorn (for older children)
- rice cakes, corn thins or rice crackers
- wheatflake breakfast biscuits e.g. Weetbix™ or Vitabrits™ spread with creamed cheese and sliced banana
- toasted English muffins, crumpets or toast
- fruit bread or fruit buns
- mini toasts or grissini sticks
- nibble pack with plain popcorn, dried fruit and breakfast cereal
- pita chips – cut pita bread into triangles, sprinkle with grated cheese and bake in a moderate oven until crispy
- wholemeal/multigrain crispbread e.g. Ryvita® and Vita-Weats™.
- pikelets or scones
- fruit or vegetable muffins
Food safety and hygiene tips for packed lunches:

- use an insulated lunch box or carry bag
- use a frozen ice brick or frozen drink bottle in the lunch box
- freeze sandwiches the night before, as both a time saver and to keep foods cool
- chill cooked foods before packing in the lunch box
- store lunch boxes in a cool spot (if possible in the fridge)
- ensure children wash hands thoroughly before and after meal times and after going to the toilet and handling pets

Because of children with severe food allergies we discourage nut, egg and fish products in lunch boxes.
Regular Medication:

The Department of Education has a policy in relation to students requiring medication at school. Under this policy school staff are not permitted to give medication to students unless there are written directions from the doctor prescribing the medication and signed statements from the student’s parents. If your child has a need for regular medication prescribed by a doctor and which must be administered during the school day, you must obtain the necessary forms from the school office and return them completed before medication can be administered.

Short-term Medication:

Under this policy, staff will be unable to accept instructions for the administration of medication at the request of parents without specific instruction from the doctor or the pharmacist. Forms for parent and doctor to complete are available from the school.

Administration of Medication:

a) Non-prescribed oral medications (such as analgesics and over-the-counter-medications) will not be administered by teachers or other members of school staff, unless direction is given by the medical practitioner.

b) It is the responsibility of parents to ensure safe delivery of medication to the school. Medication should be sent to school in clearly marked bottles or containers. Administration instructions should be written on the medication container by the pharmacist at the medical practitioner’s direction. The label should be a duplicate of the instruction on the original prescription. All medication should be clearly labelled with the name of the child for whom it has been prescribed.

The instructions need to indicate:

- specific times at which the medication to be administered
- the quantity of medication to be administered, and
- the period for administration of the medication

c) Medication must not be kept in children’s school bags and administered by children themselves.

d) The one exception is that of inhaler therapy for asthma. Upon written permission from a parent and with the approval of the school principal, the student may be responsible for the inhaler.

If you have any doubts or queries re the Department of Education policy on medication at school, please contact the school for clarification.
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, gastro-intestinal 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.

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. Teachers and 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.allergyfacts.org.au
You are your child’s first teacher! Your relationship with your child is very important. Right from the start make sure your child knows that what they do is valued. Praise their early attempts and give them the freedom to make mistakes.

Playtime is an extremely important part of childhood. Parents can nurture children’s creativity and imagination through playing games with them, as well as teaching them about their world:

- let children learn from their own experiences. they will learn through doing and practice
- expect your child to make mistakes and encourage them to learn from these mistakes
- never force or coerce your child into doing any play activity that scares them or that they insist they do not want to do
- try to avoid put-downs as they can destroy a child’s confidence as can comparing your child with another
- give your child open, honest praise and guidance. Try to put suggestions positively

How to encourage play at home

Playing at home, encouraging your children to initiate ideas, create and use their imagination, to be physically active outdoors and to move away from TV, computers and electronic games is one of the greatest gifts and opportunities we can provide for children.

Never underestimate the importance and significance of children learning to entertain themselves:

- avoid booking in extra scheduled activities too frequently during the week
- provide resources that encourage your child’s imagination and creativity
- buy toys that encourage imagination
- encourage your child to spend time outdoors
- have bats and balls for children to practice using their co-ordination skills
- limit screen time
- play board games
- some children may need you to help them engage in their play to get them started

Remember that providing time for children to learn to play, to imagine, to create, to think, to explore and to self initiate is providing the building blocks of a happy and successful learner who does not need an adult or a structured program to keep them occupied 100% of every day.
Starting Kindergarten

During their Kindergarten year children are encouraged to:

- interact with others, adults and children, and learn to share and co-operate
- become more independent in everyday routines
- be creative
- play with other children in a friendly and caring way
- be problem solvers
- use their bodies confidently and effectively
- listen well and explain their ideas
- learn about reading and writing
- learn about numeracy and numbers
- be confident in a variety of situations

The Kindergarten program at Burnie Primary School places emphasis on play-based learning, as outlined in Belonging, Being and Becoming, Australia’s first national Early Years Learning Framework for early childhood educators.

The Framework states that:

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and to learn.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing

The outdoors is viewed as equally important in the learning of children and the program at Burnie Primary allows the children to move between inside and outside during the day. Many children, often boys, work more constructively and productively outside.
Reading to children

- fostering a love of literature
- modelling reading behaviours
- developing listening and comprehension
- predicting and using imagination
- providing opportunities for enjoyment

Skills and behaviours developed

- being literate
- being numerate
- reading
- investigating
- developing feelings and relationships
- enjoyment of literature
- thinking
- inquiring
- imagination
- communicating
- reflecting
- numeracy

Playing games

- turn taking
- one to one correspondence
- counting
- numeral recognition
- fun

Skills and behaviours developed:

- imagination
- health issues
- identity and relationships
- investigating
- problem solving
- one-to-one correspondence
- social skills
- numeracy
- thinking
- language
- co-operating
- manners
SOCIAL SKILLS

Block Construction

- interaction
- co-operation
- spatial awareness
- turn taking
- working together
- acting democratically
- problem solving
- safety
- decision making
- prediction
- measurement
- being responsible
- imagination
- communication
- thinking
- creativity
- developing relationships

Skills and behaviours developed

Box Work Construction

- hand/eye co-ordination
- shape and size recognition
- properties of objects used
- problem solving
- co-operation
- concentration
- creativity
- social skills
- fine motor skills
- fun
- sharing
- perseverance
- resilience
- communication
- packing up
- cleaning up
- thinking
SOCIAL SKILLS contd ....

Finger Painting

- creativity
- tactile experiences
- spatial awareness
- fine motor skills
- colour recognition and mixing
- responsibility – cleaning up
- imagination
- inquiry
- problem solving sensory awareness
- sharing

Skills and behaviours developed

- hand eye co-ordination
- experimentation
- turn taking
- imagination
- social skills
- creating and pursuing goals
- designing
- creativity
- fine motor skills
- enjoyment
- sharing

Playdough
Skills and behaviours developed

Obstacle course

- balance
- confidence
- physical skills
- awareness of others
- colour selection
- hand/eye and hand/feet co-ordination
- role play
- social skills
- having fun
- movement – direction
- imagination
- co-operation
- risk taking
- safety issues

Water play

- sharing
- communicating
- numeracy
- measuring
- balancing
- thinking
- problem solving
- investigating
- counting
- turn taking
- hand eye co-ordination

Bikes and Scooters

- balancing
- strength
- co-operation – turn taking
- consideration of others
- competitiveness
- spatial awareness
- co-ordination
- imagination
- fun

Sand play

- gross motor skills
- imagination
- co-ordination
- team work
- development of relationships
- exploring of structures
- social interaction
- co-operation
- role play
- problem solving
- sharing
Play based learning is not about simply adding in a bit of play or home corner and play dough ... Nor is it a play time where we hope that children will learn something and enjoy themselves without having planning and objectives specifically set for the class. (Information and quotes taken from Play Matters by Kathy Walker, ACER Press):

What do children get from a Play Based program?

Below is a recount of one session in our Prep Investigation Time.

One of our recent “Discovery Time” activities was a dramascape, which is a tray in which we set up a miniature world with both natural and found materials, for example a rock pool or a zoo. In this instance we put out items including plastic tigers as we intended discussing the Commonwealth Games and the host nation of India with the children.

When a group of boys approached the tray, they were asked what they knew about tigers and where they lived. After deciding that tigers live in the jungle and that none of the natural materials in the tray (pinecones, gumnuts & seedpods) were very much like a jungle, they were asked what they could do to make a jungle and what materials they would need.

After some consideration the children decided that they needed to make some trees and asked for the materials they felt they needed. The children then sat down to make their trees and work out how to attach them to the tray. While the boys were doing this, other children approached and wanted to be included in the activity. These children also made trees, as well as asking about other animals that live in the jungle.

They looked through our box of plastic animals and found other animals that they felt should be in the jungle. One girl decided they needed some green wool.

When asked why, she said that we needed it to “make the things for the monkeys to swing from.” A discussion about vines followed. Some girls came up with the idea to make nests to put into the trees for the plastic birds and used some materials from the collage trolley to do this.

One child used a very long cardboard roll to make a tree, and this kept on overbalancing. Two girls took it upon themselves to try to figure out a way to get the tree to stand up, and were trialling using lengths of wool that they were anchoring by attaching them to pieces of furniture.

So what did the various children who participated in this activity gain from it? Short answer – lots!! There was a continual rich discussion in which the children had speaking and listening opportunities. The children were sharing, co-operating, problem solving, using fine motor skills, practising creative construction, using initiative, sorting and classifying. We were also able to incorporate discussions about types of animals, habitats, and climates, all of which go towards improving the children’s general knowledge. This is just one example of the various learning outcomes that play based activities offer our children.
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 Staff Action (Parents contacted immediately)
Possible consequences—suspension (for further clarification see Senior Staff)
All uniform items are available for purchase through the school office.

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<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>Skirt</td>
<td>Navy.</td>
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<tr>
<td>Shorts</td>
<td>Navy.</td>
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<tr>
<td>Summer Dress</td>
<td>Navy and white fine check fabric.</td>
</tr>
<tr>
<td>Polar Fleece Jacket</td>
<td>Navy with school logo, full zip front.</td>
</tr>
<tr>
<td>Waterproof Jacket</td>
<td>Navy, with school logo, polar fleece lined, zip front, concealed hood.</td>
</tr>
<tr>
<td>Warm-up Pants</td>
<td>Elastic waist and banded/toggled hem.</td>
</tr>
<tr>
<td>Bucket Hat</td>
<td>Navy with school logo.</td>
</tr>
<tr>
<td>Polo Shirt</td>
<td>Blue.</td>
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Please note:

Painting smocks are supplied in kindergarten
Library bags are required to protect books on loan.

Please ensure that all items of clothing are clearly named.
School Day:

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am</td>
<td>Start</td>
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<tr>
<td>10:35 am - 11:00 am</td>
<td>Recess</td>
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<tr>
<td>12:35 pm - 1:20 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>End of day</td>
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Assemblies:

We celebrate and share children’s achievements through regular assemblies.

Library:

The school’s learning programs are supported by a well equipped library. The library is available to all children at the school and is open before school each day. Parents are most welcome to help their child to select a book or borrow for themselves. Children visit the library once a week as a class group.

Newsletter:

A fortnightly newsletter keeps parents informed about current school events and activities. Classes contribute items on a regular basis. Newsletters can be emailed to you if you provide the office with your address, or can be viewed on the school website.

School Entrances and Exits:

Children are expected to use entrances/exits leading to and from the corridors closest to their classroom. Children can only access the front door if accompanied by an adult.

Milpara:

Childcare is available onsite, to cater for children: Babies to 5 years. Contact – 6433 4792 for details.

Milpara After School Care and Vacation Care:

Milpara out of school hours care is available each morning and afternoon. Bookings contact 64 31 6773.

Maddingtons:

Maddington’s out of school hours care offers a pick up service from Burnie Primary to its centre. For bookings and further information please call 64 313545.
Leaving the school grounds:

Children are only permitted to leave the school, during school hours if collected by a parent or an adult nominated by the parent, provided that the school has been advised accordingly. Parents and visitors are required to visit the school office before going to classrooms and to complete the 'sign-out' book before leaving the school.

Visitors to our school

Visitors are most welcome. If you are staying for an extended period (such as, for parent help) you will need to sign-in at our office and collect a ‘visitor’ badge.

Transport Arrangements:

Metro buses travel to/from the school morning and afternoon. For further information refer to the bus timetable sheet or phone Metro Tasmania: 13 22 01 or www.metrotas.com.au.

Contract bus services carry children to/from Mooreville Road and Riddley areas. Many parents transport their children to school by car. The Van Diemen's Crescent area can become very congested and busy. It is requested that parents stop where their children can step onto a footpath, on the school side of the street if possible.

Children in Kindergarten will remain inside their classrooms until collected by a parent/carer or another authorised adult. Please let the teacher know if other arrangements need to be made, e.g. buses, walking home, after school care.

Please note – the signs which indicate NO Parking on Van Diemen's Crescent, (the front left of driveway entrance) is for DROP OFF ONLY between the hours of 8:15am and 9:00am. DROP OFF ONLY means that drivers must not leave their vehicles or turn engine off, but must pull in, drop children off, say goodbye and drive off again.

RESERVED (Disabled) PARKING

We have children with physical needs who require designated parking areas. Please do not park in these reserved areas.

Children from Prep to Grade 6 are collected from the southern end of the school in the designated ‘pick up’ area. To enable traffic to flow through the car park it is important you do not double park and move straight away after you have collected your child(ren).

REMEMBER: YOUR CHILD’S SAFETY IS OF PARAMOUNT IMPORTANCE TO ALL OF US.
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  
Website: http://education.tas.edu.au/burnieprimary  
Office hours 8:00am – 4:00pm Monday to Friday

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

Department of Education Service Centre:  
1800 8126 057  
www.education.tas.gov.au

Kindergarten to Grade 10 Term Dates 2014

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<th>Start</th>
<th>End</th>
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<tr>
<td>Term 1</td>
<td>Schools in the North West, Tuesday 4th February, Easter break: Friday 18th April Tues 22nd April</td>
<td>Thursday 17th April</td>
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<tr>
<td>Term 2</td>
<td>Monday 5th May</td>
<td>Friday 4th July</td>
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<tr>
<td>Term 3</td>
<td>Monday 21st July</td>
<td>Friday 26th Sept</td>
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<tr>
<td>Term 4</td>
<td>Monday 13th October</td>
<td>Thursday 18th Dec</td>
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</table>