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

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
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.
**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 optimize student learning  

**Indicative Progress Measures**  
- Burnie Primary began implementing the Australian Curriculum in 2012. Assessments and Reporting are required for Mathematics, English, Science and History in 2013. Other curriculum areas will be assessed using the T. C.F as per 2012.  
- 85% of students in grade 3,4,5,6 will achieve stanine 4 or better in PAT Maths, Comp and Vocab. Students on IEP’s will have success indicators determined by improvements in percentages.  
- Burnie Primary’s average score will be 10 points higher than the national average 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  

**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**  
- A partnership agreement will exist between BPS, Hillcrest and Havenview PS to support the continual implementation of WLA.  
- 50% of Early Childhood teachers will be accredited in this pedagogical approach by the end of 2013.  
- All grade 3-6 teachers will commit to implement and promote the agreed pedagogical structures (research based) to colleagues and the community.  
- A professional learning model will be in place that allows curriculum leaders and sector teams 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” will be used as a guide to pedagogical development as will the “Schools that achieve Extraordinary Success” document  

**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 sector groups once every three weeks and meet in collaborative planning and assessment/reporting partnerships once a week  
- School data will be discussed openly and regularly  
- All staff will achieve targets established to improve teaching and learning outcomes  
- All staff will be committed and enact the values and commitments statement.  

**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 sector and whole staff meetings  

**Indicative Progress Measures**  
- Staff will report that data processes are user friendly and provides 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 for approval  

**Priority 5 - Performance Culture**  
**Key Principles**  
- Professional growth is underpinned by cyclic performance management for all staff  
- LFHP supports and maintains a culture of learning, innovation, leadership and accountability for outcomes.  

**Indicative Progress Measures**  
- LFHP 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.  
- LFHP will strengthen the alignment of individual performance and outcomes with Burnie Primary’s Values and Commitments and School development plan  

**Priority 6 - Building Communities**  
**Key Principles**  
- We will develop strong integrated approaches to education  
- There will be high quality integrated service delivery systems and processes  
- Burnie Primary School - working 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 Lit and Num outcomes on PIPS  
- See targets outlined in the Next Steps Plan
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.

Highly engaged and motivated learners

- Well structured, planned and organised learning environment
- High expectations and accountability
- Purposeful, explicit and focussed teaching
- Principles of equity in place - access - achievement - engagement
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
- Relationships
- 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 support
  - Financially
  - 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

A Trusting and Supportive Environment
- respect
- honesty
- diversity
- equity

Quality Governance
- functioning
- ratification
- professionalism
Parent Groups:

School Association

The School Association executive is an elected body comprising 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 the fourth Tuesday of each month at 6:30 p.m. in the school staffroom.

Contact Person: Patrick Grieves

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 on a monthly basis.

Contact Person: Marion Ferguson

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 is 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 your 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.
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 2013

Principal
Jeffrey Triffitt

Senior Staff
Amanda Lloyd (Birth to Grade 2 Sector Leader)
Nichole Todd (Grade 3 to Grade 6 Sector leader)

Flying Start
Rae Tevelein

Literacy Co-ordinator/Next Steps
Nichole Todd / Dean O’Neill

Science Co-ordinator
Tameika Munday / Diane Williams

History & Geography Co-ordinator
Diana Cohen / Amanda Lloyd

School Executive Officer
Helen Triffitt

Administration Clerk
Julie Saward

School Attendants
Peter Hodgetts, Deb French, Deanna Ackerley and Angela Streets

Teachers

Specialist Teachers
Tess Britt (Music), Stephanie Davies (Health and Physical Education)

Teacher Aides
Enrolments

Children are admitted to Kindergarten from age four (4) as at the 1st January each year. Generally, enrolments into Burnie Primary 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 4th February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return</td>
<td>Tuesday 5th February</td>
</tr>
<tr>
<td><strong>OFFICE</strong></td>
<td>8:30am - 4:00pm daily</td>
</tr>
<tr>
<td><strong>KINDERGARTEN</strong></td>
<td></td>
</tr>
<tr>
<td>8:50 - 2:45</td>
<td>Tuesday, Thursday and every 2nd Friday - K-McCrae</td>
</tr>
<tr>
<td></td>
<td>Monday, Wednesday and every 2nd Friday – K-Hyland</td>
</tr>
<tr>
<td><strong>PREP – GRADE 6</strong></td>
<td>(Children required to be in class at 8:55am)</td>
</tr>
<tr>
<td>1st block</td>
<td>9:00am - 10:40am</td>
</tr>
<tr>
<td>Recess</td>
<td>10:40am - 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 - 1:20pm</td>
</tr>
<tr>
<td>3rd block</td>
<td>1:20pm - 2:45pm</td>
</tr>
</tbody>
</table>

Term Dates For 2013

| TERM 1                   | 4th February – 19th April                  |
| Public Holiday           | 11th March                                |
| Easter Break             | 29th March – 2nd April                    |
| **TERM 2**               | 6th May – 5th July                        |
| **TERM 3**               | 22nd July – 27th September                |
| Public Holiday           | Burnie Show Day, Friday 4th October       |
| **TERM 4**               | 14th October – 19th December              |
| Public Holiday           | 4th November                              |
| Student Free Days        | Thursday 28th March, Friday 19th April,   |
|                          | Friday 22nd July, Friday 25th 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>Grade</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>$160</td>
</tr>
<tr>
<td>Prep - Grade 5</td>
<td>$200</td>
</tr>
<tr>
<td>Grade 6</td>
<td>$235</td>
</tr>
</tbody>
</table>

In 2013, 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).
- Grade 5 - two evenings and three days at a camp – Middle of Term 4 (cost $100 per student).
- Grade 6 - a week-long trip to Hobart focussing on engaging students in recreational and educational activities outside the classroom - Term 1 Early April (cost $200 per student).

Obviously 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 possible 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 2013 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 are compulsory, during daylight savings months.

<table>
<thead>
<tr>
<th><strong>School Uniform</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Girls</strong></th>
<th>Navy Pleated skirt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To wear with skirt blue polo shirt or similar with collar</td>
</tr>
<tr>
<td></td>
<td>Summer dress made in a fine blue and white check.</td>
</tr>
<tr>
<td></td>
<td>Recommended style to have buttoned or zipperered front, open neck and short sleeve.</td>
</tr>
<tr>
<td></td>
<td>Navy warm up pants</td>
</tr>
<tr>
<td></td>
<td>Navy polar fleece zip-front jacket or vest with embroidered logo.</td>
</tr>
<tr>
<td></td>
<td>Navy Shorts.</td>
</tr>
<tr>
<td></td>
<td>Navy stockings, white socks or navy socks.</td>
</tr>
<tr>
<td></td>
<td>Bucket hat - navy with gold logo.</td>
</tr>
<tr>
<td></td>
<td>Navy waterproof, polar fleece lined jacket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boys</strong></th>
<th>Navy trousers or shorts or navy warm up pants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blue polo shirt</td>
</tr>
<tr>
<td></td>
<td>Navy polar fleece zip-front jacket or vest with embroidered logo.</td>
</tr>
<tr>
<td></td>
<td>Navy or grey school socks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sports Uniform</strong></th>
<th>Compulsory for children representing the school in teams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Navy shorts</td>
</tr>
<tr>
<td></td>
<td>Blue or white t-shirt</td>
</tr>
<tr>
<td></td>
<td>Navy school warm up pants with school top or jacket</td>
</tr>
<tr>
<td></td>
<td>Sports shoes</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

**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 outlines details of medical care and treatment. The information contained on these forms is transferred to the school database. It 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 students 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 - Amanda Lloyd (AST- Birth to Gr 2) and Jodi Williams

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.
Absences

If absent, children are required to bring a note of explanation. If a note is not forthcoming after one week, contact will be made with home requesting the information to comply with Education Department Guidelines. A phone call via SMS or email is sufficient if you are unable to supply a note.

Accident or Illness

Parents will be contacted by phone if their child is ill or 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 is another very congested area and it is suggested that this is not used by pedestrians. There is a crossing at the southern end of the car park that must be used.

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 carpark. 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.
Assemblies

We celebrate and share children’s achievements through regular assemblies. These may take the form of whole school assemblies usually held once a month on Mondays between 11:45am and 12:30pm.

Newsletters

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.

Home Reading Program

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

ICT User Agreement

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.

Outside School Hours Care

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 terrapins between the main school building and the Jan Milburn Centre.
Children move to this area at the beginning and end of the school day.
**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 prescribed medication 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).

Asthma

Parents / Guardians of children with asthma should provide the school with an Asthma Action Plan provided by the child’s Doctor. Please complete the permission form to allow the school to administer Asthma medication as required.

Diabetes

Parents / Guardians of children with diabetes should also produce a Diabetes Management Plan provided by the child’s medical professional.

Anaphylaxis

There are students and/or staff at Burnie Primary School who have or may have a severe allergic reaction to nuts and/or nut products, some insect bites, some medications, as well products containing milk or egg.

- The allergic reaction experienced by some students enrolled, when coming into contact with egg, nuts or nut products is or could be life threatening. Therefore, to support the maintenance of health and safety for all students at Burnie Primary School, the school will continue to strongly advocate that no activities on the school site or during excursions, involve the intentional use or consumption of nuts or obvious nut products.
• Students will also be strongly advised to avoid contact with insects while at school.

**Implementation Strategies**

We are working towards developing a Risk Minimisation Policy, but at this stage we have the following strategies in place.

• The school canteen does not provide food which contains egg or obvious nut products.
• Students and staff at the school, with severe and/or life-threatening allergic reactions to any product or insect (anaphylaxis), must have Emergency Actions Plans to address reactions if and when they occur. These plans include the provision of specific classroom equipment for each child with allergic reactions and hand-washing routines for all students.
• All staff at the school will be provided with information about Anaphylaxis. This includes training in administration of the Epipen for staff where necessary.
• Classroom programs provide opportunity for teachers and students to discuss risk minimisation and why it is necessary and to discuss the kinds of foods that are appropriate to bring to school for recess and lunch, and the kinds of food that need to be avoided.
• Students with life-threatening allergic reactions will be considered for State-wide High Needs Register for students with severe medical conditions or disabilities, or additional school support if necessary.
• Parents / carers who wish to discuss appropriate foods or to learn more about this policy are welcome to speak with the Principal or a Senior Staff member.

Once our policy is formulated it will be reviewed and/or updated each year.

**Definitions**

For the purposes of this policy the terms “Nuts” and “Nut Products” refer to any foods which contain specific pieces of any nut type in them or on top of them. It also refers to foods such as Peanut Butter or Nutella which are produced specifically from nuts. Foods on which the packaging indicates “may contain traces of nuts or made on equipment that also processes products containing nuts “but which do not contain pieces of nuts or are not made from nuts.
Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. Anaphylaxis should be treated as a medical emergency, requiring immediate treatment.

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)

Refer page 21

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.

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 - 2013

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 18th March 2013
- A short report provided to inform parents about how their child is settling into the school year and to advise them of any early areas of concern.
- Attitude, effort and behaviour plus a teacher comment (using SARIS generated report).
- Optional teacher or parent tick box for a parent/teacher interview by phone

Term 2 - Full Written Report
- Released in week 9, term 2 at parent teacher meetings
- A report providing clear, detailed information to parents about their child’s progress and any areas that need attention.
- Reports to be given out at parent teacher meetings. Grade 3-6 students will be invited to attend the meetings

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
<td>Rating (A-E)</td>
</tr>
<tr>
<td>English</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
</tr>
<tr>
<td>History</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>Arts</td>
<td>No</td>
</tr>
<tr>
<td>Health and well being</td>
<td>No</td>
</tr>
<tr>
<td>General Comment</td>
<td>Comment only</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Term 3 - Summary Report
- Released on Monday 9th December, 2013
- A report providing parents with brief information about their child’s end-of-year results.

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Rating</th>
<th>Comment</th>
<th>Future Focus</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>History</td>
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<td>No</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>No</td>
<td>Yes (P, 2,4,6)</td>
<td></td>
</tr>
<tr>
<td>Health and well being</td>
<td>No</td>
<td>Yes (1,3,5)</td>
<td></td>
</tr>
<tr>
<td>General Comment</td>
<td>About the year (no more than 120 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Curricular</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall work habits</td>
<td>Based on the years effort and behaviour</td>
<td></td>
<td></td>
</tr>
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</table>
## Timeline for Burnie Primary School Reporting

### Progress Report

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Draft report comments to collaborative partner for checking. Teachers should have checked themselves and put word document through word check. (9 reporting comments, March 2008 notes emailed to staff)</td>
</tr>
<tr>
<td>2</td>
<td>Draft report comments to senior staff for checking</td>
</tr>
<tr>
<td>3</td>
<td>Reports checked and back to teachers for entry into SARIS</td>
</tr>
<tr>
<td>4</td>
<td>Report sent home for Prep-6 students</td>
</tr>
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</table>

### Mid-year Report

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary assessments due in SARIS</td>
</tr>
<tr>
<td>2</td>
<td>Report comments in SARIS to buddy for checking. Teachers should have checked themselves and put word document through word check</td>
</tr>
<tr>
<td>3</td>
<td>Report comments to senior staff for checking</td>
</tr>
<tr>
<td>4</td>
<td>All Year 1–6 final mid-year assessments due in SARIS</td>
</tr>
<tr>
<td>5</td>
<td>Last minute adjustments and printing</td>
</tr>
<tr>
<td>6</td>
<td>Report Collation in staff meeting</td>
</tr>
<tr>
<td>7</td>
<td>Burnie Primary Report release and parent teacher</td>
</tr>
</tbody>
</table>

### End-of-year

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Report comments to buddy for checking. Teachers should have checked themselves and put word document through word check</td>
</tr>
<tr>
<td>2</td>
<td>Preliminary assessments due in SARIS</td>
</tr>
<tr>
<td>3</td>
<td>Report comments to senior staff for checking</td>
</tr>
<tr>
<td>4</td>
<td>Checked comments back to class teachers to enter into SARIS</td>
</tr>
<tr>
<td>5</td>
<td>All Prep-Year 6 final assessments due in SARIS</td>
</tr>
<tr>
<td>6</td>
<td>Burnie Primary reports release</td>
</tr>
</tbody>
</table>
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 (eg. 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 (eg. 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.
Mobile phones are used as a portable and vital means of communication. Mp3 players, and similar electronic devices, 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/careers 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/careers 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.
Health & Wellbeing

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.

We are a MWEW school:
MWEN is a state-wide initiative funded by the Department of Health and Human Services and managed as a partnership with the Department of Education.

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.

We have in place policies to help encourage healthy choices.

Healthy Drink Options: Students are encouraged to drink throughout the day, especially during physical activity. Only water is permitted for drinking in class time.

Healthy Lunchboxes and breaks: Students are encouraged to eat fruit and vegetables while at school. A “fruit and vegetable break” is provided during the morning block.

Healthy Canteen and Other Food Services: “Occasional foods” are limited in the school canteen and the wider school community.

Providing Physical Education and Physical Activity: Two hours of physical education is implemented every week. This is consistent with the Federal Government’s Active School Curriculum Guidelines.

Promoting More Active Play: A variety of play equipment is made available to students at lunchtimes and recess.

Healthy Active and Safe Travel: The school promotes walking or riding through a whole-of-school activity at least once a term.

Curriculum: Through a whole school curriculum which reflects the Tasmanian Curriculum standards, we educate our students about healthy eating and physical activity as well as other influences on the development of the total wellbeing of the individual.
Homework Policy- Burnie Primary School 2013

Introduction

In term 1 2011, a number of surveys were conducted to ascertain the views of parents (appendices 1) and staff (appendices 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 (appendices 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 appendices mentioned are available from the principal)

From the responses and research, the following forms the basis of the 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.
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 floppy disk.

I am aware that viruses can be spread between computers through e-mail and using floppy disks that have not been checked by virus scanning software and I will check with my teacher before using a floppy disk 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 CD-ROMs.

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.

Student’s Signature:

Teacher’s Signature:

Dated:
Dear Parents/Carers

**Responsible use of School ICT Resources**

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.

Yours sincerely

Principal.
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. Hours of attendance: 9am until 12 noon and from 2pm until 4pm, with Saturday as a half holiday. The course of instruction was reading, writing, spelling, arithmetic, English grammar, geography, history and singing. Provision was made for parents to have their children instructed in their own religious beliefs. 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>Head</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>
</tr>
<tr>
<td>1922-1923</td>
<td>G H Huxley</td>
</tr>
<tr>
<td>1924-1927</td>
<td>A A Vollprecht</td>
</tr>
<tr>
<td>1927-1928</td>
<td>H E Blackwood</td>
</tr>
<tr>
<td>1928-1931</td>
<td>W L Grace</td>
</tr>
<tr>
<td>1932-1934</td>
<td>T A Lay</td>
</tr>
<tr>
<td>1935-1936</td>
<td>Oscar A McCall</td>
</tr>
<tr>
<td>1937-1941</td>
<td>Walter Miller</td>
</tr>
<tr>
<td>1942-1944</td>
<td>James Bartram</td>
</tr>
<tr>
<td>1945-1946</td>
<td>Joseph B Mather</td>
</tr>
<tr>
<td>1945</td>
<td>Albert Benjamin</td>
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<tr>
<td>1946-1947</td>
<td>A J Buttsworth</td>
</tr>
<tr>
<td>1948-1954</td>
<td>Hugh T Smith</td>
</tr>
<tr>
<td>1954-1955</td>
<td>L O Stubs</td>
</tr>
<tr>
<td>1956-1972</td>
<td>Athol Gough</td>
</tr>
<tr>
<td>1973-1975</td>
<td>Alan R Thorne</td>
</tr>
<tr>
<td>1976-1983</td>
<td>Keith A Haywood</td>
</tr>
<tr>
<td>1984-2000</td>
<td>Douglas Lamb</td>
</tr>
<tr>
<td>2000-2007</td>
<td>Janice Milburn</td>
</tr>
<tr>
<td>2008</td>
<td>Bruce Cameron</td>
</tr>
<tr>
<td>2009</td>
<td>Deb Hutton (A)</td>
</tr>
<tr>
<td>2010-</td>
<td>Kay Foster (A)</td>
</tr>
<tr>
<td></td>
<td>Jeffrey Triffitt</td>
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</tbody>
</table>

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.


