

Welcome to Lyndale Greens
Primary School

Parent Information Book

2013



Principal:

Victoria Golding

Assistant Principals:

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ACHIEVEMENTS IN 2012

- BER Building works were completed. We now have 16 new classrooms which offer our students the very best learning environments.
- Landscaping and grounds work - We completed a significant upgrade to our school grounds and created a range of play and quiet areas for students.
- Playground Equipment - We installed a range of new playground equipment which has been a huge success with our students
- Whole School Concert at the Drum Theatre - Let's Dance
- After hours sporting and recreation activities with the " Active After School Activities Program"
- Swimming program prep-6
- Entries in National English, Maths, Science and Information Technology competitions.
- State School Spectacular - we had 20 students who participated in the wonderful performing arts program - State School Spectacular.
- Science Drama - We had number of grade 2 students participate for the very first time in the Science Drama awards and they made it to the finals.
- Placements of grade 6 students into Secondary School accelerated programs
- Life Education Van - children in grades Prep - 4 visited Harold and the Life Education team

- Parent Workshops - We conducted a range of Parent Workshops for parents to help them learn more about their child's learning and some helpful strategies they can use at home to further assist their child.
- Relay for Life - We had a number of staff participate in the Relay for Life charity run.
- Grade 6 Graduation held at the Dandenong Basketball Stadium
- A number of students also participated in the Science Talent Search and Tournament of the Minds.
- Ready - 4 Prep - our highly successful 4 year old prep transition program was held again during terms 3 & 4.
- Parent Induction Program - We held a number of Parent Induction sessions for parents wishing to assist at the school.

School Context

At Lyndale Greens Primary School all students are offered the opportunity and support to grow in confidence and self esteem in a flexible, happy and positive environment. Students are expected to take initiative, accept responsibility for both their learning and their behaviour, and to exercise various forms of leadership.

Lyndale Greens is strongly committed to developing the full potential of all students, and gives priority to:

- Instilling an enthusiasm for learning throughout the community,
- Acknowledging that students learn at their own rate and have individual needs,
- Valuing the individual differences of this diverse and multi-cultural school community,
- Fostering a caring, cooperative and stimulating environment,
- Providing quality teaching and learning programs ,
- Emphasising the development of literacy and numeracy skills,
- Enrichment programs and a range of extra curricular opportunities to cater for different needs, talents and abilities,
- Effective welfare and discipline policy and practice,
- Open two-way communication between school and community as a basis for the partnership through which the cooperative school climate is maintained,
- Parent participation and special parent education programs,
- On-going evaluation, review and improvement of all aspects of school operation.

Curriculum

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

AusVELS provides a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed within a framework that reflects particular Victorian priorities and approaches to teaching and learning (F is the abbreviation for 'Foundation' which is now the common term agreed to by all States and Territories to refer to the first level of school for curriculum design purposes). AusVELS has been designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.

AusVELS is based on the VELS triple-helix structure of three interconnected areas of learning called strands.

The three strands are as follows:

Physical, Personal and Social Learning	Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.
Discipline-based Learning	Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.
Interdisciplinary Learning	Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

Levels

Each of the AusVELS domains is structured by eleven levels associated broadly with the levels of schooling, from Foundation (Prep) to Level 10. The levels represent typical progress of students at key points within the stages of learning. It is recognised that students progress at individual rates and may demonstrate achievement at a particular level earlier or later than typical.

The eleven level structure reflects the use of eleven levels as a key feature of the design of the domains drawn from the F – 10 Australian Curriculum (English, Mathematics, Science and History). While this marks a change from the previous six level structure of the VELs, this change should not be interpreted as a move back to a more fixed, less personalised set of teaching and learning principles. In fact, the intent of the change is to strengthen the use of curriculum design as a tool for personalised learning.

Nominal school level	VELS Level	AusVELS Level
Prep/Foundation	1	Foundation
1	2	1
2		2
3	3	3
4		4
5	4	5
6		6
7	5	7
8		8
9	6	9
10		10

While the VELs encouraged flexibility across two levels, the AusVELs structure will encourage teachers to go further and use the curriculum to appropriately target the learning level of each individual student in a class. This reflects the considerable body of research that shows that in any typical mixed ability class, students will demonstrate a range of abilities that spans approximately five school levels. The design of the curriculum as an eleven-point continuum of learning is intended to encourage schools and teachers to use the full continuum to more effectively monitor and provide feedback to students on their learning.

Core programs are complemented and enhanced by the provision of opportunities for participating in the performing arts, multi-cultural celebrations, sporting activities, school camps, environmental and science groups and statewide programs for students with particular talents and interests.



From The Principal

Welcome to Lyndale Greens

My vision for Lyndale Greens Primary School

- Ensuring a school culture where people are valued, mutual respect underpins everything we do, continuous improvement is sought and the school and community members are intrinsically linked.
 - Leading a school which equips students with knowledge, skills and behaviours to succeed in our ever-changing and challenging world of the 21st Century!
 - Provide an education which diminishes inequity and facilitates improved social mobility for all students.
 - Develop, in partnership with the Lyndale Greens Primary School community, an effective, caring and dynamic learning community.
- Placing teaching and learning at the center of decision-making and futuristic thinking.
 - To educate children for the future, not merely to take their place in the future, but to actually shape the future.

Achieving Excellence at Lyndale Greens Primary School

- Setting high standards, conveying a clear message that effort is expected and required from all students, staff and parents.
- Success in learning is more likely to be achieved when the curriculum is taught in a way which excites and challenges students.
- All teachers having expertise in teaching & learning, high expectations of themselves and students, and a commitment to assisting all students to achieve their potential.
- An open door policy can assist to establish a school culture where all members of the school community feel their input is genuinely valued.
- Providing small class sizes throughout the school to maximise the learning opportunities for every child.
- All students participate in a relevant and comprehensive curriculum.
- Children are actively involved in their learning, acquiring knowledge, skills, attitudes and values.

Home & School Partnerships

Parents know that within their family, each of their children has a wide variety of skills, interests, talents and personalities. Lyndale Greens Primary School is well regarded for the expectations it sets, and the outcomes achieved by its students. Our teachers are dedicated and ensure that our students have access to the very best education.

As parents, you also play an extremely important role in your child's educational success through:

- Taking an interest in what your child is doing at school.

- Supporting your child at school and the high expectations we set for our students.
- Ensuring your child develops appropriate work habits at home (reading nightly, homework, projects).
- Reducing your child's absenteeism – only allowing them to stay home if they are genuinely ill, not, for example, because it is their birthday.
- Having HIGH expectations of your child to succeed, but remembering every child is different, and therefore measures of success will also be different.

We celebrate the wonderful diversity of our school community, and pride ourselves in the range and quality of programs and facilities we have to offer.

The Strategic Plan and Annual implementation Plans outline the school's direction and goals over a 4 year span.

If you have any concerns or queries, arrange a suitable time to discuss them. It's important to discuss things openly and to be prepared to understand the views of others. We are proud of our school and the achievements we've made. Together we need to ensure that we are consistently working towards continuous improvement.

I am looking forward to getting to know you and particularly your child. I'm sure your contribution and participation in our school life will benefit all of us.

I am available to talk with you so please don't hesitate to ring or call at the office if you wish to discuss anything.

I look forward to meeting and talking with you,

Victoria Golding
Principal

School Council

School Council President Report

On behalf of the Lyndale Greens School Council I would like to take this opportunity to welcome you, your child and family to our school community. Lyndale Greens Primary School invites and encourages parents and carers to become active participants in their child or children's educational journey. Studies have shown that parental involvement strongly increases student achievement. There are a number of ways a parent can become involved in their child's education at Lyndale Greens. If you are interested, please speak to your child's teacher or the Principal, Ms Golding, and they will advise you about the parental involvement programs available.

At Lyndale Greens Primary School, our School Council consists of a team of parents and teachers who work together to ensure that the best possible school environment is offered for each and every child. All parents and carers are eligible to take part in the election process as a candidate. In addition, the Lyndale Greens school community is provided with an opportunity to vote for School Councillors. Positions on School Council are held for two years with elections held each year in order to elect half of the School Council.

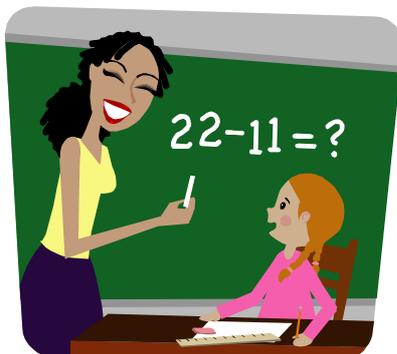
The main function of School Council members is to review, monitor and endorse school policies and financial activity to ensure they reflect the schools values and purpose. As a member of School Council, I have found the experience extremely rewarding. Contributing to important decisions such as the new buildings, playgrounds and surroundings, taking place at Lyndale Greens, has been a highlight of my time on School Council. It is apparent that students and teachers are greatly benefitting from their new surrounds as the atmosphere within the school community is extremely positive.

Once again, welcome and congratulations for choosing a wonderful school which is dedicated to 'making a difference' to your child's education.

Kind regards.

Lesa Clarke
School Council President - 2012

GENERAL INFORMATION



Uniform

A uniform has many advantages in that it fosters school spirit and pride, gives a sense of belonging, is non-competitive and assists in keeping the children safe.

Compulsory during terms 1 & 4 is a wide brimmed or legionnaire hat to be worn when outside , in line with the school's Sunsmart Policy.

Garments: Any combination of the below is acceptable.

Available from school Uniform Shop

(All of the tops and hats carry the logo)

- Red Polo shirt
- Red crew neck windcheater - logo
- Red/black studded jacket -
- Red/black hooded jumper
- Black shorts
- Black skorts (combination of shorts and skirt)
- Black track pants
- Red Legionnaires hat, wide brimmed hat

Interim school uniform includes specially designed and logo printed Rugby top and polo shirt.

Purchase privately:

- Plain black track pants
- Red Polo shirt
- Red windcheater
- Black shorts
- Black long pants
- Red/white check summer dress
- Red, black or white socks or red, black tights
- Lace up or buckle-up shoes

Grade 6 students are able to order a special "Leaders of the school " polo shirt.

Immunisation Certificate -

An Immunisation Certificate must be supplied to the school before your child commences school.

The certificate is necessary regardless of whether your child has completed the immunisation program or not.

Daily Timetable

Arrival Time: Students are to arrive at the school as close as possible to 8.45am for 9.00am start of school.

Recess: 11:00am – 11.30am

Lunch: 1: 30 – 1:45 Children eat inside
1:45 – 2:15 Outside play

Dismissal Time: 3:15pm

It is most important that children are at school and ready to commence classes by 9.00 am. Children arriving late miss out on valuable instruction time. Children arriving after 9.10am must come to the office first, to sign the “Late Book” and to collect a late pass.

Whole School Assembly is held every Monday from 9.00 pm. to approx. 9.30pm. Parents are encouraged and very welcome to attend.

Should you wish to visit the school during school hours please call at the Office first. If you need to pick your child up during the day you will need to sign the book in the office and collect a release slip (pink slip) to present to the class teacher. This procedure is in the interest of your child’s safety. Only people listed on the enrolment form will be able to collect students unless the school has been notified of special arrangements.

Term Dates For Students - 2013

Term 1: 31st January - 28th March

Term 2: 15th April - 28th June

Term 3: 15th July - 20th September

Term 4: 7th October - 20th December

Attendance

It is important that children attend school regularly and arrive punctually. It is not OK for students to be absent (apart from illness) as this has a strong impact on students learning and connection to their friends and the school.

Absences

Every child who is absent must have a signed note explaining the absence. Telephone calls explaining absences are appreciated and keep the school informed, however a written note is still required. If a child returns to school without a note from the parent/guardian, a proforma will be sent home for completion.

Parent Helpers

Parent helpers and visitors to the school need to report to the office first, sign in and collect an appropriate badge to wear for identification purposes.

All parent helpers are required to complete a special induction program offered at several times throughout the year and to have a "Working with Children " card.

Newsletter

This is sent home with your child each week. Please ask your child for it and make sure you read it carefully as it will keep you fully informed as to what is happening in the school.

Discipline

Please refer to appendix for our Code of Conduct. Parents are asked to discuss the Code of Conduct with their children and support the school in its implementation.

We also have a Discipline Procedure which is applied consistently across the school.

The School and classroom rules are as follows:

1. We will follow teacher instructions.
2. We will act safely and keep our hands and feet to ourselves.
3. We will care for our own, others and school property.
4. We will use a polite and appropriate speaking voice

Lunches

Children in all Grades eat lunch in the classroom, supervised by the teacher. It is recommended that children bring a cut lunch in a clearly named container. Wholemeal bread, salads, cheese and fruit are preferable to biscuits and sweets. Iced fruit juice or water in a screw top plastic container is appreciated in hot weather. Children also need to bring a substantial 'play lunch' for morning recess. Do try to avoid sending packaged food.

Books and Requisites

It is the parent's responsibility to provide their child's books and requisites. Children's book packs are organised at the school and are available for pick up in two days preceding the start of school.

Parents will be notified of specific dates for book collection and payment.

Sickness

Please do not send your child to school if he/she is sick. We do not have the facilities to look after sick children and therefore have to ring you to come and collect your child. Should your child become ill or meet with an accident at school you will be notified. When your child was enrolled, details of your place of employment and person to contact in an emergency were recorded. **Please notify us immediately of any change.**

Medication

If your child needs to take medication during school hours this must be presented in original packaging and with written permission. Please take time to discuss any special requirements with your child's classroom teacher and the office.

If your child is completing a course of medication but is well enough to return to school, staff will administer the dose when necessary. The medication must be sent to school clearly named with the time and the amount of medication clearly indicated. If your child is on continuous medication please ensure the class teacher has written instructions and an adequate supply of the medication on a weekly basis.

The required permission for medication this is attached at the end of this document.

School Nurse

Prep children are given a basic sight and hearing screening at the beginning of each year. You will be notified of any concern and/or need for referral. There is also an opportunity for the students to be referred to the nurse if there are any health concerns.

Dental Treatment

Treatment will be provided by appointment at the Dental Van which can be contacted on Telephone No: 1300 360 054

Support Services

Speech therapists and psychologists are available in our district for those children who are referred through the school.

Education Maintenance Allowance

Parents who hold Health Care Cards are eligible to apply for the Education Maintenance Allowance. This can be done at the school when the children's books are collected at the beginning of the school year or at the beginning of Term 3 if a previous application has not been made at our school.

Road Safety

If your child walks to school he/she will require a constant good example to develop traffic sense. Please teach him/her the safest route to and from school using the official School Crossings where available. Warn him/her NOT TO ACCEPT RIDES FROM STRANGERS. Children are required to be at school at the correct time and are not permitted to leave the school grounds until dismissed at 3.15pm.

Excursions/Incursions

A full incursion/excursion program is also offered and it is important that all children attend these as class work leads up to and follows on from the incursion/excursion. \$50.00 is paid at the beginning of the year when requisites are purchased for each child for the year's excursions and incursions. This cost will not include money required for Grade 5 and 6 sports, camps, the swimming program or school photographs.

Swimming

Swimming is taught from Prep. - Year 6 by trained instructors. This is an optional program but parents will be given ample notice of cost and dates.

Extra Information

Our School Strategic Plan for 2012 - 2015 has been written as a result of our school self assessment. The Strategic Plan lists the things we are aiming to achieve (goals) and provides details of how we intend to do this. This will be available for parents to borrow at any time.

Parent Participation

As you are your child's first and most influential teacher, you are given every opportunity and encouragement to continue to participate in your child's learning here at Lyndale Greens Primary School.

We welcome parent participation in their child's learning. A positive home - school partnership enables a shared understanding of learning and an increased likelihood of success for the child.

We hope you and your child enjoy your time at Lyndale Greens Primary School. Always let us know of any concerns or positive suggestions that you may have.

MEDICATION REQUEST FORM

DATE:

PARENT's NAME:

ADDRESS:

TELEPHONE:

Home: Mobile:

Business Hours:

Dear Principal,

I request that my child _____ be administered the following medication

(Child's Name)

whilst at school, as prescribed by the child's medical practitioner.

NAME of MEDICATION:

DOSAGE (AMOUNT):

TIME/S of MEDICATION:

How dosage is to be taken (e.g. orally):

How medication is to be stored: (e.g. refrigeration)

Doctor's name and Location

I have sent the medication in the original container displaying the instructions provided by the pharmacist.

Yours sincerely

(Parent Signature)

Codes of Practice

SCHOOL COUNCIL

The following principles will guide School Council operations:

- The learning and welfare needs of students will be the primary consideration in decision-making
- Council will establish policy, which is consistent with the goals and priorities of the School Charter. Council will monitor implementation of the School Charter
- Open communication, constructive discussion, mutual cooperation and respect will characterise council operation
- School community views will be canvassed and considered on major policy decisions
- School Councillors will accept the need for confidentiality on various matters before council, including discussions relating to staff issues.
- Members of the council will be receptive to training regarding their responsibilities, current school practices and Department of Education policies and directions.
- Public comment will be the responsibility of the School Council President and the Principal
- Councillors will support council decisions in the community and encourage positive approaches to issues
- Councillors will declare conflict of interest where appropriate.

School Council will employ the following practices

- Council will meet at least twice per term
- Community members may attend council meetings
- Council will report regularly to the community through newsletters and notice boards
- Committees will be established to advise council in various areas including:
 - Resources
 - Curriculum
 - Environment
 - Community Relations
- Committee operations:
 - Committees will normally meet prior to each council meeting
 - Each committee will have responsibility for developing draft guidelines for their area
 - Membership will be open to all interested community members, but will be chaired by a member of council.
 - Recommendations will be reported to council in writing

As executive Officer of School Council, the Principal will ensure that:

- The decisions of Council are implemented effectively,
- Adequate advice is provided to the council on educational and other matters,
- Comprehensive information is presented to council on the performance of the school in relation to charter goals and priorities,
- Adequate support and resources are provided for the conduct of council meetings,

PRINCIPAL CLASS

Members of the Principal Class at Lyndale Greens Primary School will operate in accordance with the relevant sections of the Education Act, contractual agreements and Department of Education and early Childhood Development directives, policies and guidelines.

Principal

The Principal is recognised as having final responsibility for the delivery of quality education to students and is expected to:

- Lead and manage the school in ways which are consistent with the achievement of the school's goals and priorities,
- Provide leadership, advice, information and support to school council, staff, students and parents,
- Foster an environment which values high levels of student and staff achievement,
- Ensures strong and effective communication with staff on school council and Department policy and initiatives,
- Consult appropriately and widely with reference to school policy and decision making,
- Encourage teachers to use high quality and progressive teaching and learning practices,
- Ensure that school and personal professional development plans support staff in the achievement of the school's goals and priorities,
- Show concern for the welfare of staff and students,
- Provide regular feedback on performance to staff, students and the school community,
- Promote and coordinate a safe, accepting and stimulating learning environment,
- Encourage and facilitate community involvement in student learning and school decision-making.

Assistant Principal

The Assistant Principals of Lyndale Greens Primary School will have primary responsibility to the Principal for discrete areas of school operations and are expected to:

- Lead and manage the designated areas of responsibility in ways which are consistent with the achievement of overall school goals and priorities,
- Support and implement the decisions of the Principal and School Council,
- Make significant contributions to the overall management of the school through involvement in policy formation and decision making,
- Support and encourage an environment which values high levels of student and staff achievement,
- Encourages teachers to use high quality and progressive teaching and learning practices,
- Exercise responsibility for the welfare of staff and students,
- Support and encourage a safe, accepting and stimulating learning environment,
- Deputise for the Principal as appropriate.

Staff

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community-The charter of Human Rights and Responsibilities Act (2006), Equal Opportunities Act(1995) and the Disability Discrimination Act(1992) and the Education and Training Reform Act (2006).

Lyndale Greens Primary School Staff is bound and committed to The Racial and Religious Tolerance Act, 2001 to support racial and religious tolerance and to do everything reasonable and within the obligations of duty of care to prevent and prohibit vilification of students, parents and colleagues on the grounds of race or religion.

Both teaching and non-teaching staff will:

- Demonstrate commitment to the schools values and guiding principle.
- Actively support the programs and strategies developed to achieve the goals and priorities of the school charter,
- Demonstrate a high duty of care for all students safety and well being,
- Fulfil their responsibilities as outlined in the relevant role description statements,
- Contribute as positive members of the staff team,
- Support the principal and colleagues in the performance of their duties,
- Behave and dress in an appropriate professional manner,
- Support a culture of cooperation, treating all members of the school community and visitors with respect and courtesy,
- Value cultural differences and gain the knowledge required to respect all cultures and their beliefs.
- Contribute to whole-school activities and initiatives as appropriate,
- Promote a positive image of the school to students, parents and the wider community.
- Promote and implement safe work practices adhering to The Occupational Health and Safety Policy
- Incorporate school values into all practice.
- Display a commitment to Professional Growth and -
 - Reflect and evaluate current practices,
 - Take responsibility for own professional development requirements,
 - Take an interest in the professional growth of colleagues,
 - Understand the School Strategic Plan and its implications for own teaching practice .
- Relations with Staff
 - Demonstrate positiveness, honesty and confidentiality in staff interactions
 - Give and receive honest and constructive feedback
 - Demonstrate productive teamwork and cooperation
 - Demonstrate reliability with daily practices
 - Respect the opinions and contributions of others
 - Celebrate and value successes and achievements of others.

Teachers

Teachers are expected to:

- Understand and adhere to the professional standards.
- Promote self-esteem, risk taking, confidence and self worth among students,
- Promote a safe, happy and stimulating learning environment where all children can experience success and realise their potential,
- Recognise and celebrate student achievements,
- Support and implement the Lyndale Greens Primary School Student Code of Conduct,
- Provide positive and appropriate role models for students

- o Teaching Practice
 - Engage in reflective practices with others
 - Demonstrate an understanding of how children learn ensuring high expectations and rigour in planning and practice.
 - Develop effective teaching strategies and classroom management techniques which cater for individual needs and learning styles,
 - Encourage students to respect and work cooperatively with others,
 - Assess, record and report student progress in accordance with the school's assessment and reporting policy and procedures,
- o Relations with parents:
 - Be welcoming and respect parents in order to form partnerships in student learning,
 - Ensure that all parents are kept informed regarding their child's intellectual, social and emotional growth.

Code of Conduct

Students

The Student Code of Conduct is based on the following principles

Student welfare and discipline is premised on the prevention and early intervention model.

- The right of all children to learn in a safe, happy and harassment free environment,
- The need for all students to develop self-discipline and accountability for their own behaviour,
- The importance of nurturing and respecting students' self-esteem,
- Understanding the feelings of others,
- Promoting the values of honesty, fairness and respect for others,
- Recognising and rewarding positive behaviour,
- Promoting and encouraging cooperation with staff and other students,
- Encouraging pride in being a student of Lyndale Greens Primary School
- Students are expected to attend consistently and on a punctual basis
- Students will adhere to the dress code and will wear approved uniform
- Students are expected to complete required homework as prescribed

School rules are based on the following guidelines:

- Clear negotiated rules and logical consequences,
- The need to follow teachers' instructions,
- Relating positively to others,
- Using appropriate and acceptable language at all times,
- The unacceptability of physical and verbal harassment,
- Caring for school and personal property,
- Complying with designated playing and eating areas
- Compliance with safety requirements and procedures.

We have a Discipline Procedure which is applied consistently across the school.

- We will follow teacher instructions.
- We will act safely and keep our hands and feet to ourselves.
- We will care for our own, others and school property
- We will use a polite and appropriate speaking voice

All students are expected to:

- Show respect for themselves, their peers, teachers and the community

- Be considerate and supportive of others
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that's safe, inclusive and happy
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of others is unacceptable
- To be aware of the school's bullying and student welfare policy

Strategies:

- Ensuring that students are aware of the consequences of their behaviour,
- Clear classroom rules consistent with the overall Code of Conduct,
- An assertive discipline approach which is consistently implemented by all staff,
- Encouraging students to take on responsibilities in the classroom and around the school,
- Recognising and reinforcing exemplary behaviour,
- Modelling appropriate behaviour,
- Promoting cooperative group learning,
- Promoting the school-home partnership in behaviour management.
- Strategies to deal with conflict and problem solving will be taught.

Sanctions:

Procedures for dealing with inappropriate behaviour are sequential and reflect the severity or frequency of unacceptable behaviour. These range from warnings to detentions, to contact with parents, involvement of a Guidance Officer, or suspension / expulsion from school in accordance with Department Education and Early Childhood Development guidelines.

Lyndale Greens Primary School Values:

- **Care and Compassion-** Care for self and others
- **Doing Your Best-** try hard and pursue excellence
- **Fair Go -** all people are treated fairly for a just society
- **Freedom-** Having rights and privileges
- **Honesty and trustworthiness-** Be honest, sincere and seek the truth
- **Integrity-** Act in accordance with the principles of moral and ethical conduct
- **Respect-** Treat others with consideration and regard, respect another person's point of view
- **Responsibility-** Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways
- **Understanding, Tolerance and Inclusion-** Be aware of others and their cultures, accept diversity with a democratic society, be included and including others
- **Care and Compassion-** Care for self and others
- **Behaviour-** support and promote positive behaviours, developing shared behaviour expectations

The Student Engagement and Wellbeing Policy should also be consulted regarding guidelines expectations and procedures.

COMMUNITY BUILDING

Lyndale Greens Primary School is committed to an active and positive relationship with its community. The school aims to be aware of and sensitive to the views of the community so that parents and others can expect courtesy, respect and openness in communication.

The school relies on its community members to:

- Work cooperatively to achieve school goals
- Promote a positive image of the school within the wider community,
- Respect and adhere to school protocols,
- Support school policies, programs and procedures including the Student Code of Conduct,
- Participate in interviews, information evenings, parent programs and school activities,
- Respect individuality and difference,
- Participate in and support efforts to gain resources for school programs,
- Provide assistance in gaining access to local resources to enhance learning,
- Exercise mutual respect and due confidentiality when involved in school committees and programs.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community-The charter of Human Rights and Responsibilities Act (2006), Equal Opportunities Act(1995) and the Disability Discrimination Act(1992).

Lyndale Greens Primary School Community is bound and committed to The Racial and Religious Tolerance Act, 2001 to support racial and religious tolerance and to do everything reasonable and within the obligations of duty of care to prevent and prohibit vilification of students, parents and colleagues on the grounds of race or religion.

Community building and support is encouraged through:

- Special parent education programs,
- Parent assistance in classroom learning programs and other activities,
- Attendance at events such as the school production, open days, information nights etc,
- Opportunities to serve on School Council, its sub-committees, Friends of Lyndale Greens and other projects such as joint projects with Dandenong Council and local industry.
- Active participation with other local schools through cluster groups such as Middle Years, AQTP, professional development, Principal associations, formal networks, resource sharing.
- Whole schools events and activities which recognise the diversity of the school community
- Inviting local and central sporting bodies to promote sport both within and outside school hours.
- Provision of grounds for sporting activities after hours

The community is kept informed of the school's activities and achievements through:

- School newsletters,
- Special information sessions,

- Publication of the Annual Report, My School website
- Reasonable access to the administration and staff.
- Displays and open days,
- Items in the media
- Publication of brochures and information booklets.
- Assemblies.
- Special Day activities.
- Class parent letters.
- Access to draft policies and consequent opportunity for input.
- School Web Page

Lyndale Greens Primary School will obtain the community's views through:

- Inclusion of community responses in the evaluation of school goals in the Parent Opinion Survey,
- Administration of the Staff Opinion Survey,
- Feedback at interviews and information sessions,
- Discussion at School Council meetings and Friends of Lyndale Greens meetings.