
EASTERN RANGES SCHOOL

Parent Information Booklet

2017



EASTERN RANGES SCHOOL

Principal:	Christopher Cotching
Assistant Principals:	John Glare
Administrative Assistant to PCO:	Audrey Brewis
Leading Teachers:	Lisa Innes Dominique Gundry Gary Watson
Business Manager:	Julie Shurety Heather Kline
Accounts Payable Finance	Robin Miller
Office Assistant:	Yvonne Bear
School Council	
Executive Officer - Principal	Christopher Cotching
Parent Representatives	Sean Webb Abdul Bakhach (Vice-President 2016) Gary Mogford (President 2016) Eleanor Koster Katherine Bryan (Treasurer 2016) Kathyanne Bollen Julie Dorbolo
DET Employed Members	Dominique Gundry Lisa Innes Elise Hawkins Julie Shurety (Business Manager)

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Dear Parents and Carers,

Welcome to Eastern Ranges School and to our vibrant, engaged and diverse community. At the core of our endeavours is a recognition that the broad focus of an effective school is one where there is a high degree of connectedness and commitment by our parents and staff to strive for one outcome: to enable every one of our students to be the best they can be, at every stage of their changing development and growth.

No other objective can be more fundamental.

This formidable challenge is enhanced through ongoing, open and informed communication that respects the needs of each one of our students and the broader needs of those who form our community.

As your Principal I very much look forward to meeting with you and importantly getting to know your child as we embark upon a commitment and journey to make opportunities and experiences occur for them. Throughout that journey there will be both formal and informal opportunities to meet with our dedicated and capable staff, whether these be teachers, education support officers or therapists.

These are indeed exciting and uplifting times for our school. Through the energetic and committed leadership of our recent Principal, Ms Gail Preston of some years the school became an exemplar in its provision for students diagnosed with Autism Spectrum Disorder. In essence, the philosophy of the school was informed through the immersion of school leadership in the TEACCH program based upon the conclusive research undertaken by the University of North Carolina over many years. This immersion has involved an inordinate commitment by all staff to the TEACCH philosophy with senior staff involved in visitations to the United States in recent years to undertake high levels of professional learning. This philosophy is at the core of our operation, however is further enhanced by an eclectic approach to addressing the challenges created through a recognition of the wide range of diverse and changing student needs. As our students move through their educational experience such realities inform our practice; the allocation of resources and the professional learning and preparation of every one of our staff for the opportunities ahead.

In 2017 the school will move into the provision of educational experience for Years 11 and 12. This will involve our students being engaged in the *Victorian Certificate of Applied Learning (VCAL)*. Consequently our curriculum provision and resourcing continues to burgeon and develop as together with our School Council we prepare our school for the decade ahead.

I look forward to you be part of our conversations, decisions and directions as together we continue to elevate the provision of our educational experience in order we can achieve the very best for your child.

Warm regards,

Christopher Cotching
Principal

The following pages are provided to give you some insight into the fabric of our school and the various matters we believe will be of interest as you join our school community.

Importantly the following pages are the combined views and beliefs of our Leadership Team and reflect a unity in purpose and endeavor.

Christopher Cotching

School Overview

The School has a current School Strategic Plan to set the direction of the school from 2015 – 2018. This plan will continue to address curriculum development while managing the establishment of existing and evolving programs as we expand into the secondary years. The school is currently undertaking a growth model of educational provision. In 2017 we will offer Foundation to Year 11 Expansion will occur annually until 2018 when the school will be Foundation to Year 12.

Some of the features Eastern Ranges School offers are:

- Structured Teaching approach that underpins teaching and classroom practice;
- Staff who continually review and update their practice;
- Individual Learning Plans that align to the Eastern Ranges School Personalised Victorian Curriculum
- Specialist Programs: Technology, Library, Art, Health and PE program, Music, Music Therapy;
- Satellite classroom in a regular primary school;
- Community based programs;
- High staff to student ratios;
- Ongoing training and professional development for all staff;
- Parent groups, workshops and counselling;

The Eastern Ranges School staff is committed to meeting individual student needs and will do their best to foster independence, communication, academic learning and an enjoyment of being with others.

I invite you to work closely with us to share your knowledge and understanding of your child. Please take time to read the following pages to familiarize yourself with the equipment needed for school and the programs you and your child may have an opportunity to participate in. If at any time you would like to discuss an issue regarding your child, please contact our Junior School Team Leader, Lisa Innes or the principal to make an appointment.

Purpose:

As an educational provider, Eastern Ranges School develops and implements innovative and specialised programs that focus on the needs of students with an Autism Spectrum Disorder, an associated intellectual disability and a language disorder. Our programs are informed by current research and are embedded in best practice that prepares our students and their families for the future.

Values:

Our school values teamwork, effective communication, respect for one another, inclusiveness and continuous learning. These values extend beyond relationships built between staff and students to families, caregivers, visitors and external organisations we collaborate with. Importantly such values reflect behaviours that we readily acknowledge and encourage within our school community.

SCHOOL PROFILE

Introduction

Eastern Ranges School (ERS) is located in the Eastern Metropolitan Region of Melbourne and is a member of the Knox Network of schools. Enrolment is dependent on a diagnosis of Autism Spectrum Disorder, an intellectual disability and a language disorder based on assessment by a multi-disciplinary team according to Department of Education and Training (DET) criteria and a position being available. As an established leader in the education of students with ASD, the school provides an information consultancy and professional development base for teachers, parents and a wide range of professionals.

Guiding Principles

The philosophy of Eastern Ranges School is firmly based on the belief that the best educational outcomes are achieved when the school and home work together in an educational partnership to provide friendly, supportive, caring and cooperative environments. The school places strong emphasis on highly structured, intensive and individual programs. High staff to student ratios ensure the effectiveness of this structured teaching, which occurs in the context of each student's Individual Learning Plan developed in consultation with parents/caregivers, teachers and therapists.

Autism Spectrum Disorder is a pervasive developmental disorder affecting many areas of functioning and results in a complex range of issues affecting learning. Impaired development of social communication, sensory, perceptual motor, play and cognitive abilities result in patterns of behaviour, which are in themselves equally pervasive and disabling. Due to the complex learning style and behavioural characteristics of our students, our school has adopted the (Teaching for Independence and Lifelong Learning for Students with Autism) TILLSA framework into the teaching and classroom practice. The TILLSA framework is designed to provide structured teaching approach that leads to independence and reduced prompt dependence. This framework has been developed specifically for students with Autism Spectrum Disorder and the intervention is not limited to the classroom but extends into the community and home. The approach is supported by over 40 years of evidenced based research (TEACCH). During this process of continuous evaluation, we have developed the model to reflect the Australian and local context. TILLSA is the further model within our school.

Child Safety

In recent times all Victorian Schools are required to ensure that they meet the Child Safe Standards adopted by the Victorian Government in response to the *Betrayal of Trust Report* undertaken in 2015 as part of the then Royal Commission. Eastern Ranges School assiduously abides by those standards.

Eastern Ranges School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Eastern Ranges School has zero tolerance for child abuse.

Eastern Ranges School is committed to providing a child safe environment where children and young people are safe, feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Eastern Ranges School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

“In its planning, decision-making and operations Eastern Ranges School will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.”

Curriculum

The Victorian Curriculum is the current document that establishes the framework from which our curriculum is further developed. This curriculum covers our students from Foundation through to Level 10 and is what guides the teaching structure. The broad curriculum ensures access to purposeful programs aimed at development of academic, social communication and practical life skills. In the early school years, programs follow a developmental sequence. For older students, there is a continuation of this focus and aspects of functional learning, life skills and age appropriate activities.

A major focus in all areas is the development of communication and social competence. Development of students' social tolerance and interaction skills is crucial to promote participation in family, school and the wider community. The school actively promotes the inclusion of students into their local primary school and will provide initial support through the transition period.

The provision for Year 11 & 12 students is offered through VCAL (Victorian Certificate of Applied Learning). The senior school curriculum is divided into 3 streams; VCAL, Applied learning and Contemporary Living. Students following the Applied Learning stream will be completing components of the VCAL course through project based learning, using the 4 topics of the Duke of Edinburgh's Bridge award (Physical recreation, skill, service, adventurous journey). Students following the Contemporary Living stream will have a focus on life skills, promoting the enhancement of independence and community engagement.

Extra-Curricular Activities:

At ERS we engage our students in many extra-curricular activities according to developmental and learning goals.

- Bike riding is commenced at Foundation level and is an important activity to support the health and wellbeing of our students.
- Community Education programs support learning goals.
- Excursions are linked to the curriculum and provide the opportunity to generalise skills.
- Incursions are also linked to the curriculum and are school based e.g. Planetarium.
- Kids in the Kitchen, a junior and middle school program allows students to be involved in a cooking program that could have a variable focus.
- The senior school kitchen program builds upon the skills acquired in Kids in the Kitchen. The focus now turns to the acquisition of basic skills as they pertain to the cooking of basic meals or to the pre-learning of skills for those students who may take a hospitality pathway into the future.
- Outdoor education that supports a developmental curriculum.
- The aquatic program is designed to give students a safe, well structured, inviting and highly motivational environment for learning. Individual programs are designed and developed by fully qualified AustSwim and Autism Swim trained teachers and Physical Education staff. The aquatics program aims to cover Water Awareness and Safety, Gross Motor and Fine Motor Coordination, Play Skills and Learning to Swim Techniques. It offers students the opportunity to engage in new activities and develop new skills that can have many benefits outside of the pool arena.
- ICT lunch clubs that develop specialised areas of interest.

Technology

Technology is an essential part of the curriculum. This program is integrated into the class program developing and challenging students according to their individual needs. The PCs, iPads, and interactive LCD TV's are motivating learning tools that can support academic and social outcomes, attention and fine motor skills, and foster co-operative behaviour and social skills. Technology can assist in the learning of cause and effect, and with language and numeracy skills. Video, digital cameras and I-pods are also teaching tools used to access knowledge and develop new skills and areas of interest.

Kids in the Kitchen



This program integrates all learning areas of the school curriculum. It provides the opportunity for the students to develop communication, social and independent living skills and presents activities, which encourage functional language and Mathematics activities. A hands-on approach allows for the use of domestic appliances, an awareness of personal health and hygiene and involves the children in sensory experiences (sound, taste, smell, texture) exploring a wide range of food and promotes healthy eating by relating it to the food pyramid.

Excursions

There are opportunities for excursions that support student learning goals where appropriate. Excursions support the preliminary learning undertaken in the classroom and allow the children an opportunity to generalise skills and support further acquisition of knowledge. Excursions will generally be local whereby students will participate

in programs that promote safe access to facilities, equipment and to practice social skills within the wider community. Many local venues are visited, ranging from parks and playgrounds to community facilities such as council libraries and shopping centres'. Venues that are visited are chosen carefully by staff to suit the needs of each particular group of students. You will be asked to sign a consent form for permission for all excursions. Staff will use mobile telephones to enable direct communication with Eastern Ranges School or emergency services when on an excursion.

School Dates

TERM 1	January 30 (staff return) - March 31 Current students return on Tuesday January 31st . Foundation students have a staggered start as individually identified. <i>Principal and Assistant Principals can be contacted at school from late January.</i>
TERM 2	April 18 - June 30
TERM 3	July 17 - September 22
TERM 4	October 9 - December 22

Pupil free days 2017 (to be confirmed)

Term 1 Monday 30 January 2017

Term 2 Friday 26 May 2017

Term 3 Friday 25 August 2017

Term 4 Friday 17 November 2017

Pupil free days or Curriculum Days occur in every Victorian Government School for four days per year and are regulated by Department of Education and Training regulations and policy.

Children do not attend school on pupil free days as they are designed to allow teachers time for professional development and curriculum planning. **The last day of each term finishes at 2.30pm except for 4th term which finishes at 1.30pm.**

What to bring to school

All children will need the following clearly labeled articles for their school year:

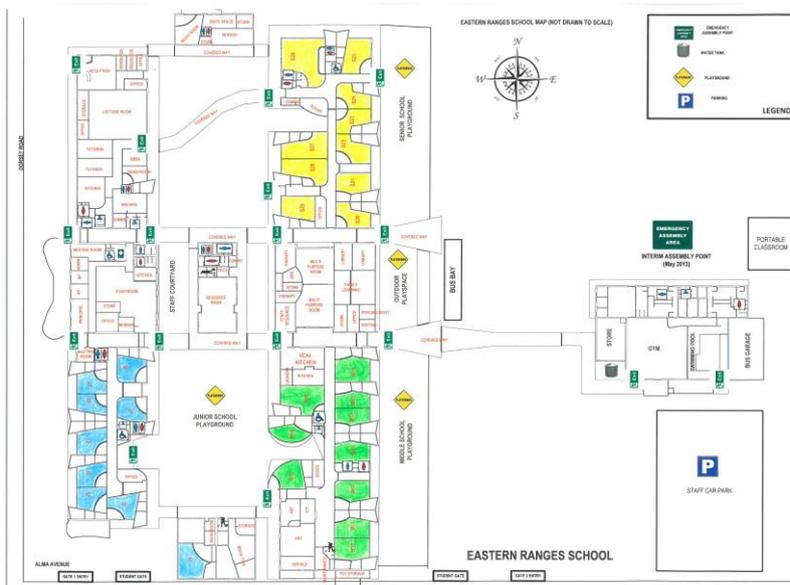
- School bag containing food for morning tea and lunch breaks.
- Change of clothes in a plastic bag, pull-ups, and biodegradable wipes, if necessary.
- Hat, sunscreen, art smocks (all of which will remain at school for the year).

School Hours

Student attendance hours are 9.00am to 3.00pm. Any student arriving after 9.30am or leaving from 2.00pm will be marked absent for a half day. Absent days are reflected in student reports.

DROPPING OFF AND PICKING UP YOUR CHILD

We recognize that for some students and families the use of the bus transport may not be the best option at the present time. Parents who drive their children to school should make the drop off and pick-up their child at the designated area of the school. Classes commence at 9.00am and therefore in support of all students' educational programs, those students arriving after 9.10am will remain in the school reception room supervised by parents. Parents will need to complete the VPASS register. Parents are to notify the receptionist of their arrival and classrooms will be notified. Those students who can travel independently to class will do so and those who require supervision will be met by a staff member. This process will be the same for afternoon parent pickup.



- Junior School Students (J1 - J9) Junior School ENTRY at GATE 1
- Middle School Students (M11 – M19) Middle School ENTRY at GATE 2
- Senior School Students (S20 – S32) Senior School ENTRY at GATE 2

SCHOOL UNIFORM

It is expected that all children will wear school uniform. Please pay particular attention to the wearing of school uniform on out of school activity days as all children are easier to spot when dressed in uniform.

Wearing a school uniform helps to create a routine for the school week for our students. School uniforms are available from the PWS. If the purchase of uniform creates financial difficulty for any family, please phone the Principal. We may be able to access supplies from State School Relief.

School Shoes – thongs, open toed sandals and blunstone boots are not suitable foot wear for school. Please ensure your child wears a school shoe or a runner to school.



Eastern Ranges School Uniform Information



Primary & Secondary
Schoolwear

Eastern Ranges School Uniforms can be purchased;

Where: PWS Store in CROYDON

Unit 8A, 51 Lusher Road,
Croydon 3136

Hours: Extended Trading Hours

(7th Nov - 11th Mar 2017)
Mon to Fri: 9:00am - 5:00pm
Sat: 9:00am - 2:00pm

Normal Trading Hours

Tue to Fri: 9:00am - 5:00pm
Sat: 10:00am - 1:00pm

OR

Email: – croydon@psw.com.au

Phone: (03) 9768 0336



FEES

Essential Education Items



These items and services are essential to support the course of instruction in the standard curriculum program that parents and guardians are responsible for and pay the school to provide. These items include:

- materials that the student takes possession of, ALDs folders, sensory supports and student stationery
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. cooking program, community access)
- transport and excursions which support all students' learning outcomes using the school buses

Essential Education Items: \$320.00 annually (\$80.00 per term) We are pleased to advise that this amount has not increased for 2017.

Aquatics Program: This program is a fee for service program. Parents will be advised by the school of schedules programs should they wish their child to participate.

Contribution by Donation

Our school has Deductible Gift Recipient status and as such any donations are a tax reduction. If families wish to donate to our school this will further assist our specialised programs.

DISABILITY SUPPORT PENSION

Several months before Senior Students at Eastern Ranges School turn sixteen years of age the Transition Coordinator (Karen Gieschen) will send out information regarding the Disability Support Pension and associated entitlements that parents can apply for on behalf of their child. These additional entitlements include the Mobility Allowance and Pensioner Education Supplement. To be eligible to apply for these entitlements the child must satisfy residence requirements by being an Australian resident. To assess your child's eligibility for the Disability Support Pension, Centrelink need medical evidence to help them understand your child's disability. This means you will need to visit your Pediatrician prior to applying for the entitlements. Your child must also meet the income and assets tests for their situation, however the Disability Support Pension isn't means tested against your income.

You will also need to apply for a Tax File Number for your child. If you do this prior to him/her turning 16 the process is easier! You can get further information about how to do this at:

<https://www.ato.gov.au/Individuals/Tax-file-number/>

Once you receive your information from ERS you can contact Centrelink and request the appropriate forms. All forms are also available on the Centrelink website

<https://www.humanservices.gov.au/customer/services/centrelink/disability-support-pension>

The Transition Coordinator will then be available to meet with you and assist you to complete all the required information if you wish.

As the NDIS (National Disability Insurance Scheme) roll out has begun and will be available in the Outer East Region on November 1st, 2017, below is a link to the website where you can visit to answer any questions you may have.

<https://www.ndis.gov.au/>

TRANSPORT



The Department of Education and Training supports families with school attendance through transport for students attending special schools. This is provided daily to and from school for those eligible children living within the transport zone. Buses are provided by the following company:

Crown 9845 1455

- It is necessary for the school to provide your phone number to the bus company for use in an emergency.
- It is important that your child is ready when the bus arrives.
- Chaperones will not leave children with anyone other than parents unless written instructions are provided.
- ***Please make sure there is an adult to meet the bus every afternoon at the designated time.***
- If your child is ill, please phone the bus company.
- The company has radio contact with drivers.
- Transport is not available for respite care.

IMPORTANT

If you need to negotiate a change in transport arrangements this must be done through the school. Phone assistant principal John Glare to discuss the issue and he will negotiate with the bus company on your behalf. It is not appropriate to arrange changes through the bus staff.

For extra information, please refer to the **Transport Assistance to Specialist Schools** handout provided in this pack.

CAMP EXPERIENCES

Where suitable and aligned to student learning goals, a school camp is an opportunity to further develop and generalise skills. Risk assessments are undertaken to assess student suitability for these activities. School camps are additional cost and not covered under the Essential Education Items.

Our Therapists

At Eastern Ranges School, we have the following therapist on staff: Occupational Therapist, Speech Therapist, and Music Therapist. All therapists are available to meet with parents and participate in Student Support Groups.

Psychologist

Our psychologist Athanasia (Thana) Koutsis is employed part time. If you would like to consult with Athanasia, appointments can be made through the school office. There is no fee to parents of students at the school for this service. Athanasia also consults with teachers regarding students and assists with the development of behaviour management programs. Information about respite care is available from the school. Contact your child's teacher or the principal for details. To access respite care children should have a case manager who is responsible for assisting families in accessing support services. If your child does not have a case manager, you need to call Department of Health & Human Services and ask for this process to be put in place. Alternatively, you can discuss this with the school psychologist.

External Consultants

There are circumstances where parents engage external professionals to work with their children. Any request to attend the school should be done through the Principal or Assistant Principal. There are school protocols which external consultants need to be aware of and adhere to.

Social Media – DET Guidelines

The digital world has opened up a new platform for communication and can sometimes result in inappropriate behaviours. Social media is the term used for internet based tools for sharing and discussing information among people. Additional social media tools may include (although are not limited to):

- Social networking sites (e.g. Facebook, LinkedIn, Myspace)
- Video and photo sharing websites (e.g. Flickr, Youtube)
- Blogs, including corporate blogs and personal blogs Micro-blogs (e.g. Twitter)
- Forums, discussion boards and groups (e.g. Google groups, Whirlpool) Wikis
- Vod and podcasts
- Video conferences and web conferences
- Email and instant messaging
- All other emerging electronic/digital communication applications.

While these tools are a way of connecting and engaging in positive discussions we ask that families consider the content of their entries via the digital world so as not to cause anxiety or distress to others and to represent our school in accordance with the School Values.

STUDENT SUPPORT GROUPS

The Student Support Group (SSG) is responsible for planning Individual Learning Plans, evaluating and monitoring each student's progress. Student Support Group meetings are scheduled within the first 4 weeks of each term (4 in total). At any time throughout the year please make a time to talk with the principal or assistant principals should you have any concerns.

- New students will have a SSG within a month of enrolment.

Individuals who may attend the SSG and their role

- Parent/s Guardian or care giver.
- Parent advocate (when desired by parent).
- Class teacher.
- Principal or nominee (to act as Chairperson).
- Other personnel, as required, who have relevant expertise (speech or occupational therapist, psychologist)

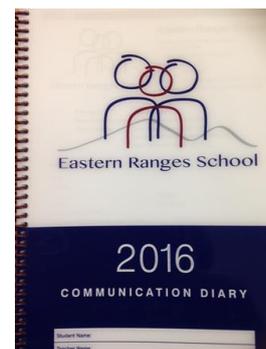
ISSUE RESOLUTION

The Department of Education and Training is committed to treating everyone with dignity and respect and encourages good communication between parents and schools. The School needs to know if you have any concerns about your child's education. Teaching and learning works best when parents and teachers talk to each other and work together to solve any problems.

- The school is your first point of contact.
- Talk about the problem with your child's teacher/s by telephone or organise a face to face meeting.
- If you still have a concern after talking to your child's teacher/s you may want to speak to Team Leaders, Assistant Principal or Principal.
- Any appointment to speak with school staff about an issue should be arranged through the school office.

COMMUNICATION BETWEEN SCHOOL AND HOME

Formal review of each child's program will take place annually. Written reports are sent home to parents twice a year. These reports include a detailed assessment of the student's learning outcomes. Teachers will maintain ongoing contact with parents through a communication diary, telephone contact, and parent visits to



school. Your child's teacher is generally available by phone between 8.50am and 9.00am and after 3.20pm – 3.50pm.

If your child will be absent for a day at school, we ask you contact the school in the morning to inform us of the absence. If no contact is made, the classroom teacher will contact families on the day of the absence. If a student is absent for 4 consecutive days without prior knowledge, the Principal will contact families. It is important to keep the lines of communication between school and home open, to ensure the most positive outcomes for students.

Regular newsletters will keep parents informed of new curriculum developments and special events and achievements. All students will be provided with an Eastern Ranges School Communication Diary at the beginning of the school year.

If this diary is lost the replacement cost will be \$9.50.

PARENT INFORMATION SESSIONS AND WORKSHOPS

We encourage you to attend as they provide an opportunity for parents to gain information about school programs and other areas relevant to raising a child with autism. Speakers include school staff and guests from associated agencies. Suggestions for speakers and / or topics are welcome.

PARENTS / FRIENDS / CARERS GROUP

During 2017 the principal conducted a number of meeting with parent's groups to inform them of emerging arrangement and plans in the school but also to gain their feedback and thoughts about proposals. For 2017 we are planning to provide a venue for our parents to meet on a regular basis on Mondays from 9.00am -12.30pm. We expect the venue will be used by our Year 11 student cohort at other times. For information will be provided here early in 2017.

SCHOOL COUNCIL

We are always keen to involve parents in planning and governance of the School. School Council is an excellent way to participate and I would welcome your involvement. School Council is a corporate body of parents, principal, teachers and the community who share the responsibility of making decisions about the strategic planning and direction of the school. Elections are held at the school during February/March each year. An election notice is sent to parents from the school some weeks before the election and nominations are invited at this time. Council meetings are held twice a term at the School during the evening on a Thursday.

MAINTENANCE

School Council is responsible for the care of our grounds. We have extensive grounds that will need to be established and maintained for the safety of the children. A small Government Grant is used for major ground work. A portion of the voluntary contribution assists in maintaining gardens and lawns.

SCHOOL VISITS

We are always pleased to see you at school, but to ensure that your visit will be at an appropriate time for everyone, please make an appointment. You may arrange an appointment through your child's communication diary or by ringing teachers between 8.50am and 9.00am or 3.20 and 3.50pm. When visiting the school please come to the office and sign via VPASS and collect a visitor badge. This is a necessary security precaution. Parents will be notified of specific school celebrations through the fortnightly newsletter. We encourage our families to support our school through attendance at these activities. Such activities include Education Week, Book Week, Literacy and Numeracy Week and Fun Runs.

STUDENT WELLBEING

Student Wellbeing is important and it is our responsibility to care for all students. To ensure safety during program instruction and break times, students with long hair are required to have it securely retained and away from their face. Those students who are not toilet trained must provide ample supply of pull-ups on a regular basis. Biodegradable wipes must also be supplied for effective management of personal hygiene and for disposal. Sunblock is required for those months when UV is at its most dangerous. This is usually terms 1 & 4. In order to reduce the spread of illness amongst students and staff we recommend that if students are unwell that parents/carers keep children at home until they are well enough to return to and participate in their educational programs. If your child is unwell, the school will contact you. If your child has a medical condition you need to inform the principal and your child's teacher. In particular, the school needs to know if your child has epilepsy, hemophilia, asthma, diabetes or severe allergic reactions. You will be asked to provide this information when you enroll your child and it is important to keep the information up to date. Further information is available at www.education.vic.gov.au/studenthealth. All children with an ongoing medical condition or illness should have a medical management plan completed by their doctor and in consultation with you. This plan must be attached to the child's records. If your child needs to take medication during school hours, you should talk with their teacher or the principal about necessary arrangements and provide written instructions for administering the medication. No periodic medication will be dispensed unless accompanied by written authorization. If your child is travelling on the bus this should be handed to the chaperone and not left in the school bag.

Student Banking

 In 2017 we will continue with Student Banking with the Bendigo Bank. For students under the age of 12 a Piggy Bank Passbook Account will be available. For students aged 12 and over a Bendigo Student Account can be started. The purpose of the banking program is support our students in their learning about the benefits of saving and budgeting. Further information will be forwarded as it is received from the bank.

Contacts

The following telephone numbers may be useful as information resources.

AMAZE (Autism Victoria) Helping Children with Autism - http://www.fahcsia.gov.au/sa/disability/progserv/people/helpingchildrenwithautism/Pages/default.aspx	9657 1600
Parent Support Network – Eastern Region	9830 0412
Disability Client Services - Box Hill	9843 6312
Knox City Council	9298 8000
NDIS https://www.ndis.gov.au/	
Department of Education http://www.education.vic.gov.au/Pages/default.aspx	(03) 9637 2000

In the coming year we will be upgrading our web page and intend providing a range of links to relevant support and information agencies, particularly as we increasingly prepare for the NDIS rollout later in 2017.