



DANA STREET PRIMARY SCHOOL NO. 33

BALLARAT EST. 1857

## PRINCIPAL'S MESSAGE

Dear Parents,

Welcome to Ballarat Primary School (Dana Street).

Dana Street Primary School maintains a close and supportive community for our students and parents. You will notice the importance of our school values and the support that the community offers its members.

All parents are welcome and encouraged to visit the school and become involved in the school's educational programs. Families are also encouraged to attend and participate in School Council, school functions, fundraising and assemblies.

We look forward to sharing with you the responsibility for your child's education. We are equally concerned about your child's progress and wellbeing and you should feel free to arrange an interview to discuss your child's progress at any mutually convenient time.

*Ryan Oliver*

Principal

# School Profile

## Vision

At Ballarat Primary School (Dana St), we strive to empower every student, in a culture of engagement and excellence, to embrace challenges and reach their full potential.

We provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers and families, with a strong culture of excellence. We aim to connect our students with the wider community, so that they are empowered to participate and contribute within a global community.

## School Values

At Dana St Primary School, our school values are very important and provide the foundation for our behaviours in all contexts within our school community.

These values are:

### Respect & Care

We use courtesy and kindness at all times. We allow ourselves and others to do our best.

### Responsibility

We understand that our actions affect others. We own our own behaviours and respect others' property and personal space.

### Inclusion, Tolerance & Understanding

We value diversity and have equal respect for all members of our school community.

### Excellence

We give our personal best at all times. We have high expectations of ourselves and strive to meet them.

## Our School

Dana Street Primary School was established in 1857 as the first National School in Ballarat West and its history provides a rich culture and tradition. During the school's history the buildings have been the sites of a technical school and the original Ballarat Teachers' College. The school is situated on what is now the edge of the Ballarat central business district. The close proximity of the school to the central business district means that our students are within walking distance to many cultural and educational experiences.

The fine bluestone and brick Victorian architecture, not only is aesthetically pleasing to the community it serves, but also provides many spacious rooms for the school's activities. Heritage Victoria has classified the buildings as being of 'cultural heritage' significance. The school is well equipped with a library, eLearning Centre and art room. Dana Street Primary School has a current enrolment of approximately 260 students.

Our school community is diverse and vibrant. It has a caring family atmosphere and a strong cooperative spirit. We celebrate and share success and provide a positive and supportive environment where children, teachers and parents are partners in learning.

In our school, we have an average of 35 students in each year level, however the actual numbers in each year level vary widely. Some of our grades are made up of one year level and others are composites of two year levels. It is not possible to have all straight grades, or evenly spread composite grades in each part of the school. In reality, every class is a composite; there is a wide spread of interests, personalities and abilities in every class and our teachers are trained to teach to **their students' points of need**

The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. Our school offers a comprehensive sequential curriculum in all key learning areas including Literacy, Numeracy, Science, History, Digital and Design technologies, the Arts, Physical Education and Japanese. Special assistance is provided in the areas of Reading Recovery, Individual Learning Improvement Plans, Literacy Support Programs, and support programs for students with disabilities.

Teachers use evidence-based approaches to teaching and learning which provide challenge, encourage children to foster their unique talents and develop a love of learning. Enrichment programs are offered to support the key learning areas: Student Leadership roles, Student Representative Council, tuition in instrumental music, speech and drama.

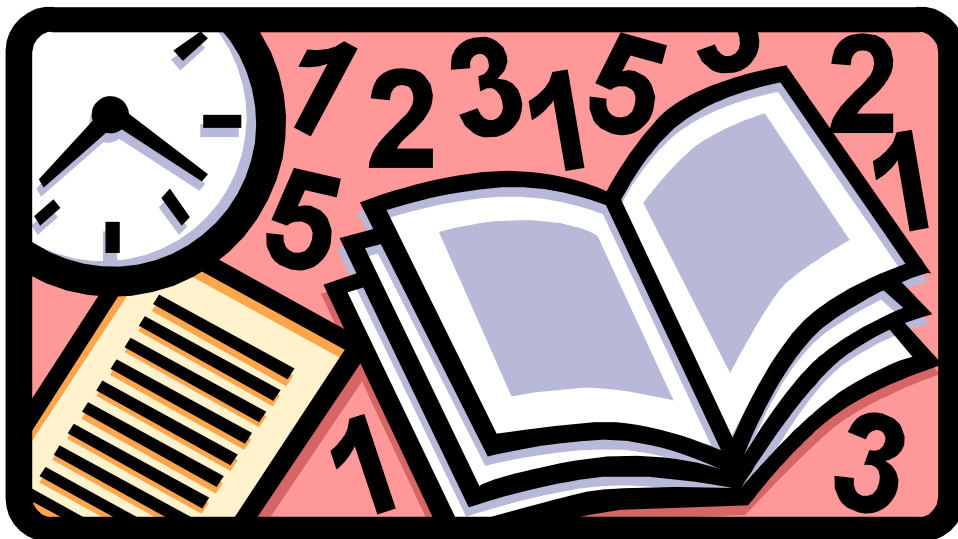
**The school community celebrates the students' success in the arts with the annual Soiree and biennial school concert/ Art Show.** Transition programs assist our new pupils settle into our school quickly, as well as enable our Grade 6 students to approach their secondary education with confidence.

## TERM DATES - 2022

<b>Term 1:</b>	28 <sup>th</sup> January ~ 8 <sup>th</sup> April
<b>Term 2:</b>	26 <sup>th</sup> April ~ 24 <sup>th</sup> June
<b>Term 3:</b>	11 <sup>th</sup> July ~ 16 <sup>th</sup> September
<b>Term 4:</b>	3 <sup>rd</sup> October ~ 20 <sup>th</sup> December

## TERM DATES - 2023

<b>Term 1:</b>	27 <sup>th</sup> January ~ 6 <sup>th</sup> April
<b>Term 2:</b>	24 <sup>th</sup> April ~ 23 <sup>rd</sup> June
<b>Term 3:</b>	10 <sup>th</sup> July ~ 15 <sup>th</sup> September
<b>Term 4:</b>	2 <sup>nd</sup> October ~ 20 <sup>th</sup> December



# SCHOOL COUNCIL

The School Council represents the school community. It endorses the school's educational policy and controls the school finances and resources.

Dana Street School Council comprises:

- 8 Parents - Non Department of School Education employees.
- 2 Community members - Non Department of School Education parents or community members.
- 4 Department of School Education members - including Staff and Principal.

All parents are advised when elections are to take place and we urge you to consider accepting nomination to the School Council, if approached.

*Meetings are usually held on the third Monday of each month at 7:00 pm.*



## BEING A PARENT AT OUR SCHOOL

We enjoy a great deal of support from our families. Parents can help in myriad ways, including helping in classrooms, on excursions and camps, on School Council, on fundraising rosters. The most important way to support the school is by being in contact with your child's classroom teacher and approaching your child's education as a partnership with the school!

## THINGS TO KNOW BEFORE STARTING

### ATTENDANCE:

Regular attendance is important for the progress of your child. There is a great deal of research demonstrating the strong relationship between attendance, achievement and positive wellbeing. Please try to **maximise your child's attendance**.

### ABSENCES:

If your child is going to be absent please let the school know first thing in the morning so they can be marked as absent on the roll. At approximately 9:30am each morning an SMS is sent to families of students who are absent without notification.

If you are going on holiday a note to the school giving the dates you will be away would be greatly appreciated.

There are absentee forms at the office. They can be filled with the appropriate information. These are also on the website under School Documents (Absentee Form).

### IMMUNISATION CERTIFICATE:

We require all new enrolments to present a certificate of immunisation. This can be obtained by contacting ACIR on 1800 653 809. If you have a conscientious objection to your child being immunised, the school will also need a statutory declaration stating your objection.

### MEDICATION:

Children are sometimes required to take medication at school. It is essential that if medication is required at school that the teacher is made aware of the child's requirements and takes charge of the medication. A form advising the school staff of the dose and time the medication is to be administered is available from the office or on our website. All medication is administered at the office. Asthma inhalers are stored in the classroom.



### EMERGENCIES:

#### Sick children:

The best place for children who are ill is at home. It is important that we are able to contact parents or some adult who will take responsibility in cases of illness or accidents. Please inform staff when you take your child home. *There is a sign out book in the office. This will need to be completed before taking your child off the premises.* Please come to the office if you have been called to collect your child.

Please ensure that you keep information of this nature up to date, including all emergency contact phone numbers.

## NEWSLETTER & NOTICES:

A newsletter is emailed every Friday and is also on our website. Please **check your child's bag each night for notices**. If you are unsure about the notice please ring the school on 5332 1301 to clarify any problems. Forms and notices are also available on the school website. [www.danaps.vic.edu.au](http://www.danaps.vic.edu.au)

## SUPERVISION:

Children will be supervised at school between the hours of 8:45am and 3:45 pm.

Children walking or on bicycles are to go straight home after school.

If a parent is unavoidably delayed after 3:45pm children will be supervised in the foyer near the office.

Where an emergency situation arises, eg. car breakdown, please notify the school to make arrangements for the care of your child.

## BEFORE & AFTER SCHOOL CARE:

Before and after-school care is available in conjunction with the City of Ballarat and the YMCA. Children are brought to school in the morning, and picked up from Dana St. Primary School at the end of the school day and are taken by bus to Newington Primary School. The program is run extremely well, with both parents and children providing positive reports.



## TEACHER PROFESSIONAL LEARNING DAYS:

There are usually four pupil free days in a year. During these days the teachers **participate in professional learning related to the school's Annual Implementation Plan**. This learning is aimed at improving teaching practices across the school. Advance notice is always given of professional learning /curriculum days.

## BOOK LISTS

Each year families receive a book list, which is completed online with a local supplier. Families can of course choose to fill the book list with an alternative supplier.

## PARENT PAYMENTS:

Families are requested to make payments for each child. The cost of this is determined by the year level of the student. The payment will cover all excursions, incursions, camps, learning resources and class programs. This payment can be paid in one lump sum or paid off in instalments.

## EXCURSIONS:

The school organises excursions at intervals during the year to enable children to have a variety of first-hand experiences. Care is taken to make sure that there are educational objectives for the excursion and that there are preparatory and follow-up lessons.



Parents will be notified in advance of any proposed excursions. At the beginning of each year, a consent form is sent home for walking to local excursions throughout the year. We still send a note letting families know that the excursion will take place.

## ART ROOM:

Our Art/Craft program uses a considerable quantity of scrap and waste materials. Your assistance in collecting a wide variety of materials would be appreciated when requested. Children need an art smock for Art lessons.



## WET DAY TIMETABLE:

When it is wet or very hot, children are supervised indoors during recess and lunch times.

## BICYCLES AT SCHOOL:

Helmets must be worn by children riding bicycles. Any bicycles brought to school *must have a lock*.

## LUNCH ORDERS:

A local store provides the school with lunches on Thursdays and Fridays. A lunch order price list is sent home at the start of the year. The child's order is written on an envelope or paper bag with the money enclosed and placed in the lunch order box in the office prior to school starting. Lunches are then delivered to the child's classroom.

## SCHOOL UNIFORM:

The school colours for Dana Street Primary School are Navy & Gold. Please see our Student Dress code on our website for details about the uniform.

New Uniforms may be purchased at BELEZA – Doveton St Sth Ballarat (just up from the school).



A uniform helps to make a school distinctive and greatly helps with its promotion. It also helps to make the children more identifiable on excursions. Uniforms also assist families to have a smooth start to the day!

We have a large range of secondhand uniforms that are available to all families. We also encourage families to bring in clean uniforms that children have outgrown. This means that second-hand uniforms are free. Please ensure that uniform items, are clearly marked with your child's name.

### SunSmart School:

We are a SunSmart School and students will need to wear a navy blue wide brimmed sun hat (available for purchase from Beleza), from 1<sup>st</sup> September to 30<sup>th</sup> April. At this time, students are required to wear hats at recess and lunch times and for any outside activities. Sunscreen is provided in the classrooms for the students to administer during the day. Singlets are not allowed to be worn on sports days due to the risk factor for sunburn.

### SUPERVISION AT AFTER SCHOOL SPORTS & SPECIAL PROGRAMS:

(Speech, Keyboard (Piano), Guitar, Sports Teams etc.)

These programs are not taken by the school's teachers and, while we think that it is wonderful for children to participate, it is your responsibility to decide whether to leave your child in the care of another parent or in the care of an instructor who is taking a program.

### HOMEWORK: ✍️

As the child progresses through the school he/she may be requested to complete certain homework tasks. Please see our Homework policy on our website.



Types of homework might include:

Oral reading to parents/older siblings, learning of tables, spelling activities, completing unfinished exercises, project work, book reviews, seeking information about current affair items.

The regular completion of homework helps to establish good work habits and independence.

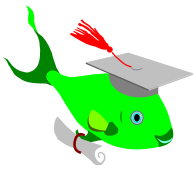
REPORTING TO PARENTS:

Written reports of each child's progress are sent home in June and December. Student Learning Conferences are conducted in the last week of term 2. Students join their parents and the teacher to celebrate and discuss their learning. Portfolios are also created and sent home twice yearly, as well as the child's digital Portfolio on Class Dojo. Parents are invited to contact the school to arrange a meeting with their child's teacher as needed throughout the year.

WELFARE AND BEHAVIOUR MANAGEMENT:

Our school has a positive code of conduct which encourages students to develop confidence, self esteem, self respect, respect for others and respect for school equipment.

A copy of the student Code of Conduct will be sent home with the newsletter at the beginning of the year. Please see our Student Engagement and Wellbeing Policy for further details.



## FOUNDATION STUDENTS- STARTING SCHOOL

Starting school is an exciting event for children. They've heard about it from parents, brothers, sisters or friends ..... and now they're eager to begin. School will probably mean some BIG CHANGES in your child's life.

For example:

- separation from home and family.
- steps towards independence.
- New feelings.
- New experiences.

Getting off to a good start takes a partnership between parents and teachers.

When you bring your child to school, letting go can be hard, but don't let your doubts or nervousness dampen your child's enthusiasm. If you have a positive attitude and look forward to the first day in school, your child will probably do the same.

Discuss any of your child's fears about school before the first day. Be positive and reassuring. Do all you can to make your child happy and confident about entering the school world.

Encourage your child to openly discuss his or her feelings about school with you. Meet with the teacher to work out any problems. Teachers care about how parents and children feel.

### ON THE FIRST DAY:

8:45am is the optimum time to arrive. A long wait for class to begin with other parents and children may add to the strain and tension. Similarly, being late can be stressful, too.

Leave cheerfully. Don't linger. Your presence may distract from this new and fascinating world. Go to the Staffroom for a cup of tea and a chat with other new parents if you wish. Your child needs to get the message that you believe he/she can have a successful day!

## SETTLING IN:

It is important that children learn as soon as possible to be self reliant and to manage their own possessions.

While it is good to see older brothers and sisters assisting their beginner siblings, again, they should be encouraged not to over-protect them. During the first few weeks the new children form friendships among themselves. We teach our older students to care for the younger children, and to also encourage them to form friendships with their peers.



## DIFFERENCES AND SIMILARITIES

*Children grow at different rates.*

In any Prep class, some children will be able to say 'yellow' while others call it 'lellow'. Some children will be able to tie their shoe laces, others will not. Some children will be able to skip, others will hop along awkwardly.

Given encouragement, opportunity, and time, most children master skills of speech, movement and formal learning.

Parents can provide encouragement and opportunities but need to be patient whilst children take the time needed to master a skill. Trying to hurry children before they are ready is likely to have the same effect as trying to make a plant grow faster - more harm than good may result.

Schools acknowledge that children beginning school have a wide range of skills and abilities, and teachers plan a variety of activities to take these differences into account.



## WHAT WILL MY CHILD DO AT SCHOOL?

- \* Learn to develop confidence, independence, self esteem and concern for others.
- \* Share and explore new things and ideas, such as toys, games and experiences.
- \* Be involved in language programs which will involve active participation encouraging children to think, talk and write about a variety of real life experiences.
- \* Have “hands on” experiences to gain competency and understanding in Science, Technology and Numeracy. These are best learned in practical situations where the emphasis is on “doing”.
- \* Be introduced to the Arts - Music, Art and Drama through school programs and be participating in cultural excursions/visits by artists, musicians and actors.
- \* Learn to plan ahead, ask questions and anticipate future events.
- \* Use new words learned from people, experiences, slides, films, books and pictures.
- \* Work and play in a safe environment with supervised playground activities, physical education lessons, lessons in personal and traffic safety and fire drills.

## HOW CAN PARENTS BEST HELP THEIR CHILD?

This question is frequently raised during parent/teacher discussions. We offer some suggestions that should be of assistance to you:

1. Read stories to your child and talk about the stories and pictures.
2. Encourage your child to draw, write and colour in at home. Assist your child to hold the pencil/cayon between their thumb and fore finger rather than the web of the hand.
3. Use mostly lower-case lettering for writing, to make this consistent with writing taught at school. Eg. Darren Smith rather than DARREN SMITH.

4. Visit the local library and assist your child in choosing books.
5. Talk to your child, offering explanations for his/her many questions.
6. Rhyme, rhyme, rhyme together. Research shows that ability to rhyme is a great predictor of reading.
7. Meal times – sit together as a family away from the television and talk positively about the day's events. This is a good way to keep abreast of your child's day to day life at school. "What is something good that happened today?" "Who did you play with?" "What did you play outside?"
8. Display your child's school work which he/she will bring home.
9. Encourage your child to speak in sentences.
10. Encourage your child to read familiar brand names/local signs.
11. Count objects wherever possible eg cars, toys, cutlery, pegs.
12. Cook together and discuss the steps, weighing, temperature, etc.



## HEALTH (INFECTIOUS DISEASES) REGULATIONS

The following table indicates the minimum period of exclusion from schools and children's service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 & 14 of the Health (Infectious Diseases) Regulations 2001 – Schedule 6

Conditions	Exclusion of Cases	Exclusion of Contacts
<b>Amoebiasis (Entamoeba histolytica)</b>	Exclude until diarrhoea has ceased	Not excluded
<b>Campylobacter</b>	Exclude until diarrhoea has ceased	Not excluded
<b>Chicken Pox</b>	Exclude until fully recovered or at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency or receiving chemotherapy should be excluded for their own protection. Not excluded
<b>Conjunctivitis</b>	Excluded until discharge from eyes has ceased	Not excluded
<b>Cytomegalovirus Infection</b>	Exclusion not necessary	Not excluded
<b>Diarrhoea</b>	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced	Not excluded
<b>Diphtheria</b>	Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first not less than 24 hrs after finishing a course of antibiotics and the other 48 hrs later.	Excluded until investigated by the medical officer of health, or a health officer of the Department and shown to be clear of infection
<b>Glandular Fever</b>	Exclusion is not necessary	Not excluded
<b>Gastro (Vomiting)</b>	Excluded until 24 hours after last vomiting	Not excluded
<b>Hand, Foot &amp; Mouth Disease</b>	Until all blisters have dried	Not excluded
<b>Haemophilus type b (Hib)</b>	Excluded until medical certificate of recovery is received	Not excluded
<b>Hepatitis A</b>	Exclude until medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
<b>Hepatitis B</b>	Until recovered from acute attack	Not excluded
<b>Hepatitis C</b>	Exclusion is not necessary	Not excluded
<b>Herpes (cold sores)</b>	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
<b>Hoodworm</b>	Exclusion is not necessary	Not excluded
<b>HIV/AIDS virus</b>	Exclusion is not necessary unless the child has a secondary infection	Not excluded
<b>Impetigo (school sores)</b>	Excluded until sores have fully healed. The child may be allowed to return earlier provided that appropriate treatment has commenced and that sores on exposed surfaces (such as scalp, face hands or legs) are properly covered with watertight dressing	Not excluded
<b>Influenza &amp; influenza like illnesses</b>	Excluded until well	Not excluded
<b>Leprosy</b>	Excluded until receipt of medical certificate of recovery from infection	Not excluded
<b>Measles</b>	Excluded at least 5 days from the appearance of rash, or until receipt of a medical certificate of recovery from infection	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hrs of their first contact with the first case they may return to school.
<b>Meningitis</b>	Excluded until well	Not excluded
<b>Meningococcal Infection</b>	Excluded until adequate carrier eradication therapy has been completed.	Must be excluded until they have received appropriate chemotherapy for a least 48 hrs
<b>Molluscum Contagiosum</b>	Exclusion not necessary	Not excluded
<b>Mumps</b>	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
<b>Parvovirus / Slap Cheek</b>	Exclusion not necessary	Not excluded
<b>Poliomyelitis</b>	Excluded for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded

<b>Conditions</b>	<b>Exclusion of Cases</b>	<b>Exclusion of Contacts</b>
<b>Ringworm and Pediculosis (head lice)</b>	Re-admit the day after appropriate treatment has commenced	Not excluded
<b>Rubella (German Measles)</b>	Exclude until fully recovered or for at least five days after the onset of rash	Not excluded
<b>Salmonella, Shigella</b>	Exclude until diarrhoea ceases	Not excluded
<b>Scabies</b>	Excluded until appropriate treatment has commenced	Not excluded
<b>Streptococcal Infection (including scarlet fever)</b>	Exclude until the child has received antibiotic treatment for at least 24 hrs and child feels well	Not excluded
<b>Trachoma</b>	Excluded until appropriate treatment has commenced	Not excluded
<b>Tuberculosis</b>	Excluded until receipt of medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
<b>Typhoid fever</b>	Excluded until approval to return has been given to the treating physician	Not excluded unless considered necessary by the Department
<b>Whooping cough</b>	Exclude the child for 5 days after starting antibiotic treatment	Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics
<b>Worms (intestinal)</b>	Excluded if diarrhoea present	Not excluded