Altona P-9 College Middle Years Information Handbook
Altona P-9 College 2016

General Information

Principal  Ms Julie Krause
Assistant Principal  Mr Mathew Kelly
Leading Teacher  Mr Hamish McGee
Pedagogical Coach  Mrs Amanda Elmer – 2 days a week
Student Wellbeing  Mrs Julie Giles - 2 days a week
College Chaplain  Mrs Cathie Staunton – 1.5 days

Business Manager  Mrs Wendy Jennings
Administration  Miss Lauren Bell

School Address  Altona P-9 College
                103a Grieve Parade
                Altona 3018

Postal Address  Altona P-9 College
                Private Bag 9
                Altona 3018

Phone Number  9250 8050
Fax Number:  9315 9031
Email  altona.p9@edumail.vic.gov.au
Website  www.altonap9college.vic.edu.au
### Teaching and Support Staff at present...

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Prep</td>
<td>Miss Caitlin Walker</td>
</tr>
<tr>
<td>Year 1/2A</td>
<td>Mrs Chris Tseriotis</td>
</tr>
<tr>
<td>Year 1/2B</td>
<td>Mrs Melinda Tadic</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Mr Paul Trambulo</td>
</tr>
<tr>
<td>Year 5/6A</td>
<td>Mrs Megan Penry</td>
</tr>
<tr>
<td>Year 5/6B</td>
<td>Mrs Jayne Taylor</td>
</tr>
<tr>
<td>Year 7, 8 &amp; 9</td>
<td>Mr Joshua Moore</td>
</tr>
<tr>
<td>Ms Kate Wiffen</td>
<td></td>
</tr>
<tr>
<td>Mr Hamish McGee</td>
<td></td>
</tr>
<tr>
<td>Maths / Science:</td>
<td>Mr Gary Helmore  Mon to Thurs</td>
</tr>
<tr>
<td></td>
<td>Mrs Yasmine Latife</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Mrs Yasmine Latife</td>
</tr>
<tr>
<td>Italian</td>
<td>Ms Simone Costello  Mon to Thurs</td>
</tr>
<tr>
<td>Art/ Wood</td>
<td>Mr Ian Vening</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mr Rhett Dadswell</td>
</tr>
<tr>
<td>Edible Garden</td>
<td>Mrs Cathie Staunton – Kitchen specialist</td>
</tr>
<tr>
<td></td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>Ms Carolina Cordeiro – Garden specialist</td>
</tr>
<tr>
<td></td>
<td>Mon</td>
</tr>
<tr>
<td>Music</td>
<td>Mrs Rachel Cauchi (Early Years)</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
</tr>
<tr>
<td>Mr Jayson Cooper</td>
<td>(Middle Years)</td>
</tr>
<tr>
<td></td>
<td>Tues, Wed</td>
</tr>
<tr>
<td>Lab Technician</td>
<td>Mrs Simone Matthews</td>
</tr>
<tr>
<td>Food Tech Support</td>
<td>Mrs Rhonda Patros</td>
</tr>
<tr>
<td>Integration Support</td>
<td>Mrs Priya Govender</td>
</tr>
<tr>
<td></td>
<td>Monday to Friday</td>
</tr>
<tr>
<td></td>
<td>Mrs Lynne Johnson</td>
</tr>
<tr>
<td></td>
<td>Thurs, Fri</td>
</tr>
<tr>
<td></td>
<td>Ms Dione O’Brien</td>
</tr>
<tr>
<td></td>
<td>Monday to Friday</td>
</tr>
<tr>
<td></td>
<td>Mrs Rhonda Patros</td>
</tr>
<tr>
<td></td>
<td>Mon, Tues, Thurs, Fri</td>
</tr>
<tr>
<td></td>
<td>Mrs Simone Matthews</td>
</tr>
<tr>
<td></td>
<td>Mon, Wed, Thurs, Fri</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Mrs Cathie Staunton</td>
</tr>
<tr>
<td></td>
<td>Tues, Fri</td>
</tr>
</tbody>
</table>
Student Drop-Off and Collection Arrangements

Students
ALL students enter and leave our school at the Grieve Parade gate. There is a supervised children’s crossing and buses leave from the nearby dedicated town bus stop.

Students are NOT permitted to ride bikes, scooters, rollerblades, etc in the school grounds. They must walk through the school in a sensible and respectful manner at all times.

Families
Families of Prep to Year 4 students are asked to farewell their children at the start of the school day and then leave the Early Years Learning Centre, unless they have a specific role on that day.

Families of Prep to Year 4 students are also asked to wait outside the Early Years Learning Centre at the end of the day. Children will be dismissed by their teachers and will then meet you outside.

Parking
Families should follow all road and crossing signs outside our school and drive carefully at all times. There are many young children around at arrival and dismissal times.

The car parks on Grieve Parade and Civic Parade are for staff and visitors only. Parents do not have access to these two areas.

Before and After School Care:
Before and After School Care is available on-site run by Camp Australia. The program operates Monday – Friday. Students who attend the program are provided with a snack and a range of activities until they are collected by their parent/carer.

Before School Care operates from 7:00am – 8:45am and After School Care runs from 3:15 – 6:00pm

Please contact the Coordinator directly on…
MOBILE: 0450 778 047

Student Absences
Parents are responsible for calling the school first thing in the morning if their child is going to be absent on that day. The number is 9250 8050. It is College policy that once student absences are recorded in the mornings, office staff will contact families by 11am to clarify the whereabouts of each absent child.

REMEMBER: It is NOT OKAY to be away!
Every student is expected at the College every day.
Our Positive Outlook

Our beliefs of ‘respect, learn and care’ were agreed upon in consultation with our whole community. As a school, we aim to actively teach positive wellbeing in all that we do. We believe that a positive outlook is so important. We also believe and know that learning happens best when children and teachers are happy.

At Altona P-9 College, we have embraced the principles of Positive Psychology, which when it is used as a school improvement framework is known as Positive Education. Fundamentally, Positive Education is an approach which focuses on the strengths that each of us already has. We know that each of our students brings something amazing and different to their time with us, and that each of them has different strengths.

Students across our school will be taught explicitly what it is to be truly well; they will be challenged to think about what it is that makes them really happy. We work to make school a positive and happy experience for each and every child.

Ask yourself, what do you want most for your child? Most of us think, we want them to be happy. So, why not use school as the perfect learning environment to ensure that students are having as many opportunities as possible to experience happiness and positive feelings. Research supports Positive Education as having major and lifelong benefits for students and adults alike. Positive Education is taught across the school but in Prep-6 we use a program called Bounce Back.

Positive Education consists of many elements for pastoral care including, organisational skills, leadership development, a focus each student’s individual character strengths, mindfulness and building resilience.

As we continue to build our positive culture, where we are all respectful, caring and learners, your child will have access to the following:

- A dedicated P-9 Student Wellbeing staff member
- Access to departmental psychologists, speech pathologists for students at risk
- Participation in a yearlong teaching of wellbeing strategies at every year level
- Regular and planned buddying programs
- Participation in learning in the wider community
- A structured student rewards program, where strategies like points systems, reward postcards sent home, learning space monitors, etc is actively embraced and used
- Permanent and safe ‘home spaces’ where lockers, classes and teachers are located

‘Learning happens best when students feel happy, safe and supported by their school environment.’
Our Beliefs, Our Purpose and Our Mission

Altona P-9 College is an innovative Victorian state school which is organised into three distinct, yet connected learning communities: The Early Years P-4, The Middle Years 5-8 and our Year 9 Leaders. These communities are supported by carefully designed state-of-the-art facilities and equipment.

Our students are at the centre of everything we do and say. Our fundamental purpose is to enable all students to reach their potential. We know our students as individuals and believe that positive relationships are critical to achieving effective learning outcomes.

We believe improving student outcomes in literacy, numeracy and developing proficiency in elearning to be the foundation for access to further learning and future pathways. We highly value English, Mathematics, The Humanities, Science, Technology and the Arts, Languages other than English, Music and Physical Education. We are proud to offer our students such rich and diverse learning opportunities.

Each of our graduating Year 9 students has an individual pathway designed to support their transition beyond our school.

Our approach to learning and teaching is underpinned by the thinking of Positive Education. At Altona P-9 College, we are respectful, we are learners and we care about our world, ourselves and others.
A Rich and Viable Curriculum - AUSVELS

AusVELS is the Foundation (Prep) 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 Foundation (Prep)-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.

All students have access to online learning programs that can be accessed at home or at school. Programs are tailored by classroom teachers to reinforce content being taught in the classroom.

Middle Years Learning Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 9</th>
<th>Year 7 &amp; 8</th>
<th>Year 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Positive Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Food Technology</td>
<td>0</td>
<td>2 per semester</td>
<td>0</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>0</td>
<td>2 per semester</td>
<td>0</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Art / Technology</td>
<td>0</td>
<td>0</td>
<td>1 – experience Wood Technology / Art</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sport</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>YEAR 9 ELECTIVES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Altona P-9 College 2016

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Food</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

**NOTES:**

Health is taught within the Physical Education program in Year 7 and 8. A dedicated hour in Year 9 provides students with access to future pathways in senior secondary school. The college has access to a dedicated secondary school nurse who works with staff to facilitate health education / personal development programs in the middle years.

Altona P-9 College provides a comprehensive Camps program for Middle Years students. In Years 7&8 students will have a coastal camp and inland initiatives based camp experience to prepare them for the Year 9 Mt. Buffalo adventure camp.

<table>
<thead>
<tr>
<th>Year 7&amp;8</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Camp Curumbene</strong>&lt;br&gt;Corop- North East Victoria&lt;br&gt;2nd - 4th March, 2015 Cost: $230.00</td>
<td><strong>Camp Wyuna</strong>&lt;br&gt;Queenscliff- Bellarine Peninsular&lt;br&gt;Victoria Cost $TBA</td>
</tr>
<tr>
<td>Year 9</td>
<td><strong>Mt. Buffalo</strong>&lt;br&gt;Adventure Camp</td>
<td><strong>Mt. Buffalo</strong>&lt;br&gt;Adventure Camp</td>
</tr>
</tbody>
</table>
1:1 Laptop Policy

Students in Years 7-9 currently access the Toshiba L850 1:1 Laptop co-leasing program in conjunction with Altona P-9 College. Due to the college’s dedicated financial commitment to this leasing program, the cost to families has been greatly reduced. Families will pay only $250 for full access in the 2015 school year. This current leasing arrangement ends at the end of the 2015 school year.

Altona P-9 College will be setting new leasing arrangements for 2016 and beyond. The arrangements may differ from the current arrangements.

At the beginning of the school year, students complete an Online Rights and Responsibilities course and must achieve 100% on the related exam before ‘take home’ privileges are afforded.

Instead of purchasing text books in booklists, curriculum resources are bundled in to the computer lease when payment is made. These include... Pearson Maths, Science, History and Geography eBooks and assessment programs.

Students will also have access to online subscriptions managed by the college including Mathletics, Reading Eggs, Spellodrome and IntoScience. Much of the college’s homework program is set using these subscriptions.

Student will also have personal access to ‘The Age’ digital newspaper online to assist with their studies.
Altona P-9 College 2016

In 2013-2015 families co-lease the...Toshiba Satellite Pro L850 - Intel i7-3610QM, 15.6" HD, 8GB DDR3, AMD 2GB, 750GB, Windows 7 /64bit Pro model

Where to beyond Year 7?

Altona P-9 College prides itself on the professional relationships students are able to build with teachers. Students build a strong rapport with their ‘key’ teachers through Years 7 & 8, culminating with a Year 9 experience that focuses on ‘Pathways’ for the future.

Year 9 Leading Teacher Mr Hamish McGee teaches English and Humanities across Year 7-9 and is also the Head of Student Engagement. This role give him the opportunity to know the strengths and passions of individual students.

Principal Representatives from local Senior Secondary Colleges are invited in to speak to Year 9 students in Term 2; to help students understand the subject selection options for their respective colleges. From this point, Mr McGee invites families in to discuss the individual needs of students to ensure the most appropriate selection is made.

Students from Altona P-9 College have a direct entry agreement with Bayside P-12 (Year 10-12 Paisley Campus). Other schools that Altona P-9 College regularly transitions students to when accepted are:

- Williamstown High School
- Point Cook Senior Secondary
We pride ourselves of the personal growth of our students, this includes their academic progress. As we welcome many students to our college in Year 7, our goal is to see maximum growth over the short period of time they are with us. The data below demonstrates the excellent achievements of students within the college when compared to that of other students in Victorian schools. Our growth has been significant.

Altona P-9 College featured in ‘The Age’ on 5th March 2014 as it was recognised as producing a “performance in the literacy and numeracy test (that) exceeded the national average improvement.”

**Achievement Data**

NAPLAN Relative Growth
Year 7 - Year 9

Relative gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.

NAPLAN relative growth is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’. 
Our Uniform Expectations

Our College uniform policy states that ‘students should be in full school uniform at all times.’

If students are not in full school uniform on any given day, a note must be provided from home to explain the reason for being out of uniform.

Our school uniform is available for purchased at CC Jeanery in Laverton. Double C Jeanery is open 7 days a week and stocks all elements of our uniform, including shoes.

Double C Jeanery is located at: 2 Aviation Road, Laverton, 3028. Ph: 9369 4307

Uniform price lists are available from the school office and the college website and from CC Jeanery.

Year 5-9 Uniform
About Us:
Here you can find information relating to the school strategic and annual plans, our vision and purpose, current policies and uniform requirements.

Recent Events:
Here you can keep up to date with some of the activities students have been up to. Photos and descriptions of activities will tell the tale.

Positive Outlook:
Information to support our work around Positive Psychology/Education & Positive Behaviours Rewards Systems (PBS).

Our Website
www.altonap9college.vic.edu.au
Our College Expectations

Please note: Our website will be upgraded in 2015 to include push notifications using our new app so you will always be up to date with recent events.
To ensure that our school is a positive, safe place for our students, it is of course absolutely necessary to have a set of commonly understood rules. We have 6 main rules, from which other expectations arise. These rules are shared with our students and the behaviours and attitudes that we want to see and hear in our school are actively taught.

- Move and play safely.
- Care for yourself, others and property.
- Resolve problems calmly, sensibly and fairly.
- Respect others through speech and manners.
- Work as well as you can and allow others to do the same
- Correct College uniform to be worn at all times.

As a school, we make no apology for having very clear rules and expectations. As with any part of our society, in order to facilitate learning, the development of effective relationships and general harmony with a large group of people, we must adhere to some basic rules and guidelines.

We have agreed sanctions and discipline systems that we implement for breaches of our student rules and expectations. At any time, the College leadership team are happy to talk to you about any queries or questions that you may have.

Please don’t hesitate to contact us at school for a personal school tour with our Principal, Ms Julie Krause

Tel: (03) 9250 8050
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Uniform and Grooming policy. It is also vital that our College uniform policy supports the learning structure of our P-9 College: Early Years, Middle Years and Year 9 Leaders.

B. Aims / Purpose

- To promote equality amongst all students.
- To further develop a sense of pride in and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.
- To connect students to their Stages of Learning in a P-9 College.

C. Implementation

- After consultation with the school community and the student body, School Council has developed a Uniform and Grooming policy that will engender a sense of pride in our school, allows for students to safely engage in the many varied school activities and caters for the financial constraints of families.
- The Uniform and Grooming policy applies during school hours, while travelling to and from school, and when students are on school excursions.
- Summer and winter uniforms, as well as sports uniforms will be prescribed, and are required to be worn every day at school.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery. No facial piercing is acceptable at school.
- Extreme and unnatural hair colours (eg: green, pink or purple rinses) are not permitted.
- Long hair MUST be tied back in a pony-tail every day at school. This is for girls and boys.
- Other than clear nail polish, cosmetics may not be worn at school.
- The only headwear that is acceptable is Sunsmart hats consistent with our Sunsmart policy. They must be worn outside in terms 1 & 4. Hats are not to be worn inside.
- The Uniform and Grooming policy, including details of uniform items from CC Jeanery, Aviation Road, Laverton, will be published in the newsletter at the start of each year. It will also be posted to all parents at the conclusion of the year previous for effective planning.
- School Council requires the Principal be responsible for implementation of the Uniform and Grooming Policy in a manner consistent with the Student Code of Conduct and Engagement policy.
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship. State Schools Relief is a vastly over-stretched resource and any access of this service must be approved by the Principal.
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability or health condition must apply in writing to the School Council for consideration.

D. Evaluation

- This policy will be reviewed as part of the school’s three-year review cycle.
Altona P-9 College Sun Smart Policy

Date of Commencement as ratified by School Council: November 2013

A Rationale
A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first 10 years of life is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

The Altona P9 College SunSmart Policy has been developed to ensure that all students and staff attending this school are protected from the above listed risks.

B Purpose
- To educate students as to suitable SunSmart protection strategies.
- To encourage students and staff to protect themselves from the harmful effects of the sun.

C Implementation
- Shade: A shade audit is conducted at the date of policy development or review to determine the current availability and quality of shade. The school council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. lunch, canteen, outdoor lesson areas and popular play areas. The availability of shade is considered when planning excursions and all other outdoor activities.

- Clothing: All Altona P-9 school uniform is regarded as sun protective clothing. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses and shorts.

- Hats: All students (P-9) are required to wear a school bucket hat that protects their face, neck and ears, whenever they are outside. Staff must also wear Sun Smart hats. This will not be strictly enforced between the months of May and August when the UV level average is below 3. Baseball or peak caps are not considered a suitable alternative.

- Sunglasses: Students and staff are encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible. This is not compulsory.

- Sunscreen: The school supplies SPF 30+ broad spectrum, water resistant sunscreen for staff and students’ use. Sunscreen will be available in each classroom and will be encouraged to apply this to themselves 20 minutes before going outdoors and reapplied every two hours if outdoors. Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).

- Curriculum: Programs on skin cancer prevention and vitamin D are included in the curriculum. SunSmart behaviour will be regularly reinforced and promoted to the whole school community through newsletters, school website, staff meetings, school assemblies, student and teacher activities and on student enrolment. The SunSmart policy will be reflected in the planning of all outdoor events, in particular using shaded areas wherever practicable to do so.

D Evaluation: This policy will be reviewed as part of the college’s 3 year review cycle.

This policy is in accordance with the recommendations as outlined by SunSmart Victoria www.sunsmart.com.au as subsidiary of Cancer Council Victoria.
Altona P-9 College Anaphylaxis/Allergies

Rationale:
- Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common cause in young children is contact with eggs, peanuts, tree nuts, cow milk, wheat, soy, fish and shellfish, domestic animals, bee or other insect stings and some medications. A reaction can develop within minutes of exposure to the allergen.
- Staff, parents and guardians need to be aware that it is not possible to achieve a completely allergen-free environment. The college recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction.

Aims:
- To minimise the risk of exposure and an anaphylactic reaction occurring while the child is in the care of the school.
- To ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an EpiPen®/Anapen®
- To raise awareness of anaphylaxis and its management through education and policy implementation.

Implementation:
1. Actively seek information to identify students with severe life threatening allergies at enrolment and conduct a risk assessment of the potential for accidental exposure to allergens while the student is in the care of the school.
2. Ensure all students with anaphylaxis have an up to date (annual) written anaphylaxis management plan consistent with DEECD requirements completed by their doctor or paediatrician. Appropriate plan proforma are available at http://www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm
3. Advise parents/guardians that they are responsible for ensuring that the school is supplied with an EpiPen®/Anapen® for storage at school and any changes to the emergency management of their child’s condition. Students will not be permitted to attend school until an up-to-date Epi-pen and Anaphylaxis Management Plan is presented and discussed with the school.
4. In the event of an Anaphylactic/Severe Allergic reaction, the student’s actions plan will be activated and an ambulance called. Ambulance cover is the responsibility of each family.
5. Items brought in to the school that are to be shared amongst students that pose a possible anaphylactic risk may be respectfully withheld.
6. Anaphylaxis plans will be displayed in the sick bay; all staff will be made aware of the location. Information will also be displayed, with a photograph of the student/s concerned on the walls of the relevant staff meeting areas and in Casual Relief Teacher information.
7. Ensure that the Anaphylaxis Response kit is stored in a location that is known to all staff, easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat. Clear written instructions on how to use the EpiPen®/Anapen® will be included in the school kit and displayed inside the cupboard door where the EpiPen®/Anapen® is stored.
8. A trained first aid staff member will be responsible for checking EpiPen®/Anapen® expiry dates and advising parents a replacement is required. Classes with a child with anaphylaxis will hold a discussion about the condition and prevention strategies at the commencement of the school year. A letter will be sent at the commencement of the school year to the parents of all students in the same class as a child at risk of anaphylaxis, advising them of the condition. Posters will be displayed in the all learning spaces.
9. Anaphylaxis Management Training will be provided every 3 years to staff by the departments recommended accredited provider. In addition professional development will be provided twice yearly for all staff (including specialist, casual relief, canteen and office staff) on the nature, prevention and treatment of anaphylaxis attacks, including the use of the EpiPen®/Anapen®
10. Ensure that the EpiPen®/Anapen® kit for each child at risk of anaphylaxis is carried by a trained adult on excursions that this child attends.
11. Community Education notices about anaphylaxis will be placed in the Parent Handbook distributed to all families at the commencement of the school year and in the school newsletter at least once a term.
Mobile Phone Use (by Students)

Rationale

- Altona P-9 College recognises that student access to a mobile phone is viewed as important by many of our families. Altona P-9 College also recognises that their use, for travel, re-confirming after school arrangements, etc is again viewed as important by many families.
- While the school does not support the banning of new technologies which are commonly supported in the community, students and families are still urged to be cautious about bringing mobile phones to school and students do so at their own risk.
- As with all privileges there is responsibility and if students do bring mobile phones to school, they must be managed according to this policy and our College expectations or they will have the privilege removed.

Purpose

- To ensure Altona P –9 College provides clear policy advice on the use of mobile phones.
- To ensure the school complies with DEECD policy and guidelines.

Implementation

**Prep-6:**

1. Mobile phones are collected by classroom teachers at the beginning of the school day and distributed at dismissal time 3:05pm.

**Years 7-9:**

1. As a general rule, mobile phones should only be used by students in cases of genuine need and only outside of normal school hours.
2. If a mobile phone is brought to school it must be switched off at all times except for circumstances where there is an educational purpose and strictly with the supervising teacher’s permission.
3. With the exception of supervised use of for educational purposes, mobile phones must not be used during classes during the school day. This includes the making or receiving calls, the sending and receiving of text messages, photos or data.
4. If any student is feeling unwell at school and needs to go home they must arrange this through their supervising teacher who will refer them to the College office. Under no circumstances may students use mobile phones to contact home and make arrangements to leave school. All communication between students and families is directed through the college administration building.
5. Mobile phones are brought to and kept at school entirely at their owner’s risk. The school cannot accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use. Students and families must recognise that mobile phones are a target for theft and is another reason why locking them away in lockers is strongly recommended.
6. Parents and students should ensure that phones are properly insured as personal property.
7. Appropriate action at the Principal’s discretion (including suspension) will be taken against any student who:
   a. Photographs or films other individuals (staff or students) without their consent or who sends harassing or threatening messages.
   b. Is/are caught using a mobile phone in exams or assessments.
   c. Refuses to submit their phone upon request by a teacher or principal.
8. If a phone is confiscated it will need to be collected from the Principal or Assistant Principal.
9. Please refer also to the school’s Student Engagement Policy and College Discipline documents.

Evaluation

- This policy will be reviewed as part of the school’s review three-year cycle (May 2017) or if guidelines change.

Homework Policy
Rationale

- Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning. Research proves an appropriate amount of purposeful homework with feedback makes a positive difference to student learning outcomes. Homework should be completed by students, not by parents/guardians.
- Research from Marzano, Pollock and Pickering in Classroom Instruction That Works, states: “...even though there is certainly a practical and ethical limit to the amount of homework that should be assigned to students at the high school level, the more homework students do, the better their achievement...data indicates that for about every 30 minutes of “additional homework a student does per night, his or her overall grade point average increases...”
- School Councils are responsible for developing and publishing a homework policy in partnership with the Principal and teachers and after consulting with parents and students. The school-level homework policy should be consistent with DEECD Homework Guidelines.
- Homework should be:
  - appropriate to the student’s skill level and age
  - purposeful, meaningful and relevant to the curriculum
  - interesting, challenging and when appropriate open ended
  - assessed by teachers with feedback and support provided
  - balanced with a range of recreational, family and cultural activities

Purpose

- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.
- To improve student learning outcomes.
- To ensure that Altona P – 9 College complies with DEECD policy and guidelines.
- To ensure that the school sets homework that supports educational requirements

Implementation

1. All families will be advised of our homework expectations at the beginning of the school year.
2. The school will provide parents with a copy of the homework policy.
3. Learning teams will write to families at the beginning of each term outlining the learning program and expectations for the coming term both for in class and at home.
4. Teachers will communicate homework expectations and requirements to families by a weekly email; homework expectations and requirements will be uploaded to the College website for families to check.
5. All students will be allocated homework diaries: these will be the junior diary for P - 4 and the official College diary from Year 5 – 9.
6. Parents and teachers will be expected to check and sign student diaries on a weekly basis.
7. Classroom teachers will set daily homework appropriate to each child’s skill level and age. This will most often be independent reading and Mathletics tasks.
8. Homework activities should be interesting, challenging and where appropriate, open-ended.
9. Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.
10. All homework activities must be assessed with feedback and support provided by teachers.
11. Homework must not be set during weekends or vacations.

Early Years (Prep – Year 4)

Homework will generally not exceed 30 minutes per day

Homework will consist mainly of:
- Reading activities to, with and by parents.
- Mathletics tasks as set by teachers
- Simple extension tasks associated with classroom activities.
- Gathering of additional information or materials
- A term-long homework inquiry project each term; the outcomes of which will be shared and celebrated with families

Middle Years (Years 5 – 8)
Homework will not exceed 60 minutes a day and will be coordinated by the teaching team to ensure students aren’t over-loaded at any one time.

Homework will consist mainly of:

- Independent reading on a daily basis
- Mathletics tasks as set by teachers
- Tasks such as continuation of classroom work, projects and assignments and research.
- It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.
- Each week, students will complete an extended homework task linked explicitly to one of the units they are studying. This task will generally take about 60 minutes to complete and will be due one week from the day students receive the task. Students will receive individual feedback for this task.

Year 9 Leaders

Homework will generally not exceed 60 minutes per day and will be coordinated by the teaching team to ensure students aren’t over-loaded at any one time.

Homework will consist mainly of:

- Independent reading on a daily basis
- Mathletics tasks as set by teachers
- Weekly Maths homework which will generally take about 60 minutes to complete
- Weekly Literacy homework which will generally take about 60 minutes to complete
- Tasks such as continuation of classroom work, projects and assignments, essays and research.
- It is acceptable for teachers to assign unfinished classroom activities as additional homework tasks.
- Specialist teachers will set homework on a monthly basis in collaboration with the teaching team.

Evaluation

- This policy will be reviewed as part of the school’s three-year review cycle (September 2017) or if guidelines change.