



INFORMATION BOOK



learning for life

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PRINCIPAL'S MESSAGE

I extend a warm welcome to you and your child to the Findon Primary School community.

I am proud to offer you caring and conscientious staff, excellent facilities and innovative programs to enhance the learning for your child. I look forward to your involvement in your child's education and encourage a positive partnership between home and school. This partnership will support your child's journey through primary education to ensure that it is enjoyable and rewarding.

Our school is structured around four Learning Teams and Specialists – Foundation/Year 1, Year 2/3, Year 4/5 and Year 6. The teachers in these Learning Teams plan and work closely together having a shared responsibility for all students in their team. The Learning Teams have a combination of straight year levels and composite classes. Learning in each classroom is differentiated and caters for the needs of each student.

Findon Primary School values the relationship between parents, students and our teachers. At all times we encourage open and honest communication and believe this will model to our students effective problem solving and appropriate social behaviours.

In line with these principles, our students are openly encouraged to realise their responsibility for their behaviour. Our following school values reflect expectations of all staff, students and parents in our community.

Care and Compassion

Respect

Freedom

Integrity

Fair Go

Tolerance

Doing Your Best

Responsibility

Honesty

Our Student Wellbeing and Engagement policy and Code of Conduct is clear, firm and fair for all. Teachers, students and parents are involved in the implementation of this code.

Findon Primary School has a supportive but challenging innovative learning environment with a focus on improving student outcomes in all areas to provide a world class learning environment. Our programs are specifically designed to respond to all students' learning needs. Our school priorities are English, Maths and Inquiry, with a milestone in Years 4/5 where students take part in our Stephanie Alexander Garden program.

Please do not hesitate to contact me for further information about our school or our programs, or to talk about your child's educational needs.

I look forward to our partnership and providing your child with an exciting and fulfilling education during your time here at Findon Primary School.

Regards

PAULA COSGRAVE

Principal

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GENERAL INFORMATION

SCHOOL TIMES

At Findon Primary School our day consists of five learning blocks. These are:

09.00 am to 11.00 am	Session 1 & 2
11.00 am to 11.30 am	Recess
11.30 am to 1.30 pm	Session 3 & 4
01.30 pm to 1.45 pm	Lunch is eaten in classrooms
01.45 pm to 2.30 pm	Lunchtime
02.30 pm to 3.30 pm	Session 5

The two-hour learning block provides very valuable and sustained learning time for our students. All students snack on fruit at 10.00am to assist with focus and to rehydrate the brain. As lunch is not eaten until 1.30 pm, students require half a sandwich and a piece of fruit at the first recess break. Lunch is eaten in the classroom from 1.30pm until 1.45pm and supervised by the teacher. In the Early Years Classes (Years Foundation to Year 3) extra time is given to complete lunch inside. However, some students do need extra eating time and this is provided outside in the courtyard area. In this area, the students are under the supervision of the yard duty teacher.

EXCURSIONS AND SPECIAL EVENTS

Excursions, incursions and special events eg Special Visitor's day, Year 2 Sleepover are important events in our school calendar. They are planned to enrich and complement the learning that takes place in the classroom.

Participation in an excursion/ incursion requires parent's approval/payment to the office by the requested date.

PAYMENTS

When sending money to school for excursions, school photos, etc we request that you enclose the correct amount in an envelope with your child's name, homegroup, room number and the amount printed on the outside. All money must be delivered to the school office.

SUPERVISION OF YOUR CHILD

Supervision of students in the school grounds commences at 8.45am until 8.57am in the morning. Please ensure that your child does not arrive at school prior to this time. At recess and lunchtime teachers are timetabled on the school grounds to supervise the children. After school, supervision of students in the grounds occurs from 3.30pm until 3.45pm.

LATE PASSES

Students are required to be in their classroom before 9.00am. This gives the students time to go through the morning process, unpack their bag and organising themselves ready to begin their learning at 9.00am. If your child arrives at school after 9.00am, they must go to the General Office and get a 'Late Pass'. This process helps us keep your child safe and provides us with an accurate record of pupil attendance. Frequent lateness is unacceptable, as it makes accessing maximum learning time difficult and disrupts the learning of others.

CHILDREN LEAVING SCHOOL EARLY

If your child needs to leave school early for a dental or medical appointment, please call in at the General Office and arrange to collect your child. No child will be permitted to go home alone during school hours. You must sign your child out in the EARLY LEAVER'S BOOK which is located at the office, and you will be issued with an 'Early Dismissal Pass'. Please give this pass to your child's class teacher as you collect your child.

OUT OF SCHOOL HOURS CARE PROGRAM (OSHC)

Findon Primary School offers a Before and After School Care Program. Our OSHC program is contracted to Camp Australia who is the nation's leading provider of quality, safe, fun and professional OSHC. It strives to present quality programs, while maintaining important and trusting bonds between home, school and OSHC. When attending the OSHC Program, the children receive healthy snacks and participate in a range of exciting and fully supervised activities. The OSHC program operates out of our school's Hall and parents are required to deliver and collect students from this point.

An enrolment form which includes medical information, a current Immunisation Certificate and a Medical Consent Form must be completed before a child is able to initially attend either program. Parents can also apply for Commonwealth Assistance to help with fees. The rebate is based on income. If you are interested in registering your child for the OSHC Program, or would like to find out further information, please ring Camp Australia on 1300 105 343 or visit the website www.campaustralia.com.au

Hours	Before School Care	7.00am to 8.45am
	After School Care	3.30pm to 6.00pm

CLASSROOM/SCHOOL REQUIREMENTS

Findon Primary School is a State Government funded school. You child will still require the following items to begin their new school year.

- **Bookpack**

For parent convenience and value we organise the provision of a Bookpack through our supplier. The Bookpack is collected from the school. This includes the students 'writing book', stationery for the year, computer access program fee and a Voluntary Levy for a School Council project.

- **A school uniform**

The wearing of the uniform is an expectation as agreed by School Council policy.

- Findon Primary is a Sunsmart School, so it is compulsory that children have the following items - a school hat and sunglasses to wear during Terms 1 and 4. The school rule is no hat, no sunglasses - no play. Students will not be allowed to participate in sport or play outside without a hat or sunglasses. They will be restricted to the shade or inside in hot weather. Both these items are available at the school office.
- Sensible black shoes - NO thongs, NO open sandals as this is a safety issue.
- An Art Smock.

NEW STUDENTS TO FINDON PRIMARY SCHOOL

When a child starts mid-term we endeavour to make their transition as easy as possible. The class teacher will introduce your child to the class and assign a 'buddy' to show your child around. Findon students are helpful and take care of others. We encourage your child to join in activities and be confident about the new friends they will make. Please organise a designated place at our school to meet your child each afternoon, especially in the first few days. If there are younger brothers and sisters to collect ensure they know where you will meet them.

HOW CAN YOU HELP AT SCHOOL?

There are a variety of ways you can become part of our school community. We really value the partnership between home and school and encourage you to become actively involved in your child's school life.

You could:

- Become the Parent Rep for your child's class
- Become a classroom helper and assist in the classroom
- Become a reading helper
- Volunteer for cooking or gardening activities in the Stephanie Alexander Kitchen Garden Program
- Volunteer to assist on excursions / local walks
- Attend school functions such as working bees and barbecues. Your Learning Team will have only one Working Bee to attend for the year.
- Join committees—new committee members are always most welcome.

Some Committees are:

School Council	Buildings & Grounds Committee
Education Sub-committee	Finance Sub-Committee
Parent Representative/ Community Links Committee	

LOST PROPERTY

Please label all of your child's school uniform and personal belongings. If an item is named it is easy to return this to the child. If your child has lost any belongings please check the pegs in his/her area and if necessary call at the reception area in the main office and inspect the lost property baskets which are located near the First Aid Room.

NEWSLETTERS AND NOTICES

Our weekly Newsletter is published on Tuesdays and sent home to the eldest in each family. The Newsletter is also available on our website www.findon.ps@vic.edu.au and through our TiqBiz 'app'. The newsletter contains important information about current school events. A Yearly Calendar is available on the website which is regularly updated with upcoming events.

SCHOOL BANK

Bank day is TUESDAY. Parents of Foundation students will be notified when they can open a Bank Account for their child through the school. Please note that if withdrawals are required, these cannot be done at the school. Parents must call the bank personally.

ASSEMBLY

Our Whole School Student Led Assembly, celebrates student achievements/activities, and showcases 'The Week That Was'! It is held every Friday afternoon in the BER at 2.45pm. Parents are warmly invited to attend the assembly.

FINDON EARLY LEARNING CENTRE

3 year old rostered playgroup

This is an innovative program that supports the research and recognises that the years 0 to 5 are the most important for learning. The ELC is operated by trained staff who value the place of play in the scheme of learning. Each session is fully planned and you are encouraged to be part of the learning offered. The rostered playgroup is targeted to 3 year olds and provides 'hands-on' opportunities for skill and social development. A parent information manual is available from the school office.

STUDENT LEARNING

3 WAY STUDENT LED CONFERENCES

A significant feature of our school is the 3 way student led conferences that occur twice a year to celebrate the learning your child has been involved in. Early in the year parents are invited to meet with their child's teacher and their child so that teachers can outline the learning program for the year, and together with parents and students, form learning goals for each student for the first semester. At Findon, our teachers make a commitment to reporting each term. Each term there is an opportunity for parents to either take part in an interview or see evidence of their child's learning achievements through the Student Portfolios. Teachers and students collect samples of work, which show the learning for the term at school. These are collected in Portfolios and are sent home at the end of every term. Student Digital portfolios have been developed in Years 4-6. Student led conferences take place for all students at the end of Term 2. These conferences provide students and teachers with the opportunity to speak about progress and form new goals for the second semester. A written report is sent home at the end of Term 2, and at the end of the year.

LEARNING TECHNOLOGIES

At Findon, we believe 21st century education integrates Web 2.0 applications and technologies and engages students in ways not previously possible. 21st century learning allows students to publish content online, enhances achievement and the ability to connect with others online. Incorporating ICT into our programs has allowed us to engage and motivate our students whilst assisting them with the ICT skills needed to effectively communicate and learn in our ever changing world. Web 2.0 applications such as blogs, wikis, and interactive websites are commonly used throughout our programs and allow our students to contribute, collaboratively online learning.

ICT @ Findon Primary

Integrating ICT into our programs motivates and engages students to learn as well as develop their literacy, numeracy and ICT skills. Foundation students begin using programs such as Broadlearn, Sunshine Alphabet, PM Storybooks and Kid Pix. As they move up through the year levels, they are exposed to skills in order to use the internet safely, use the internet to find answers to their questions, contribute to wikis and blogs, create digital stories, develop Claymation animations and produce their own movie.

Every classroom has an Interactive Whiteboard (IWB), and we know that these tools have a positive impact on student engagement, student attention and the ability to integrate with Web 2.0 applications in classroom programs. Students in Foundation to Year 2 also have access to library sessions weekly where specific ICT skills are taught. All students have access to desktops and netbooks in their classrooms, all connected to the internet.

At Findon, we have a 1:1 netbook program for students in Years 4 to 6. Students are given the opportunity to lease a netbook from the school. Students have access to these netbooks both at home and school for the life of the lease. Over 95% of families take up this option to assist their child's learning. For the students who do not choose to join the netbook program the school will provide a laptop or desktop to use during school hours. Students in Years 4/5/6 collect evidence to support their learning in a digital portfolio.

The DEECD Netbook research shows that students with 1:1 access to a netbook are:

- more motivated and engaged in learning
- better organised which improves literacy and numeracy outcomes
- better able to collaborate and think analytically

1:1 Netbooks improve learning in and out of school by encouraging:

- anywhere, anytime access to learning
- independence, eg promotion of problem solving skills
- greater access for family involvement in education through accessing their Netbook
- collaboration between students in global classrooms
- students to communicate appropriately and safely in social websites
- the ability to access homework and school information online and offline
- more time for teachers to teach students to use the internet appropriately as a tool to learn
- greater access to real-time information, digital learning resources and educational software
- working in online spaces such as a Wikispace where students can access varied content to support their level of understanding in a subject area
- immediate feedback on their learning, students have access to reflect instantly and not wait for their work to be corrected by the teacher
- the ability to digitally capture any learning, such as videos or photographs to create stories
- opportunities to discuss cyber bullying as a real issue and discuss impacts of this as a class

AusVELS: ENGLISH – READING, VIEWING, WRITING, SPEAKING & LISTENING

Our School Strategic Plan (SSP) clearly identifies the importance of, and our commitment to, developing the Literacy skills of all our students. The English curriculum specifically identifies required skills in the areas of reading, viewing writing, speaking and listening. The learning/ teaching in these areas are interrelated and do not occur in isolation.

Years Foundation to 3 – Laying the foundations

When children enter our school, they bring a wide range of prior experiences with language in verbal, visual and written forms. The diversity of their social, cultural and linguistic experiences means that they arrive at Findon with different starting points. In these years students develop foundational skills in reading, viewing, writing, speaking and listening. Developmental play and oral language play a key role in learning to read and write. At this stage, learning to read and use written language effectively is crucial; the development of strong literacy skills in these years provides the basis for future success in learning. Students learn to use appropriate language, both formal and informal, in the new contexts of school and classroom. They ask and respond to questions, and participate in investigations and play based learning in the classroom, learning how to take turns and listen to others.

In the first years of school, students learn how sounds in English are represented alphabetically. They use their background knowledge and vocabulary knowledge in reading to obtain meaning from print. They practise reading different kinds of texts to achieve fluency. With teacher and parental support they develop personal interest in reading, and the motivation to read for a variety of purposes. They develop an appreciation of the ways reading, viewing, writing, speaking and listening provide opportunities to acquire knowledge, explore ideas, express opinions and listen to the opinions of others.

Our school has made a commitment to the implementation of the Early Years Literacy Program. The Early years Literacy Program is a strategy used by schools to improve early literacy. The program recognises that all students should succeed at literacy by the end of their third year of schooling. Students without the literacy skills and abilities to read, write, use language and understand its meaning in a range of context will struggle to realise their true potential and capabilities.

The essential components of the Early Years Program are:

- A daily 2 hour literacy session
- Small group learning centres
- A partnership between home and school
- A whole school commitment
- A Language Support Program for students at risk
- Intervention and small group withdrawal for explicit teaching
- Additional support for students in Early and Middle years eg Corrective Reading
- Supporting Early Literacy Learning Groups (SELL) for students in years 1-3
- Parent programs so that assistance at home can support class instruction
- Classroom Helpers program. Training is held regularly. Parents are encouraged to assist with the reading and literacy program in each classroom.
- Home Reading as an essential part of our school's reading program. Students will be able to bring chosen texts home to read with their parents.

Years 4 to 6 – Building breadth and depth

In Years 4 to 6 students begin to consolidate and build on their knowledge and skills related to language and texts. Typically they are independent readers and writers who take more responsibility for their learning. In these years they begin to develop more structured and critical appreciation of the texts they respond to, comprehend and compose. As students progress through this stage they become more observant of the world around them and more aware of the influence of socio-cultural conventions and expectations. They learn how to use informal and formal language appropriately in a wider range of social contexts and for a range of purposes, including school purposes and those relevant to their lives beyond school. They read, view, write, speak and listen to an expanding range of texts that present challenging ideas and issues. They make connections between their own experiences and ideas and the experiences and ideas they encounter in texts drawn from many contexts.

AusVELS: MATHEMATICS

Our School Strategic Plan (SSP) also clearly identifies the importance of, and our commitment to, developing and continually improving the Mathematical understandings and skills of all our students. Mathematics is organised into three strands which are often linked during instructional delivery:

- **Number and Algebra** - focuses on developing students' understanding of place value counting, magnitude and order.
- **Measurement and Geometry** - focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference
- **Statistics and Probability** - focuses on representing and interpreting data in a variety of ways.

Years Foundation to 4 – Laying the foundations

During these years students develop fundamental knowledge of number, space, measurement and the foundations of the development and use of mathematical processes.

Early in this stage, mathematical activities centre on play and the manipulation of physical objects in settings that support engagement and behavioural and social development. Students are encouraged to describe and discuss their immediate environment and daily activities using the terms and constructs of elementary mathematics. By sharing and interacting with others, students' existing knowledge and concepts are further developed. Early in this stage, students sort, count and compare concrete objects, and draw, arrange and manipulate simple shapes and objects. They use and describe basic measurement concepts related to themselves or familiar objects.

Later in this stage, students begin to recognise the structure of number and develop understanding of number as an object in its own right, and extend their number knowledge and representation of mathematical processes beyond their immediate environment. They can recognise and work with simple patterns in number and recognise the use of mathematics in daily life.

Years 5 to 6 – Building breadth and depth

During this stage, students begin to develop many of the abstract and conceptual understandings of mathematics required for later success. Students become increasingly complex thinkers and begin to apply logical reasoning and related mathematical processes to both concrete and abstract ideas. However, the rate of cognitive, emotional and behavioural development that enables students to begin working with abstract ideas varies significantly between students and is dependent on both environmental and social factors. It remains important that students can recognise and appreciate contextual and personally relevant applications of the mathematics being studied. With an increasingly outward focus on mathematical work, students develop greater sophistication in the use of mathematical language.

Mathletics/Spellodrome

Students at our school use Mathletics and Spellodrome which are computer based mathematics/literacy programs for home and school use.

PROGRAM FOR STUDENTS WITH DISABILITIES (PSD)

Our school has a positive approach to the provision of inclusive schooling for all students in the education programs and social life of our school. We have Education Support Officers who work with students who have been identified as meeting the criteria for the PSD. The School receives funding in its Resource Package to meet the learning needs of these students.

LIBRARY

From the beginning of the year your child will be coming to the Library each week. We encourage them to develop a love of books, stories and language. We teach students how to care for their own library books at home (away from younger brothers and sisters). Every week, when your child borrows a book, please read it, or talk with them about the pictures. We have discovered that students who hear many stories are usually the best readers later in their schooling. Please remind your child to return his/her library book every week so they can borrow a new book. Each student will be provided with a LIBRARY BAG to protect the books borrowed. This bag is part of the Department of Education's Starting School package. Please visit the Library at any time if you would like to see our collection.

TWO YEAR FOUNDATION PROGRAM

At Findon Primary School, we celebrate the individuality of each and every one of our students. We value the special gifts, personalities and experiences which they bring to us when they start school in our community. Students develop at different rates and in different ways and they require support and encouragement as they reach important milestones in their early years.

Once they are at school the more formal aspects of learning are introduced and students work with their teachers and peers to establish skills in literacy, numeracy and social interactions. At this point, the individuality in learning styles and rates become an important consideration in achieving success, confidence and the willingness to take risks.

While we make every effort to personalise the learning for our students, it is difficult for some students to achieve the expected outcomes as set out in the new curriculum AusVELS within the time frame of the school year. There are great differences in maturity, oral language, and familiarity with literacy and numeracy and, for some Foundation students, readiness for school.

Findon Primary School offers our students in Foundation a unique opportunity – a gift of time. Students who require extra time and support will be offered the option of completing a second year in Foundation, in consultation with parents, in order to consolidate learning and establish positive routines and processes. These students will be identified early in their Foundation year, monitored for progress and selected to take part in extra sessions that build their skills. With the benefit of extra time and focussed instruction, it is anticipated that these students will develop literacy skills which will help them approach all their learning with confidence, success and enjoyment. It is important to us that all our students continue their school life in such a positive light. They will be part of the regular literacy and numeracy program, participate in the integrated learning programs and attend all facets of the specialist programs with their Home Group. However, at various times of the week they will be offered specialist support in the areas of **phonemic awareness, phonological awareness, oral language development** and **beginning literacy development**. These particular areas are considered **critical for literacy success** and for gaining access to achievement in general.

The Two Year Foundation Program is designed to be an alternative option for a small number of students who will benefit from extra time and support at the very beginning of their schooling. The Foundation/One Learning team structure allows for a seamless transition through the three year time period and allows for maintenance of friendship groups and familiar teacher contact.

As always we remain dedicated to realising the best possible outcome for each and every one of our students at Findon Primary School.

PERFORMING ARTS

Findon Primary School offers fantastic opportunities for each individual student to explore and develop skills in all areas of the performing arts. AusVELS, Levels 1 to 4, all students experience learning in Performing Arts (Dance, Drama and Music). Throughout the year every student has the opportunity to perform individually, in small groups and as a whole class. The Arts is a unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world.

In every society, the Arts plays a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies. The Performing Arts strand allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve exploration of international and cultural forms of performance and music.

Our whole school production is held every second year where every student has a role. On every alternate year Findon Primary School holds an Arts Festival where students' achievements are displayed, performed and celebrated for family to see. Findon also provides opportunities for students to join the school's Junior and Senior choirs.

VISUAL ARTS

Every student at Findon Primary takes part in the Visual Arts program. Students are given opportunities to explore personal interests and develop skills, knowledge and understanding relevant to specific arts forms and disciplines in increasingly sophisticated ways.

Visual Arts focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, creating and presenting. Creating and making art works involves imagination and experimentation; planning; the application of arts areas such as drawing, painting, threads and textiles, collage, construction and modelling and printing. Students work individually and collaboratively, and explore their own works and works by other artists working in different historic and cultural contexts.

Art works from the Visual Arts Studio are displayed and presented throughout the year in the Art Gallery at the front entrance of the school and in the studio. Artworks are also displayed biannually in the Findon Arts Festival. It is a requirement that each student has an art smock in order to protect their uniform during practical sessions. An old t-shirt or apron would be sufficient.

STEPHANIE ALEXANDER KITCHEN GARDEN PROGRAM

This exciting program involves all students in Years 4 and 5. The school employs a Kitchen Specialist and a Garden Specialist who oversee the program. The Kitchen Garden program is based around the four components of Growing, Harvesting, Foundationaring and Sharing. The aim of the program is to provide pleasurable food education for students, stemming from the belief that by providing a holistic approach, we have the opportunity to influence children's food choices, knowledge and skills.

Each week the students spend one hour in the garden. They plant, nurture and harvest vegetables and herbs, in addition to Foundationaring garden beds, managing compost and controlling insect pests in organic (non-chemical) ways. The students also spend two hours each week Foundationaring, cooking and sharing nutritionally balanced and varied meals from many cultures, using as a base, the fresh produce that they have grown.

The development of positive and adventurous attitudes to fresh food, and the variety of ways to Foundationare it, are exciting and have lifelong benefits. Alongside that, however, student's ability to co-operate, as they work in teams to grow, harvest and Foundationare, and their knowledge of other cultures, as they cook using recipes from many parts of the world, is fostered. The development of an 'I can do it' attitude as they develop the culinary skills to produce amazing meals, and the physical skills and knowledge to grow fresh and delicious produce under the guidance of our chef and garden specialist is practical and satisfying. The students also have the opportunity to develop positive social skills as they gather around the table to share meals with their peers and voluntary helpers.

STUDENT WELLBEING AND ENGAGEMENT

STUDENT ATTENDANCE - "Every Day Counts"

It is important for all students to be at school every day. During the winter months there will be many students who experience coughs, colds and other minor illnesses. When deciding whether to keep your child at home from school, please consider the following:

A child should be at school unless the child:

- is too sick to leave the house
- has an infectious disease like measles, chicken pox or mumps
- has a medical or dental appointment that could not be made out of school hours.

Please remember that if students miss the basics in the early years of schooling they often experience learning difficulties later on. There is a direct link between attendance and achievement, and poor patterns of attendance in the early years can lead to poor patterns of attendance throughout later school years.

If your child is absent from school, please ring the school to notify us on the day. When your child is well enough to return to school, a written note is to follow. This is a legal obligation. Please do not send your child to school if he/she is not well. There are no facilities at our school for really sick children.

"EVERY DAY COUNTS"

Help us help your child to maximise their learning

**THE SCHOOL TELEPHONE NUMBER
IS 9404 1362
(Choose option 1 for student absences)**

QUALITY BEGINNING TO THE SCHOOL YEAR

At the beginning of the school year, all students at Findon Primary School participate in our Quality Beginning School Program. This program involves students and teachers getting to know each other, building relationships, setting the culture and establishing a classroom behaviour management plan as well as discussing school and personal values. This ensures that students have a clear understanding of whole school and classroom expectations from the start of the year. The Quality Beginning Booklet will be sent home for students and parents to share, at our Meet and Greet early in Term One.

PATHS PROGRAM (Promoting Alternative Thinking Strategies)

At Findon we want to develop the full potential of all students. The [PATHS program](#) teaches students how to change behaviours and attitudes that contribute to violence and bullying, how to express and control their emotions, and how to develop effective conflict resolution strategies. They also learn practical effective strategies that teach them how to label their feelings and apply self-control strategies. This leads to significant improvements in coping skills, classroom behaviour, and verbal fluency. 'All feelings are OK but it's how we act on them that matters'.

KIDSMATTER

KidsMatter Primary is a flexible, whole school approach to improving children's mental health and wellbeing for students at Findon.

Through KidsMatter Primary we will undertake a process in which we plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning program
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

When we take on KidsMatter, we build on the work that we are already doing in these areas.

FINDON CAFE

Lunch orders may be obtained from our Findon Cafe each weekday. A price list will be available early in the year and is updated with the change in seasons. Write your child's name, room number, order and amount on a paper bag and enclose correct money (if possible). Findon Primary School has a commitment to providing a healthy canteen menu and works with our providers to this end.

As part of the "Go For Your Life" accreditation (refer to Health and PE section) and current departmental requirements, Findon Cafe strictly adheres to the mandates of what can and cannot be sold at the canteen regarding healthy and unhealthy foods. The café places an emphasis on offering 'green' foods as displayed in the attached 'healthy food options' handout. The canteen will sometimes offer foods listed in the 'occasional' or 'amber' section for special occasions.

HEALTH AND PHYSICAL EDUCATION

Findon students participate in weekly Physical Education lessons focussing on the development of the 11 fundamental motor skills in accordance with the Victorian Essential Learning Standards and AusVELS. These lessons also focus on the development of strategic thinking in minor games such as moving into space, defence strategies and incorporating motor skills with various locomotions such as run, skip, jump etc. Student safety is of key emphasis in all Physical Education classes, particularly shown through the use of space and equipment. There are many subsequent programs running in accordance with and in support of the Physical Education Program.

Health knowledge and promotion is discussed and emphasised during Physical Education lessons, and also further developed in the classroom programs in accordance with the PATHS program. Our Healthy Eating program has a focus on classrooms with 'Continuous Fruit Baskets' where children are provided with fruit on a daily basis. Our canteen promotes healthy options and encourages students to make appropriate choices in accordance with healthy eating guidelines (red, green and amber food recommendations).

It is encouraged that all students eat a piece of fruit at 10am each day at school. While at recess, students are encouraged to eat half a sandwich and an additional piece of fruit. At lunch, students are encouraged to eat the rest of their sandwiches before eating any packaged food. Again, it is hoped that lunches are generally from the 'green' section of the healthy foods list. (See Attachment 2 at back of booklet for guide to Green, Amber and Red foods).

Findon has built a wonderful partnership with RMIT University over many years. Together with RMIT we have developed an energising sports program delivered at the school annually. RMIT also make a generous donation of sporting equipment to our school as an appreciation of our partnership.

All programs are run under the full supervision of university lecturers and Findon staff. There are great benefits to all involved in running such a program.

The following programs run throughout the year in accordance with the Physical Education program.

Whole School Programs

- RMIT Fundamental Motor Skill and Sports rotations – one hour a week – Wednesdays Term 1 and 2

Foundation/Year One

- Perceptual Motor Program (PMP) - once a week
- Swimming Program - two week intensive program during Term 3

Year Two/Three

- House Basketball (during lunchtimes)
- House Soccer (during lunchtimes)
- Junior House Football (during lunchtimes)
- Year 3 /4 Hoop Time Basketball Tournament
- Swimming Program - two week intensive program term 3
- Camp Program (Sleepover at school)

Years Four, Five and Six

- Camp Program (Year 4 Phillip Island, Year 6 Canberra)
- Year 3/4 and Year 5/6 Hoop Time Basketball Tournament
- Year 5/6 Boys Baseball Tournament against district schools
- Year 5/6 Girls Soccer Tournament against district schools
- House Basketball, Soccer, Football, Athletics and Cross Country Carnivals.
- District and Regional level competition for Athletics and Cross Country.

FINDON IS A “Go For Your Life” SCHOOL

Findon was the first school in the Whittlesea Shire (of 30 schools) to receive this accreditation. Findon was required to demonstrate how the 7 key criteria listed below have been implemented within our school.

Aim

To promote student wellbeing by making healthy eating and physical activity a regular part of every child's day.

Benefits

Healthy eating and physical activity are associated with improved learning and concentration, better mood and behaviour, healthy growth and weight and lifelong health and wellbeing. School communities can help students develop healthy habits to live, learn, grow and play.

Whole School

It is recognised that every member of the school community impacts on children's health and can contribute to creating an environment that promotes healthy eating and physical activity. All members of the school community including staff, students, parent and volunteers are supported to meet this policy.

Icon	Award Criteria	Briefly describe how you have met this criteria
	<p>1. The school has a strategy in place to encourage all students to drink water throughout the school day, especially during physical activity. Only water is permitted for drinking in classrooms.</p>	<p>Findon provides numerous water fountains on the school grounds. Findon PS also provides a water bottle to every student in their starter pack. These water bottles are to stay at school and be brought to PE and sport sessions when appropriate.</p>
	<p>2. The school has a strategy in place to encourage all students to eat fruit and vegetables every day at school.</p>	<p>Findon runs a 10 o'clock fruit program – providing every student with time to eat a piece of fruit daily. The school provides an endless fruit basket to each classroom, allowing the classes to have fruit baskets filled weekly.</p> <p>Findon also has a policy of eating half a sandwich and a piece of fruit at recess each day.</p>
	<p>3a High sugar drinks such as soft drinks, energy drinks, flavoured mineral waters, sports drinks, cordials and fruit juice drinks are excluded from the canteen and other school food services including vending machines (if applicable). School community members are requested not to bring these drinks to school.</p> <p>3b Chips, sweets, chocolate and deep-fried foods are supplied only occasionally or not at all through canteen and other school food services (if applicable). School community members are requested not to bring these foods to school.</p>	<p>Findon's canteen has minimised all products deemed unhealthy from its list of available products. There are no fried foods or high sugar drinks.</p> <p>Each Friday we have 'Rubbish Free Fridays' and expect all students to limit the amount of wrapping in their lunch boxes and purchases from the canteen.</p>
	<p>4. The timetabling of physical and sport education and physical activity is consistent with relevant education sector requirements.</p>	<p>Findon provides one hour of PE to all classes each week. There are also Internal House Sports planned.</p> <p>In addition we also have extra term activities.</p> <p>Whole School Programs RMIT Fundamental Motor Skill and Sports rotations – one hour a week - Wednesdays Term 1 and 2.</p> <p>Foundation/Year One</p> <ul style="list-style-type: none"> • Perceptual Motor Program (PMP) - once a week. • Swimming Program - two week intensive program during Term 3.

		<p>Year Two/Three</p> <ul style="list-style-type: none"> • House Basketball (during lunchtimes) • House Soccer (during lunchtimes) • Junior House Football (during lunchtimes) • Year 3 /4 Hoop Time Basketball Tournament • Swimming Program - two week intensive program term 3 • Camp Program (Sleepover at school) <p>Years Four, Five and Six</p> <ul style="list-style-type: none"> • Camp Program (Year 4 Phillip Island, Year 6 Canberra) • Year 3/4 and Year 5/6 Hoop Time Basketball Tournament • Year 5/6 Boys Baseball Tournament against district schools • Year 5/6 Girls Soccer Tournament against district schools • House Basketball, Soccer, Football, Athletics and Cross Country Carnivals. • District and Regional level competition for Athletics and Cross Country.
	<p>5. Play equipment that encourages physical activity (eg balls, skipping ropes and bats) is made available to students at lunchtimes and during other breaks</p>	<p>At Findon each classroom has a supply of sports equipment the use of which is monitored by the students and teacher of each class. All students are able to access a large range of sports equipment at recess and lunch.</p> <p>Findon also has 3 separate play equipment areas for various age groups of students.</p>
	<p>6. The school promotes walking or riding through a whole-of-school activity at least one day per term, (eg walk and ride to school days, walking challenges).</p>	<p>Findon supports the "Walk Safely to School Day" and the "Ride To School Day" each year.</p> <p>We run an annual exercise 'a-thon' whether it be a circus, fitness, amazing race.</p>
	<p>7a A whole school curriculum plan, that reflects the Victorian Essential Learning Standards, encourages healthy eating and daily physical activity during and outside of school hours.</p>	<p>We are committed to the promotion of Health and PE at Findon. Each year level focuses on a variety of different health and physical education areas throughout the year. These included healthy eating, physical activities and pursuits and personal safety issues.</p> <p>The school curriculum planning allows for areas to be revisited and reviewed each two years keeping all students familiar with new developments and ideas in the Health and PE area.</p>



7b The above criteria are included within policy and planning documents endorsed by the school council or board, as appropriate. Families are informed of these policies and provided with information to assist them to meet policy requirements.

Families and the school community are able to access this document on the school website. There are also regular newsletter articles relating to Health promotion at Findon.

Each year Findon also asks parents and students to provide feedback on programs (including the Health and Physical Education program) at the school and give staff the opportunity to review our programs and improve where necessary.

STUDENT BEHAVIOUR MANAGEMENT

Findon Primary is committed to assisting students to realise their two rights and responsibilities - the Right to learn and the Right to feel safe as well as their personal and communal responsibilities. Our Student Wellbeing and Engagement policy and code of conduct is clear, firm and fair for all. The code is based on clear consequences, and recognition for correct behaviours. Our approach is making positive choices embedded in our VALUES. Teachers, students and parents are involved in the implementation of the code, and these are published and given to parents as part of our Quality Beginning Program in February, during the first week of school. (See Attachment 1 at the back of this booklet for a copy of our Student Behaviour Plan).

SCHOOL UNIFORM POLICY

Findon Primary School has an established Student Uniform Policy which requires students to wear the Findon uniform whilst at school.

Findon's Uniform and SunSmart policy 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.

Aims

- To promote equality amongst all students.
- To further develop a sense of pride in, and connection with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To provide easy identification of students within the school and community.
- To maintain and enhance the positive image of the school in the community.
- To provide protection from UV Rays during moderate and high levels.
- To make students lifelong participants in sun protection procedures.

School uniform items can be purchased through 'LOWES' Our school office will only be too willing to assist you with items from our stock. A uniform list, including prices, is available. No Jeans or brand names are permitted to be worn as part of the school uniform.

In line with SunSmart practices, all students must wear a school hat and sunglasses when outside during Term 1 and Term 4. Hats and sunglasses are available over the counter at the general office. If for some reason your child is at school out of uniform please supply a written explanation and a Uniform pass will be issued. We thank you for supporting our Student Dress Code policy and ask for your assistance in ensuring your child comes to school appropriately dressed.

Parents please note that is most important that ALL student's belongings; uniforms, bags, books, hats etc be clearly labelled with the child's name. This ensures that when your child misplaces an item, it can be returned.

SCHOOL NURSE

Findon Primary School employs a Certificated Nurse, who is on duty in our First Aid Room from 8.45am to 4.00 pm each day. She supervises students when they are injured or ill. All medication given to students during school time will be supervised by our school nurse. Occasionally, as in any play situations, accidents occur. Any superficial injuries will be attended to by the teacher on supervision duty. If the injury is such that the student needs to be seen by the Nurse, then your child will be given a Care Card and sent in to our First Aid Room. You or a person nominated by you as an emergency contact will be contacted if any serious injury occurs. If your child has been to the First Aid Room during the day, and the injury is not serious, you will receive a note outlining the injury and steps we have taken. Many of our teachers and Educational Support staff have current Level 2 First Aid Certificates to render assistance to students who become injured or ill whilst at school. When at school, our students are encouraged to play in a fair and responsible manner, and there is positive recognition for this. Students are also encouraged to play safely and not place themselves at risk. This is constantly reinforced throughout the school as a preventative method.

For us to provide the best possible care it is essential that all medical forms are current and complete to alert us to any medical conditions that may apply to your child.

Medicine at school

Sometimes it is necessary for children to take medicine at school. On those occasions when children do require medicine at school the following guidelines apply.

- No medicine will be dispensed unless the parent has contacted the School Nurse or Class Teacher.
- No medicine will be dispensed unless it is clearly labelled with the child's name, dosage and the time the dose is due.
- Medicine to be dispensed must be handed to our School Nurse either at the First Aid room before school or at the General office so the Nurse can be called.

Emergency Procedures

There is an emergency file for each child in the school. This enables contact to be made with parents or alternate contact in case of an accident or illness. Parents are asked to advise the school without delay of any changes to their own or their contact's address or telephone number. Ensure the emergency contact numbers are up to date at all times. If contact is not possible, serious cases will be taken to a public hospital via ambulance at parent's expense. (It is a good idea to be a member of the Ambulance Scheme). Please inform the school if your child has any medical conditions, for example; Allergies, Asthma, Diabetes, Epilepsy. **ALL INFORMATION IS TREATED AS CONFIDENTIAL.**

Asthma

Every student with asthma requires an 'Asthma Management Plan'. Please fill this in with your child's doctor and return to the school as soon as possible. On most occasions, first aid treatment will allow students to return to their normal activities. If the injury or illness prevents this then we will contact you or your nominated emergency contact. In the case of injuries involving the head, children are generally sent home because of the need for careful observation and the possibility of complications.

DAYS OF EXTREME TEMPERATURE

Extreme temperatures will not change the school dismissal times which will remain at 3.30pm. As with Wet weather, Findon has a HOT DAY TIMETABLE. On days of extreme heat (to be judged by conditions on the day) your child will either have a shortened time outside OR remain inside for the entire recess and or lunchtime. During the summer time all students are encouraged to keep hydrated through our hydration policy. All students have a school drink bottle for this purpose. These are provided as part of our Foundation starter pack at the beginning of the year.

INFECTIOUS DISEASES - EXCLUSION FROM SCHOOL

Chickenpox	Until full recovered. NB Some remaining scabs are not an indication for continued exclusion.
Diphtheria	Until a medical certificate of recovery is produced.
Impetigo	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.
Measles	For at least seven days from the appearance of the rash or until a medical certificate of recovery is produced.
Meningitis	Until a medical certificate of recovery is produced.
Mumps	Until fully recovered.
Head Lice	Until appropriate treatment has commenced.
Whooping Cough	Until a medical certificate of recovery is produced.
Poliomyelitis	Until a medical certificate of recovery is produced.
Ringworm	Until appropriate treatment has commenced, supported when requested by a medical certificate.
Rubella (German Measles)	Until fully recovered and at least 4 days from the onset of the rash.
Scabies	Until appropriate treatment has commenced, supported when requested by a medical certificate.
Streptococcal Infections (including Scarlet Fever)	Until a medical certificate of recovery is produced.
Tuberculosis	Until a medical certificate of recovery is produced.
Typhoid (including Paratyphoid Fever)	Until a medical certificate of recovery is produced.

STUDENT TRANSITION AND PATHWAYS

FOUNDATION TRANSITION PROGRAM

Our Transition Program commences in Term 2 with our Parent school tours held during Education Week and throughout the term. These tours allow prospective parents to see school programs and initiatives in action. They are hosted by the school Principal Paula Cosgrave or nominated staff.

The Foundation Expo Information Evening is held towards the end of Term 2 with all prospective parents invited and made welcome. This is an opportunity to hear about the programs and the workings of our school. The current Foundation/1 classrooms will be open for your inspection.

Beginning School Program

In November our Beginning School Program offers two sessions each week over 5 weeks. The aim of the program is to develop children's confidence, and familiarise them with teachers, other students, school routines, the school buildings, grounds - thus enabling a smooth and happy transition.

'FLYING INTO FOUNDATION' – A Pre Prep Program

The 'Flying into Foundation' program is for children who have turned 4 by April 30 in the year preceding enrolment at Findon Primary School.

It focusses on:

- Social and emotional development of the whole child
- Gross and fine motor development
- Early years literacy and numeracy activities in an investigative play based environment
- Indoor and outdoor activities.

The 'Flying into Foundation' program enables your child to spend quality time in our school with other children who will be Foundation (Prep) the following year. The program will help your child to develop confidence, independence and familiarity with our school – their school.

FOUNDATION STUDENTS — Getting Ready for School

The following suggestions may help to make your child's transition to school from home or kindergarten a smooth and happy one.

Please help your child to:

- Say his/her name (including surname), address and telephone number
- Write his/her name in lower case letters
- Put things away after use
- Pack and unpack school backpack
- Remove and replace outer clothing without assistance
- Do up buttons, zips, shoelaces and buckles
- Blow his/her nose and to use a handkerchief properly. Make sure that the child has a clean handkerchief or tissues every day
- Cover mouth with hand when coughing or sneezing
- Ask permission to go to the toilet
- Wash hands at appropriate times
- Unwrap his/her lunch—use a lunch wrap that is easy to unwrap
- Know the difference between play lunch and lunch.

It is important that school is seen as a fun place of learning.

What to bring to school

- School bag LARGE enough to carry books and lunch box.
- It is important that students have an art smock to protect their clothes
- Students require a bag for library borrowing. A Findon Primary school satchel is included in the booklist items and used for Home Reading.
- A large box of tissues.
- Change of underpants, socks, track pants and a T/shirt in a bag for unexpected accidents.
- Booklist items. You will receive a booklist providing you with further details. Booklists will be distributed to all students early in Term 4.

What parents can do

- Encourage your child to talk to you by being a good listener.
- Allow some time each day to share books and look at the work brought home from school.
- Ask your child about the day's activities. Praise his/her efforts.
- See that your child has a good night's sleep. He/she will need rest and sleep after the activities of the day.
- Show your child how to reach school by the most direct route. This includes road safety, using crossings where provided, not loitering, not speaking to or accepting lifts from strangers, walking on footpaths, not throwing stones or damaging other people's property.
- Clearly write your child's name, grade and room number on his or her lunch box and drink bottle.
- Morning tea should be wrapped separately and drinks should be in a plastic bottle, not glass or cans.
- Please do not give your child too much to eat in their lunchbox, and do not be upset if your child takes part of his/her lunch back home.
- Encourage healthy eating in your child. Send them to school with nutritious snacks.

PLEASE ENSURE THAT ALL BELONGINGS ARE CLEARLY NAMED

YEAR 6 TRANSITION PROGRAM

Year 6 students commencing Secondary School are required to cope with a very different environment. It is our responsibility to make this Transition as enjoyable and easy as possible.

Our aim at Findon is to provide a smooth and efficient transition from Primary School to Secondary School with additional support provided to those who require it.

As part of the transition from Year 6 to Year 7, Findon PS students participate in organised programs with local Secondary Schools. Within our school context, numerous social and leadership programs are provided for Year 6 students that will support and prepare them for a smooth transition into secondary school.

Attachment 1

FINDON PRIMARY SCHOOL Behaviour Management Plan

Findon Primary School uses a consistent behaviour management model to assist students, at all year levels, to manage their own behaviour.

This plan has been negotiated with teachers and students and communicated to parents at the beginning of the school year. It is positive and restorative in its approach recognising that students make a choice about their behaviour, and that everyone at Findon has the right to learn and be safe.

The plan is displayed in each classroom and consists of three consistent school wide strategies with known negative consequences, and negotiated rewards for acknowledging acceptable behaviour.

The three consistent INSIDE rules are:

- One person speaking at a time.
- Do what you are asked the first time.
- Hands, feet and objects to yourself.

Each class negotiates two additional rules particular to the class needs. All rules are stated in positive terms, so that students know from reading the rule, what is expected.

The staff at Findon Primary School know and acknowledge that the best way to support a change in student behaviour is to constantly look for and reward positive behaviours. In our Whole School Plan, students earn positives either individually or as a class when behaviour is acceptable. Positives accumulate and students build to receive a privilege. A privilege is 30 minutes of educational activity that is negotiated by the student and teacher.

The agreed negative consequences increase in intensity and include a process of time away from the group, being sent to another classroom for reflection time, being sent to the office with the consequence of possibly receiving a detention.

There are set OUTSIDE rules that govern outside play and these are:

- Play the right game in the right place.
- No hat, no sunglasses, no play in the sun (Terms 1 and 4).
- Hands, feet and objects to yourself.
- Respect other people and their property.
- Under the covered way we walk.

A TIMEOUT Room is in operation for OUTSIDE behaviour that is not appropriate. Attendance at Timeout is dependent on the offence and regularity.

Each year parents are informed of the class rules. Developing responsible, self-motivated, self-directed students is our goal, and we constantly work with you to attain this goal.

We are hoping you can assist us in this endeavour.

'GO FOR YOUR LIFE' Healthy Together Achievement Program

Energy in = Energy out

- Food and drinks **V** Physical activity.
- If a child consumes more energy, that is, kilojoules, than they use, the extra energy is stored as body fat. It doesn't take much extra food intake each day to result in a substantial weight gain over a year.
- The Food and Drink spectrum shows a movement from the GREEN foods and drinks that children should 'Have Plenty' of, to the AMBER category that should be 'Selected Carefully', to the RED category of 'Eat Occasionally'.

GREEN

Have plenty

Encourage and promote these foods and drinks because they:

- are good sources of nutrients
- contain less saturated fat and/or added sugar and/or salt
- help to avoid an intake of excess energy (kJ)

Food and Drink

- Water
- All types of breads, preferably wholegrain
- Fruits – fresh, dried, canned
- Vegetables – fresh and frozen
- Legumes – kidney beans, lentils, chick-peas
- Reduced-fat dairy products including flavoured milks
- Lean meat, fish and poultry and alternatives



AMBER

Select carefully

Do not let this food and drink dominate. Avoid large serving sizes because they:

- have limited nutritional value.
- have moderate levels of saturated fat and/or added sugar and/or salt.
- can, in large serve sizes, contribute excess energy (kJ).



Food and Drink

- Full-fat dairy foods
- Savoury commercial products
- Processed meats
- Some snack food bars
- Some savoury biscuits, popcorn, crisp breads
- Some cakes, muffins, sweet biscuits
- Some ice-creams, milk-based ice confections and dairy desserts
- Fruit juices (100%)
- Breakfast cereals – refined with added sugars



RED

Occasionally because they:

- lack adequate nutritional value
- are high in saturated fat and/or added sugar and/or salt
- can contribute excess energy (kJ).

Food and Drink

- Soft drinks
- Energy drinks
- Flavoured mineral water
- Confectionery
- Deep fried foods
- Crisps, chips and similar products
- Sweet pastries
- Chocolate coated and premium ice-creams
- Croissants
- Doughnuts
- Cream-filled buns/cakes/slices
- Large serves of cakes and muffins



Special events that involve the tuckshop and the broader community must also follow these guidelines.