

LETHBRIDGE PRIMARY SCHOOL

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Newsletter No. 1

2nd February 2024

Care Respect Collaboration Resilience

Lethbridge Primary School acknowledge the traditional custodians of our school lands, the Wadawurrung people, and pay our respects to Elder's past, present and future.

February	Mon - Wed	5 - 7	Year 4 Camp & Year 5 Camp
	Monday	5	3.30pm Year 6 Captaincy applications due
	Tuesday	6	MARC Van
	Wednesday	7	6pm 150 th Birthday celebration planning meeting
	Friday	9	3pm Assembly FAMILIES WELCOME!
	Tuesday	20	6.30pm School Council meeting – current members
March	Monday	11	Labour Day NO STUDENTS AT SCHOOL
	Thursday	28	Last day of Term 1 – 2.30pm dismissal

WELCOME TO 2024!

I hope you all enjoyed a restful and fun-filled holiday break! I have enjoyed hearing many stories from our students this week about their adventures during the holidays. It has been wonderful to welcome all our families back throughout this week, and a very warm welcome to our new families!

All our students have settled into the school routine smoothly and effectively. Our new staff members have quickly become part of our Lethbridge 'family' and you can read more about them later in our newsletter.

2024 CLASSES

P/1B – Mrs Melissa Boal

P/1MC – Mrs Alison Matthews and Mrs Laurelle Conder

2/3B – Miss Tanya Bell

3/4M – Mrs Janelle McKenzie

5/6H – Mrs Ashlea Henderson

5/6O – Mr Chris Olney

Specialist Subject Teachers: Mrs Linda Palmer and Mrs Lesley Condon.

This year welcome Mrs Conder as our new Learning Specialist. Mrs Conder will be working with teachers to embed high impact teaching strategies and will lead our work within literacy and numeracy.

Mrs Matthews will be leading our Wellbeing and Inclusion work in 2024. This will involve implementing wellbeing strategies throughout our school and the Disability and Inclusion profiles for our students.

We are also excited to welcome Tyler, Jan and Jenna to our Education Support team. Our Education Support staff work across all classrooms to assist student learning and wellbeing.

SCHOOL COMMUNICATION

Effective communication is important to ensure the best outcomes for each child. Our newsletter is published each fortnight. We ask that you take the time to read it as it will contain celebrations of student learning, details regarding the professional development of staff and information connected to special events.

In addition to the newsletter, we also communicate through Class Dojo and Facebook. Many of our parents are already accessing Class Dojo. Class Dojo will be used as a digital portfolio so we can share and celebrate with you the achievements, successes and special events happening in classrooms. We also use Class Dojo to acknowledge positive and expected behaviours.

Our use of Sentral will continue to increase throughout 2024, particularly with communications.

Parents can also use Sentral to:

- Notify the school of absences
- Access semester reports
- Track upcoming events
- Provide permission for excursions
- Send messages to teachers
- Be notified of visits to the sick bay.

Please ensure you have downloaded the Sentral application and have registered to use it.

For new families, information to access Sentral will be sent home soon.

HATS!

A reminder that all students are expected to wear a school hat when outside. This includes break times and during P.E. sessions. Students not wearing a school hat will be asked to stay in areas under cover by teachers on yard duty.



PARTNERSHIPS WITH FAMILIES

Starting and returning to school can be an exciting, and nerve wrecking experience! Every child can experience and manage their emotions differently. At school, we aim to establish strong routines that are predictable. These routines assist students to understand the expectations and set themselves up for success in their learning. Fear of the unknown is often a trigger when students are feeling nervous.

Routines at home such as nightly reading, having a consistent bed time and time for rest can assist children in managing and communicating their concerns. Social opportunities such as team sports, play times and exercise also have a positive impact on mental health.

Open communication is crucial. At Lethbridge Primary School, we are proud of the partnerships we build with families. These partnerships support students. For this reason, please contact us if you have concerns. We are happy to help and being aware of any worries that you or your child has means we are able to put adjustments in place to support them at school.

STUDENT LEADERSHIP

As part of our approach to promote student voice, agency and leadership, our Grade 6 students have been invited to apply for leadership positions. This includes:

- School Captain
- House Captain
- Specialist Captain

I am very excited to read the applications which close on Monday!

As part of the application process, students will present a speech to our students across the school. Once our Captain positions have been filled, we will be working towards increasing the leadership capacity of our younger students through the School Representative Council.

SICK BAY – NOTIFICATIONS

This term, we have begun to use Sentral to notify families when their child visits the sick bay. This procedure will replace the paper slip records that are sent home. Parents will be notified through Sentral when their child attends sick bay, the reason for their visit and the treatment applied. Parents will continue to be contacted by phone if their child receives a head injury.

SCHOOL SECURITY

During the school holidays, security cameras were installed on external parts of our school buildings. Our school has an obligation to ensure the school environment is safe and secure, and fulfil our duty of care to students, staff and visitors. The CCTV system will assist our school to fulfil these obligations and to prevent and manage other inappropriate behaviour on school grounds. CCTV will also provide enhanced capability to protect our school's assets against vandalism and theft.

SCHOOL COUNCIL ELECTIONS

At the beginning of each school year, schools lead the School Council election process. All School Council members add value and bring their expertise and skills to help with the governance of the school.

School Council provides an essential role in decision making regarding school policies, which helps to set the direction of the school. Parent input at School Council meetings ensure that we make decisions that represent the voice of our community.

Information will soon be shared on Sentral regarding our election process.

Our existing School Council will meet on Tuesday February 20 at 6.30pm.

MEDICAL PLANS/ACTION PLANS

For students who have asthma, anaphylaxis, diabetes or epilepsy, we ask that parents ensure the Action Plan and medication is not expired. It is a Department of Education requirement that Action Plans are signed by your child's doctor and shared with the school.

LATE ARRIVALS and EARLY DEPARTURES

Supervision of students is available from 8.50am. The Community OSH program is available for students who are attending school prior to 8.50am.

Our first bell at 9am indicates the beginning of learning time. It is important that students arrive to school on time to avoid significant teacher instruction time from 9am.

Students who arrive late, need to be signed in at the office by a parent or carer.

If you need to collect your child or children early from school, please notify us by contacting your child's teacher or phoning the office. This is particularly helpful if you are collecting your child during a break time or special event.

Students are dismissed at 3.20pm. Teachers will attend the front gate to speak with parents until 3.30pm to share successes and discuss any concerns. This is a wonderful opportunity to make contact with your child's teacher on a regular basis.

NAPLAN

Lethbridge Primary School will again conduct NAPLAN assessments online this year. NAPLAN is scheduled for March. Students in Years 3 and 5 will require their own set of *corded* headphones for the assessment. Please contact Miss Marks if you have any questions regarding NAPLAN.

ANNUAL PRIVACY STATEMENT

Our school collects, uses, discloses and stores students and parent personal information for standard school function or where permitted by law, as stated in the Schools; Privacy Policy. For more information about the policy, please refer to the fact sheet at the end of today's newsletter.

OUR FIRST ASSEMBLY

Our first school assembly will be held on **Friday February 9 at 3pm, in the Learning Street.**

Parents and families are welcome and encouraged to attend. Our assemblies are a celebration of student learning, events, and awards. We would love to see you there!

We are looking forward to a very busy term! We welcome families to our fortnightly assemblies and further information will be shared soon regarding our Athletics Day, Cross Country and family fun afternoon!

Take care and stay safe,

Chelsey

Quick Notes:

- Please send along a box of tissues for your child's class.
- It is Department of Education policy for families to notify the school of any absences. If we do not receive communication, we are then expected to contact you. You can advise us of absences in several ways, directly to the office, via telephone or on Sentral.
- All of our classrooms have a supply of sunscreen for student use. Students are encouraged by their teacher to apply sunscreen before leaving the room for a break or outdoor session. If your child requires a specialised form/brand of sunscreen, please send some to the school for their use.

PARENT PAYMENTS

Thank you to all of the families who have already contributed to essential learning materials and voluntary payments. We are very appreciative. These contributions support us to provide effective programs for our students. Parents wishing to make contributions towards the Parent Payment Arrangements for 2024 are welcome to contact the office by phone or visit us in person.

CAR PARKING – Student Safety

Towards the end of each day, Stephenson Street quickly fills with cars ready for the collection of students. We ask that you consider the safety of all community members when parking. Parking alongside the fence opposite the school on Stephenson Street is not permitted.

More parking is available behind the tennis club rooms when Stephenson Street is full.

Please use the turning circle to turn around when departing. Car parks on Stephenson St are clearly marked and the turning circle needs to be clear for moving vehicles.

BIKES AND SCOOTERS – Student safety

It is wonderful to see so many students enjoying physical activity on bikes and scooters. For the safety of our students and families:

- Bikes and scooters are to be walked when inside the school grounds
- Bikes and scooters are to be walked between the tennis court and the turning circle along Stephenson Street
- Helmets must be worn.

HEALTH AND HYGIENE

While at school, students are supported with health and hygiene protocols such as using hand sanitiser. Throughout our learning spaces, we also have air purifiers and encourage ventilation through classrooms during the school day.

It is recommended that staff members, students or visitors who have symptoms of cold, influenza or COVID-19 undergo testing for COVID-19. Parents of symptomatic students will be contacted to collect their child from school and keep them home until they are no longer symptomatic.

There is at present an increase in community transmission of COVID-19 in Victoria.

You can help us keep our school as safe as possible by taking 2 important steps:

1. Ensure your COVID-19 vaccinations are up to date. Information on how and where to get vaccinated is available on the Get Vaccinated webpage.
2. If your child shows symptoms of COVID-19, please ensure they stay home and get tested. The easiest way to test is to use a rapid antigen test (RAT). Free RATs are available from your local council where you can collect 2 packs of 5 RATs and an extra 2 packs for each person in your household. People with disability and their carers can get 4 packs of 5 RATs. You are not required to have a Medicare card and you can collect RATs as many times as you need. You can also buy RATs at supermarkets, pharmacies and other retailers.

If your child has symptoms but tests negative, please ensure they stay home until they no longer have symptoms.

If the RAT test result is positive, please ensure they stay home for at least 5 days and until there are no more symptoms.

SCHOOL PREPARATIONS FOR THE BUSHFIRE SEASON

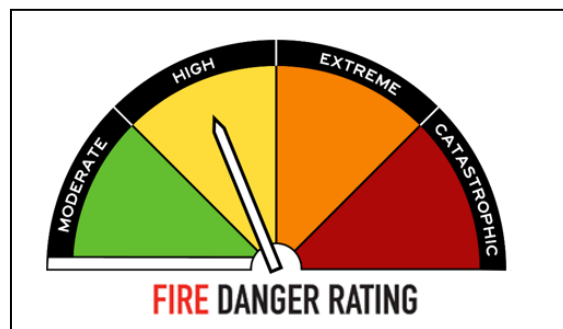
Each year, to prepare for bushfires and grassfires, schools and early childhood services complete a range of activities.

The Department of Education runs an annual fire risk assessment of schools and early childhood services. They are allocated a category of risk (categories 0 to 4) and are published on the Bushfire At-Risk Register (BARR).

All schools and early childhood services listed on the BARR and Category 4 list will also close when a Catastrophic fire danger rating day is forecast in their fire weather district.

When the Bureau of Meteorology provides public fire danger rating forecasts or fire weather warnings, they use fire weather district areas. In Victoria,

there are 9 fire weather districts, which are based on Local Government Area boundaries. Our school is in the **Central district**. As part of preparing our school for the fire season, we have updated and completed our Emergency Management Plan, and completed preparation tasks such as clearing the guttering of our buildings.



What does this mean for our school?

Our school has been identified as being at risk of bushfire or grassfire and is a **Category 4 school.**

Our school will **close** on a day forecasted as Catastrophic fire danger rating in the Central fire district.

What is the department's policy?

The department's [Bushfire and Grassfire Preparedness Policy](#) requires all schools and early childhood services on the BARR and the Category 4 list to close when a Catastrophic fire danger rating day is forecast in their fire weather district. All school bus routes which travel in or through a district with Catastrophic fire danger must also be cancelled.

When will our school be closed due to Catastrophic fire danger?

Our school will **close** on a day forecasted as Catastrophic fire danger rating in the Central fire district.

Closure of the school due to a forecast Catastrophic day will be confirmed on the day prior and we will provide you with advice before the end of the school day. Any information regarding potential or confirmed Catastrophic fire danger days will be communicated to you by via Sentral and Class Dojo.

Once confirmed, the decision to close will not change, even if the weather forecast changes. This is to avoid confusion and help your family plan alternative care arrangements for your child. It is also important to be aware that:

- No one will be on site on days where the school is closed due to a forecast Catastrophic day.
- Out-of-school-hours care will also be cancelled on these days.
- All bus routes that travel through the Catastrophic area will be cancelled.
- School camps will be cancelled if a Catastrophic fire danger rating day is forecast for fire weather district in which the camp is located, or if the travel involves passing through areas that have Catastrophic fire danger.

Families are encouraged to action their Bushfire Survival Plan on Catastrophic fire danger rating days. **On such days, children should never be left at home alone or in the care of older children.**

For those of us living in a bushfire prone area, the Country Fire Authority (CFA) advises that when Catastrophic days are forecast, the safest option is to leave the night before or early on the morning of the Catastrophic day.

What can families and the school community do to help us prepare?

- Ensure we have your current contact details, including your mobile phone numbers.
- Keep in touch with us by reading our newsletters, and checking notifications regularly on Sentral and Class Dojo.
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is **closed** due to elevated fire danger or closed due to a Catastrophic fire danger. Further information can be found on the [CFA's website](#).
- Action your family's bushfire survival plan if your own triggers are met. Our school community may be spread out across many areas and some families may be at higher risk than others. Your family's safety is critical, so please let us know if you are actioning your bushfire survival plan and if your children will be absent on these days.
- If your child is old enough, talk to [them about bushfires](#) and your family's bushfire survival plan.

You can find more information on emergencies, warnings and preparedness actions here:

- VicEmergency app – that can be downloaded on your android and iOS mobile devices
- VicEmergency Hotline (1800 226 226)
- Website <https://emergency.vic.gov.au>
- Facebook (<https://www.facebook.com/vicemergency>)
- Twitter (<https://twitter.com/vicemergency>)
- ABC local radio, Sky News and other emergency broadcasters

Key Dates - Term 1 2024

Wednesday February 7	Rest day for Prep students Prep 1:1 assessment interviews
Wednesday February 14	Rest day for Prep students Prep 1:1 assessment interviews
Wednesday February 21	Rest day for Prep students Prep 1:1 assessment interviews
Wednesday February 28	Rest day for Prep students Prep 1:1 assessment interviews
Thursday February 29	Prep students begin full time at school
Monday March 11	Labour Day – Public Holiday
Thursday March 28	Final day for Term 1 – 2.30pm dismissal

MEET OUR NEW TEACHERS

From Mr Chris Olney – Year 5/6 O

Hello Lethbridge and thank you LPS team for the very warm welcome! My name is Chris Olney (AKA Mr. O), and I am thrilled to introduce myself as the newest addition to the Lethbridge community. I'm excited about the upcoming school year and look forward to meeting all of you in person.

I join LPS after having taught at Napoleons Primary School for the past 2 years in a variety of roles. I was the grade 4/5 and Art teacher last year, and the Art, STEAM, P.E, Maths tutor, relief teacher and grade 3/4 co-teacher in 2022. I joined teaching as a mature-age recruit after more than 10 years working in the creative arts industry and various other experiences and adventures.

I love teaching, particularly in upper primary, and am eager to contribute to the vibrant and supportive learning environment here at LPS. I am genuinely passionate about creating an inclusive and enriching educational experience for every student and I'm so thankful for the opportunity to contribute to the continued growth and success of all LPS students.

A little about myself: I currently live in Geelong with my partner Stef (who is an amazing pianist!). I was born and bred in Geelong, although I have lived in a few other places in Victoria and NSW, and have even spent time living in Germany and Japan. My Grandpa ran a sheep farm in Anakie when I was little, so I grew up taking regular trips out to the farm to chase the sheep and walk around the bush which sparked my lifelong love of nature.

My interests and hobbies include music, trying various hot sauces, listening to vinyl records, growing fruit and veggies, playing badminton, going to the beach, doing hot yoga, playing AFL supercoach and, of course, watching the mighty Cats. (Fun fact: I was at the MCG when Tom Hawkins kicked the winning goal after the siren to beat the Hawks!! ...what a game 😊).

I look forward to meeting and collaborating with my fellow educators, staff, students, and parents. If you have any questions, thoughts, or would like to discuss anything further, please feel free to reach out at school. My door is always open, and I am here to support the success and well-being of all our students.



From Miss Tanya Bell – Year 2/3 B

Hello, my name is Tanya Bell and I am so excited to be joining the Lethbridge Primary School Community! As a recent mature age Graduate, this will be my first time as a classroom teacher, and I can't wait to start working with the wonderful students in Grade 2/3B!

I live with my partner Jamie, who is a keen fisherman and gold detectorist, and our two daughters, Jordy (15 years old and obsessed with Taylor Swift) and Charley (5 years old and Grade Prep in 2024!) in Clifton Springs. I like to fill my free time with family and friends, coffee dates at playgrounds, baking delicious treats that I usually eat too many of, reading good books, watching great movies, trying to keep our garden alive, and relaxing strolls around our local beaches.

I am really committed to supporting the learning and wellbeing needs of all my students by creating a classroom environment where children know they are cared for and belong. I want them to have fun and enjoy their learning, and firmly believe that school should be a happy place where every child can achieve success.

I feel very lucky that I have been given the opportunity to begin my teaching journey at such a lovely, welcoming school, and I am looking forward to meeting students' families and getting to know more about the most important people in my students' lives. I love a chat so please come and say hello if you see me in the yard!



From Mrs Ashlea Henderson– Year 5/6 H

Hi my name is Ashlea Henderson and I am super excited to become a member of the Lethbridge community.

I have been teaching for 14 years. During this time, I have taught in Mildura, Northern Territory, Point Cook and Torquay. It has been such a terrific opportunity to broaden my knowledge and experience as a teacher and I look forward to continuing my career at Lethbridge Primary School.

I am married to husband Cameron and have two beautiful girls, Emma who is 4 and Lily 2. We moved to Geelong 4 years ago and absolutely love it! I originally came from a small town in the Wimmera called Murtoa and my husband is from Bendigo. As a family we enjoy going to the beach, visiting family, swimming and going on adventures to new places. In my spare time, I enjoy playing board games with friends, boxing, going for walks and watching the footy.

Teaching is my passion! One of the many things I love about being a teacher is the relationships I form with my students. Getting to know each individual personality inside and outside the classroom is super important to me. Being a parent myself, I believe establishing positive partnerships with families develops a strong sense of community, support, trust and communication.

I look forward to creating some wonderful relationships at Lethbridge Primary School and getting to know each of my students and their families.



From Mrs Laurelle Conder - Year P/1 MC and Learning Specialist

Hi! My name is Laurelle Conder and I am super excited to be joining the Lethbridge Primary School community this year. I am thrilled to be working in the role of Learning Specialist, focusing on Teaching and Learning across the school. I am also excited to be sharing Prep/1 MC this year with Mrs Matthews.

I have over 20 years experience in teaching and education, working across different schools in Geelong, including Hamlyn Banks, Corio and Montpellier, as well as schools on the Bellarine Peninsula.

During my career I have had a variety of different roles, both in and out of the classroom. I love teaching and education because every day is different and there are always new things to focus on and learn about. I particularly love working with students helping them achieve their goals, and become curious, independent learners.

I live in Geelong with my husband Alastair, daughters Olivia and Jess, and Spencer our Border Collie. We love travelling around Australia in our camper trailer, sailing, watching hockey games, listening to live music and spending time with friends. I enjoy spending my free time reading, cooking or sewing, although there's really not that much free time in my life! I also love eating out and I will always choose something new or different from the menu! Last week I tried apple crumble flavoured ice cream - it was delicious!

I am really looking forward to getting to know the Lethbridge community and building relationships with the Lethbridge PS students and families. Please come and say hi when you see me around school!



AT-SCHOOL MUSIC

Learn at school, during school & without leaving school

Pat Wheeler is at Lethbridge Primary School on Fridays to conduct instrumental music sessions with individual students.

Key information

Piano, drums and beginner guitar are available.

To register and make a booking:

Bookings and payments are managed directly by At School Music.

Go to atschoolmusic.au and complete the enquiry form at the bottom of the page.

Staff at At-School Music will contact families directly using information provided by parents in the website enquiry submitted.

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance (\$150 for Primary school students) is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

To be eligible for the fund you must:

- on the first day of Term one, or;
- on the first day of Term two;
- a) Hold a Veterans Affairs Gold Card, Centrelink Health Care Card (HCC), Pensioner Concession Card (PCC), OR
- b) Be a temporary foster parent, and
- c) Submit an application to the school by the due date.

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

If you applied for CSEF at Lethbridge Primary School last year, you do not need to complete an application for this year, unless there has been a change of family circumstances. You only need to complete an application form if any of the following has occurred:

- new student enrolments; your child has started at Lethbridge Primary School in 2023.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing this year (eg prep students)

Please contact the office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

CONVEYANCE ALLOWANCE

The conveyance allowance is a contribution towards transport costs and is not intended to cover the full cost of transporting children to and from school.

Eligibility

An application on behalf of a student may be submitted if the student is:

- a Victorian resident;
- school aged and enrolled (3) three or more days per week at a school; and
- attending a school/campus located outside the Melbourne metropolitan conveyance boundary

A student who meets the above requirements may be eligible if they:

- attend their nearest or designated neighbourhood government school/campus appropriate to their year level, at which admission is permissible, and
- reside 4.8km or more by the shortest practicable route from the campus attended

For further information regarding the Conveyance Allowance Program see: <https://www2.education.vic.gov.au/pal/conveyance-allowance/policy?Redirect=1>

If you think you may be eligible for Conveyance Allowance, please see Meagan in the office.

COMMUNITY NOTICES



LFJC

**LETHBRIDGE JUNIOR FOOTBALL CLUB
COME AND TRY DAY**

**SUNDAY 4TH FEB
9.30AM**

**AUSKICK, U9, U10 AND
U12'S**

SHERRIN
AFL
LETHBRIDGE BRAND



BANNOCKBURN

Movie

AFTERNOON

FREE ADMISSION!



SCAN QR CODE
FOR TICKET

**Saturday
24th February
1pm-5pm**

Bannockburn Cultural Centre
27 High Street, Bannockburn

Food Trucks - Face Painting
Animal Petting Zoo
LIVE Music

Featured Movie title:
The LEGO Movie

Movie will start at 2pm!
Rated Parental Guide (PG)



VICTORIA
State
Government

"The Outdoor Theatre was funded by the
Victorian Government as part of the Victorian
Government's Crime Prevention Strategy."



GOLDEN PLAINS SHIRE

PARENT EDUCATION EVENTS

GEELONG and BARWON
SOUTHWEST REGION



TERM 1, 2024

All Regional Parenting Service programs along with MELI (*formerly Barwon Child Youth & Family (BCYF) and Bethany*), Family Relationship Centre, Drummond St Services and Barwon Southwest Region programs will be offered face to face or online. Bookings are essential. For details of dates, times and venues please see below.

BRINGING UP GREAT KIDS

The First 1000 Days

The first 1,000 days of life is a program for parents with children aged under 2 years and designed to nurture parents as they embark on their journey. It provides parents with knowledge about brain development and an understanding of how children grow and what they need. The centrality of family relationships and opportunities for parents to reflect on their own childhood and how to connect with their children are all explored.

BRINGING UP GREAT KIDS

Bringing up Great Kids is a 6-week supportive program for parents of children aged 12 months to 9 years.

The program aims to:

- develop parents' skills to enhance communication with their children;
- promote positive interactions between parents and their child/ren;
- encourage the development of a child's positive self-identity.

CIRCLE OF SECURITY

Circle of Security is an 8-week supportive program for parents of children aged birth to 5 years.

The program aims to:

- help parents understand how to build feelings of security for children in their early years;
- assist parents with skills to build on the positive relationship with their child;
- develop confidence in parents to respond to their child in a way which builds a secure foundation for children.

TUNING IN TO KIDS

Tuning in to kids is a 6-week supportive program for parents of children aged 4 to 10 years.

The program aims to:

- help parents teach and support their child/ren to understand and manage their emotions;
- support parents in encouraging children to express emotions appropriately;
- maximise children's social, behavioural and learning outcomes.

BRINGING UP GREAT KIDS

Parenting Adolescents

The program builds on maintaining positive relationships and interactions between parents and adolescents during the ages of 10 to 17 years.

This 6-week program will look at having a better understanding and being able to support your adolescent.

- Finding meaningful ways to stay connected with you adolescent;
- Understand that all behaviour and interaction have a meaning attached to it;
- Develop an increased understanding about the messages that they communicate to their adolescent through their behaviour, actions and attitudes;
- Develop skills to identify and manage their stress associated with parenting.

OUR KIDS – Parenting After Separation

Our Kids is a 6-week course on parenting after separation and the impact of parental conflict on children. The course encourages parents to focus on the needs of their children and develop helpful communication strategies following separation. Courses run weekly for 6 weeks during school terms. Morning and evening sessions are available.

THE DAD WORKSHOP

This 6-week program will focus on giving you the tools you need to create a better life for your entire family.

We will look at simple things you can do to improve:

- your relationship with yourself;
- your relationship with your partner;
- your relationship with your kids.

FLOURISHING FAMILIES

A 5-week program for parents with children of all ages to discover how you can help your family to flourish.

Learn about:

- how you can promote resilience;
- increase awareness of your family's strengths;
- create and nurture positive family relationships;
- give feedback to support individual growth.

BUBS TO TOTS

Bubs to Tots brings mothers (up to 24 years) of children in the 1 to 2 year age group together for support and education.

NO MORE SCAREDY CATS

Reducing Anxiety and Building Resilience in Children

A 4-week program for parents of children 5 to 12 years to gain an understanding of the increasing levels of anxiety in a child and strategies to help manage the "traps and tripwires" with strengthening sayings, questioning strategies and mindful exercises.

TUNING IN TO TEENS

Tuning in to teens is a 6-week supportive program for parents of teens aged 12 to 18 years.

The program aims to:

- support parents to connect and communicate with their teens;
- assist parents with understanding adolescent development;
- help parents to assist their teen to develop emotional intelligence;
- remain empathetic and stay connected.

LIVING WITH TEENS

A model for building strong, secure connections. Living with Teens is a 3-week program.

The program aims to cover:

- what parents need to be able to meet teen's needs;
- what teens need from parents;
- adolescent development.

BUMPS TO BUBS

Bumps to Bubs brings young mothers and mothers-to-be (up to 23 years) with babies 0 to 1 year, together to support the journey of parenting.

DADS TUNING INTO KIDS

Dads Tuning into Kids is a 6-week supportive program specifically for Dads of children aged 3 to 12 years.

The program aims to:

- help dads to effectively tune in to their child's emotions;
- encourage dads to strengthen their emotional connection with their child;
- support dads to build skills in emotion coaching to assist their child's individual needs.

POSITIVE PARENTING PROGRAM

Available online via the Triple P website

www.triplep-parenting.net.au/vic-uk/en/triple-p/

STRENGTHENING FAMILY CONNECTIONS

Strengthening Family Connections is a free 8-week program for parents and their children aged 8 to 12 years. The program aims to build a positive family culture and strengthen family connections.

STEPPING STONES

Stepping Stones is a 5-week program for families with a child who has a disability. The program aims to help parents use Positive Parenting to acquire new skills and knowledge. Skills are practiced and parents receive constructive feedback about their use of skills.

Parent Education Events

Term 1, 2024

Program	Location / Venue	Days / Dates	Time	Bookings
The Dad Workshop	Online via Zoom	Tuesdays 6 Feb – 12 Mar	7.00pm - 9.00pm	 <p>Regional Parenting Service www.geelongaustralia.com.au/parenting Ph: 5272 4741</p> 
Tuning in to Kids	Virginia Todd Community Centre 9-15 Clarence St, Geelong West	Wednesdays 21 Feb – 27 Mar	7.00pm - 9.00pm	
Circle of Security	Virginia Todd Community Centre 9-15 Clarence St, Geelong West	Thursdays 8 Feb – 28 Mar	7.00pm - 9.00pm	
Bringing up Great Kids - Adolescents	Online via Zoom	Wednesdays 7 Feb – 13 Mar	7.00pm - 9.00pm	
Flourishing Families	Online via Zoom	Thursdays 15 Feb – 14 Mar	7.30pm - 9.00pm	
Bringing Up Great Kids - First 1000 Days	Online via Zoom	Tuesdays 20 Feb – 19 Mar	7.00pm – 8.30pm	
To express your interest for the following programs please scan the QR code				
No More Scaredy Cats Stepping Stones Tuning in to Teens Bringing Up Great Kids				
Our Kids – Parenting after Separation	Family Relationship Centre 7 Ryan Place, Geelong	Tuesdays 13 Feb – 19 Mar Thursdays 15 Feb – 21 Mar	12.00pm – 2.00pm 5.45pm – 7.45pm	 <p>Family Relationship Centre www.catholiccarevic.org.au Ph: 5246 5600</p>
Online parenting programs	Drummond St Services offer a range of online programs, please see their website for further details.	Various dates and times		 <p>Drummond Street Services ds.org.au/events/</p>

Parent Education Events

Term 1, 2024

Program	Location / Venue	Days / Dates	Time	Bookings
Tuning in to Kids	Kurrambee Myaring Community Centre, 12 Merrijig Drive, Torquay	Thursdays 15 Feb – 21 Mar	12.30pm – 2.30pm	 <p>MELI Meli, the new name for BCYF and Bethany www.bcyf.org.au Ph: 5226 8900</p> 
Circle of Security	Poa Banyul Community Hub 110-122 Unity Drive, Mount Duneed	Tuesday 13 Feb – 19 Mar	9.30am - 11.30am	
Strengthening Family Connections	Lethbridge Primary School 2 Stephenson St, Lethbridge	Wednesday 7 Feb – 27 Mar	TBA	
Bringing Up Great Kids	Leopold Child & Family Centre 31-39 Kensington Rd, Leopold	Thursday 15 Feb – 21 Mar	9.30am – 11.30am	
Tuning in to Teens	Meli 16 Ballarat Road, Hamlyn Heights	Tuesdays 13 Feb – 19 Mar	12.30pm - 2.30pm	
To express your interest for the following programs please contact MELI				
Baby College Bumps to Bubs Bubs to Tots				
Circle of Security (Abbreviated)	Childrens Services Building	Wednesdays 21 Feb – 27 Mar	6.30pm – 8.30pm	 <p>CatholicCare Victoria – Warrnambool www.catholiccarevic.org.au Ph: 4344 4588 E: helen.diamond@catholiccarevic.org.au</p>
Circle of Security	Moyne Shire - Location TBC	Tuesdays 20 Feb – 26 Mar	5.30pm – 7.00pm	
Living with Teens	Online via Zoom	Thursdays 8 Feb – 22 Feb	6.30pm – 8.30pm	

SCHOOLS' PRIVACY POLICY

The Department of Education and Training (the Department) values your privacy and is committed to protecting information that schools collect.

All staff including contractors, service providers and volunteers of the Department, and all Victorian government schools (**schools**), must comply with Victorian privacy law and this policy.

In Victorian government schools, the management of 'personal information' and 'health information' is governed by the *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic) (collectively, **Victorian privacy law**). In addition, the Department and Victorian government schools must comply with the *Victorian Data Sharing Act 2017*.

This policy explains how Victorian government schools collect and manage personal and health information, consistent with Victorian privacy law and other associated legislation.

DEFINITIONS

Personal information is recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.

Sensitive information is a type of personal information with stronger legal protections due to the risk of discrimination. It includes information or opinion about an identifiable person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, criminal record, or membership of a trade union.

Personal and sensitive information is regulated in Victoria under the *Privacy and Data Protection Act 2014* (Vic).

Health information is information or opinion about an identifiable person's physical, mental or psychological health or disability. Health information is a type of personal information which, because of its sensitivity, also has different and stronger legal protections.

Health information is regulated in Victoria under the *Health Records Act 2001* (Vic).

Note: De-identified information about individuals can become personal information if it is re-identified or if it is at high risk of being re-identified, for example, if it is released to the public or is a small sample size.

WHAT INFORMATION DO WE COLLECT?

Schools collect the following types of information.

- Information about students and their families provided by students, their families and others – for example, contact and enrolment details, health information, and parenting and access arrangements.
- Information about job applicants, staff, volunteers and visitors provided by job applicants, staff members, volunteers, visitors and others – for example, qualifications, working with children checks, teacher registration and banking details.
- Information about the activities of students, staff and families if they are on school grounds (for example captured through CCTV) or using school or departmental systems (such as school networks or school-acquired software).

HOW DO WE COLLECT THIS INFORMATION?

Schools collect information in a number of ways, including:

- in person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others
- from electronic and paper documentation: such as job applications, emails, invoices, letters, and forms (such as enrolment, excursion, medical, specialist or consent forms)
- through school websites and school-controlled social media
- through online tools: such as apps and other software used by schools
- through any CCTV cameras located at schools
- through photographs, film and other recordings
- through polls, surveys and questionnaires

- and, in some cases, through authorised information sharing arrangements with other services.

Collection notices

Schools provide families with a privacy collection notice (also known as a collection statement or privacy notice) on enrolment and on an annual basis to communicate:

- the reason for collecting information about families and students
- how the information is used and disclosed
- how to access, update and correct the information.

Schools may also send out ad hoc collection notices during the year, for example if they are adopting new technologies or processes.

Consent processes

Consent is when someone voluntarily agrees for their information to be collected, used and/or shared within or outside the school or the Department.

Consent, when required, is sought in different ways and can be verbal, online or in writing, depending on the circumstances. There are many consent processes that may be applied during the school year.

Some consents are annual, for example the yearly photography consent process, while some will be for a specific purpose such as to collect information for a school event or use of a new software application.

When seeking consent for photographing students, schools apply the [Photographing, Filming and Recording Students Policy](#).

Health services conducted in schools use specific consent forms, which include consent for use and disclosure of health information. For example, schools use the [Student Support Services consent form](#) to access these services for students.

Unsolicited information about people

Schools may receive information about you that they have taken no active steps to collect. If permitted or required by law, schools may keep records of this information. If not, they will destroy or de-identify the information when practicable, lawful and reasonable to do so.

WHY DO WE COLLECT THIS INFORMATION?

Primary purposes of collecting information about students and their families

Schools collect information about students and their families when necessary to:

- educate students
- support students' social and emotional wellbeing, and health
- fulfil legal requirements, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
 - make reasonable adjustments for students with disabilities (anti-discrimination law)
 - ensure, as far as is reasonably practicable, the health and safety of people in school workplaces (occupational health and safety law)
- enable schools to:
 - communicate with parents about students' schooling matters and celebrate the efforts and achievements of students
 - maintain the good order and management of schools
- enable the Department to:
 - ensure the effective management, resourcing and administration of schools
 - fulfil statutory functions and duties
 - plan, fund, monitor, regulate and evaluate the Department's policies, services and functions
 - comply with reporting requirements
 - investigate incidents in schools and/or respond to any legal claims against the Department, including any of its schools.

Primary purposes of collecting information about others

Schools collect information about staff, volunteers and job applicants:

- to assess applicants' suitability for employment or volunteering
- to administer employment or volunteer placement
- for insurance purposes, including public liability and WorkCover
- to fulfil various legal obligations, including employment and contractual obligations, occupational health and safety law and to investigate incidents
- to respond to legal claims against schools/the Department.

or reporting obligations to agencies such as the Department of Health and the Department of Families, Fairness and Housing and complying with tribunal or court orders, subpoenas, summonses or search warrants, and in some circumstances to meet our duty of care

- when required under the **Child and Family Violence Information Sharing Schemes**, with other Victorian schools and Victorian services to promote the wellbeing or safety of children, or to assess or manage family violence risk
- to investigate or report suspected **unlawful activity**, or when reasonably necessary for a specified **law enforcement** purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency
- as de-identified information, for **research or school statistics** purposes, or to inform departmental policy and strategy
- to establish or respond to a **legal claim**.

WHEN DO WE USE OR DISCLOSE INFORMATION?

Using and/or disclosing information refers to how it is utilised for a specific purpose, and how it is shared and/or made available to other individuals or organisations.

Schools use or disclose information consistent with Victorian privacy law and other associated legislation, including as follows:

- for a **primary purpose** – as defined above
- for a related **secondary purpose** that is reasonably to be expected – for example, to enable the school council to fulfil its objectives, functions and powers
- with **notice and/or consent** – for example, consent provided for the use and disclosure of enrolment details (the information collected will not be disclosed beyond the Department without consent, unless such disclosure is lawful)
- when the Department reasonably believes it is **necessary to lessen or prevent a serious threat** to:
 - a person's life, health, safety or welfare
 - the public's health, safety or welfare
- when **required or authorised by law** – including as a result of our anti-discrimination law, occupational health and safety law, child wellbeing and safety law, family violence law,

UNIQUE IDENTIFIERS

The Department assigns a unique identifier to every Victorian government school student in its student records system to enable schools to carry out their functions effectively. In addition, the Department uses a unique [Victorian Student Number](#) (VSN) assigned to each student by the Victorian Curriculum and Assessment Authority (VCAA) when they enrol in a Victorian government school, independent or Catholic school. The use of the VSN is regulated and can only be used as stipulated by legislation.

The Department also assigns international students a unique international student identifier number.

Other unique identifiers may be applied by schools.

Students undertaking vocational or university education can also register for a Federal Government issued and managed unique identifier, [Unique Student Identifier](#) (USI). The USI is used to create an online record of a student's recognised Australian training and qualifications. Students are required to have a USI before they can receive their qualification or statement of attainment.

STUDENT TRANSFERS

Between Victorian government schools

When a student has been accepted at, and is transferring to, another Victorian government school, the current school transfers information about the student to that school. This may include copies of the student's school records, including any health information. Parental consent is not required for this.

This enables the new school to continue to provide for the education of the student, to support the student's social and emotional wellbeing and health, and to fulfil legal requirements.

To and from Victorian non-government schools including Catholic schools

When a student has been accepted at, and is transferring to or from a non-government school in Victoria, the current school provides a transfer note from the student records system to the new school, with parental consent.

Additionally, the current school may share information with the new school to promote the wellbeing or safety of the student or to assess or manage family violence risk pursuant to the Information Sharing Schemes.

To and from interstate schools

When a student has been accepted at and is transferring to or from a school outside Victoria, the current school provides a transfer note to the new school, with parental consent.

Further direction on information transfers between schools is available in the guidance under [Enrolment – Student transfers between schools](#).

NAPLAN RESULTS

NAPLAN is the national assessment for students in years 3, 5, 7 and 9, in reading, writing, language and numeracy.

Schools use NAPLAN data to evaluate their educational programs by analysing results for students who attended their school.

Victorian government schools can access student NAPLAN results from the student records system. When a student transfers to or from an independent, Catholic or interstate school, with parental consent, the school where the assessment was undertaken can provide a student's NAPLAN results to the new school.

RESPONDING TO COMPLAINTS

On occasion, Victorian government schools and the Department's central and regional offices receive complaints from parents and others. Schools and/or the Department's central or regional offices will use and disclose information as considered appropriate to respond to these complaints (including responding to complaints made to external organisations or agencies). More information about the process can be found in the [Complaints – Parents policy](#).

Complaints relating to the Department's International Student Program are managed according to the [ISP Complaints and Appeals Policy](#).

Complaints specifically about the Department's or a school's handling of personal information are managed according to the [privacy complaints process](#).

ACCESSING INFORMATION

All individuals, or their authorised representative(s), have a right to access, update and correct information that a school holds about them, providing access to information or records doesn't increase a risk to the safety of a child or children.

ACCESS TO STUDENT INFORMATION

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information](#) (FOI) application through the Department's Freedom of Information Unit.

In some circumstances, an authorised representative may not be entitled to information about the student. These circumstances include when granting access would not be in the student's best interests or would breach our duty of care to the student, would be contrary to a mature minor student's wishes or would unreasonably impact on the privacy of another person.

Additionally, the Child and Family Violence Information Sharing Schemes allow prescribed organisations to share confidential information with each other to promote the wellbeing or safety of children, or to assess or manage family violence risk. Victorian schools and a range of other Victorian services fall under these schemes. For more information, refer to: [Information sharing and MARAM reforms](#)

ACCESS TO STAFF INFORMATION

School staff may first seek access to their personnel file by contacting the principal. Guidance on access to staff health information is available at: [Access to health information – Employees](#). If direct access is not granted, the staff member may request access through the Department's Freedom of Information Unit. Refer to [Freedom of information requests](#) for further information.

STORING AND SECURING INFORMATION

Victorian government schools take reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. They store all paper and electronic records securely, consistent with the Department's records management policy and information security standards. All school records are formally disposed of, or transferred to the State Archives (Public Record Office Victoria), as required by the relevant Public Record Office Victoria record Retention and Disposal Authorities. Refer to the [Records Management policy for Schools](#) for further information.

Victorian government schools are provided with tools and information to help them assess software and contracted service providers for privacy and information handling risk. Privacy Impact Assessments (PIAs) help schools to assess third party software used in a school that handles personal, sensitive or health information. Conducting PIAs helps schools to identify privacy and security risks, evaluate compliance with Victorian privacy laws and document actions required to manage any identified risks.

The European Union's (EU's) General Data Protection Regulation (GDPR) applies to international students from the EU. For queries, contact international@education.vic.gov.au

UPDATING YOUR INFORMATION

It is important that the information we hold about students, families and staff is accurate, complete and up to date. Please contact your school's general office when information you have provided to them has changed.

FOI AND PRIVACY

To make a FOI application contact:

Freedom of Information Unit

Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 7022 0078

foi@education.vic.gov.au

For more information about FOI, see <https://www.education.vic.gov.au/about/working/Pages/foi.aspx>.

If you have a query or complaint about privacy, please contact:

Knowledge, Privacy and Records Branch

Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 8688 7967

privacy@education.vic.gov.au