



MURRABIT GROUP SCHOOL

2024 School Information Booklet



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WELCOME MESSAGE

Firstly, let me take the opportunity to welcome you to our school community and also to invite you to consider our school for the future education of your child.

Murrabit Group School is a community centred school where a dedicated team of teachers and support staff work together with the school community to provide positive educational outcomes for all students. We would like our children to have the chance to fulfil their potential, to learn, to develop excellent social skills and to build important life skills such as resilience, independence, responsibility, gratuity, empathy, inclusion, and a sense of fair play.

Our vision is 'We want the children at Murrabit Group School to fly!'. and our beliefs are based on the core values of respect, honesty, teamwork, learning and persistence.

- Respect: value yourself, others, and the environment.
- Honesty: being open and honest in all transactions with all people.
- Teamwork: learning together to achieve the best possible outcomes.
- Learning: developing and acquiring knowledge, skills, values, and attitudes.
- Persistence: through hard work, dedication and self-belief children can achieve their personal best.

Our staff realise the joint responsibility in helping your child grow by providing an environment where children can develop to their highest potential in all areas through offering engaging purposeful programs, across a broad range of learning styles. An opportunity to build individual skills and a sense of wonder and inquiry.

The school has strong parent and wider community support which further enhances all children's education at our school. I know that, at Murrabit Group School, your child's school days will be happy and rewarding. We look forward to the opportunity to work together to provide the best possible learning situation and to ensure that school life will be a rewarding and stimulating experience and a happy place to thrive.

Yours sincerely
Gabriele Hogg.



GABRIELE HOGG
ACTING PRINCIPAL

OUR 2024 STAFF

Acting Principal: Mrs Gabriele Hogg

Teachers:

Miss Meganne Bath

Miss Teaghen Taylor

Mrs Angela Jones

Miss Melissa Devereux

Teacher Support:

Mrs Jeanette Coulter

Wellbeing:

Mrs Natalie Goudie-Troy

Specialist Teachers:

Mrs Helen McLaren (MARC)

Ms Sally Bentley (MACC)

Miss Melissa Devereux (P.E.)

Mrs Angela Jones (Italian & Music)

Business Manager:

Mrs Judi Ficken

Cleaner:

Ms Ngaire Molloy

MURRABIT GROUP SCHOOL

Murrabit Group School is set in the small, rural township of Murrabit. We have been servicing the local surrounding areas since 1971. Our school has approximately 35 students and many of these students come to school via bus, off farming properties. Our school is a part of the Murray Plains Cluster of schools.

Murrabit Group School currently has 3 classes:

- Year F/1/2
- Year 3/4
- Year 5/6

The school currently has three full-time teachers which includes the principal. We have three part time teachers, one learning support staff and a business manager. We also have visiting MARC (Library), MACC (Art), LOTE and Music Specialists.



SCHOOL TIMES & DATES

TIMES

School commences at 8:57am.

Morning recess -11:00am – 11:30am.

Lunch - 1:30 pm to 2:20pm.

School dismisses at 3.23 pm.

Assembly will be Monday afternoon, please join us 2:50pm

2024 TERM DATES

Term 1 –30th January – 28th March

Term 2 – 15th April – 28th June

Term 3 – 15th July – 20th September

Term 4 – 7th October – 20th December

VALUES

VISION

At Murrabit Group School we have 4 key values that are reflected in our every day learning and interactions. These are displayed and taught explicitly in all areas of learning.

RESPECT

Value yourself, others and the environment.

HONESTY

Being open and honest in all transactions with all people.

TEAMWORK

Learning together to achieve the best possible outcomes.

PERSISTENCE

Through hard work, dedication and self-belief children can achieve their personal best.



SCHOOL LEARNING SENSES

LEARNING AT MURRABIT GROUP SCHOOL

Looks like being

Caring Respectful Persistent
Risk-Takers Reflective
Collaborative
Independent Kind Creative Inquirers

Feels like being

Cared For Confident Knowledgeable
Expressive Grateful Resilient
Open-Minded

Sounds like

Using Manners Talking Calmly Sharing Ideas
Providing Feedback Being Thankful
Talking Respectfully

SCHOOL LEARNER PROFILE

At Murrabit Group School we are...

Risk Takers

I take risks in my learning, even though I may make a mistake.
I am confident in my abilities and ideas.

Independent

I am responsible for my own learning and actions.

Creative

I am open minded.
I can express myself freely.

Inquirers

I ask questions.
I practice to improve my learning.

Reflective

I reflect on the positive and negatives of learning activities to make sure I can try and do better next time.
I am grateful.

Resilient

I do my best at everything that I try even if I may not succeed at first.

Empathetic

I care for myself and others.
I look after myself and others.
I am kind to myself and towards others.

Collaborative

I have a go at everything.
I share and communicate with others appropriately.
I share my ideas with others.

Role Models

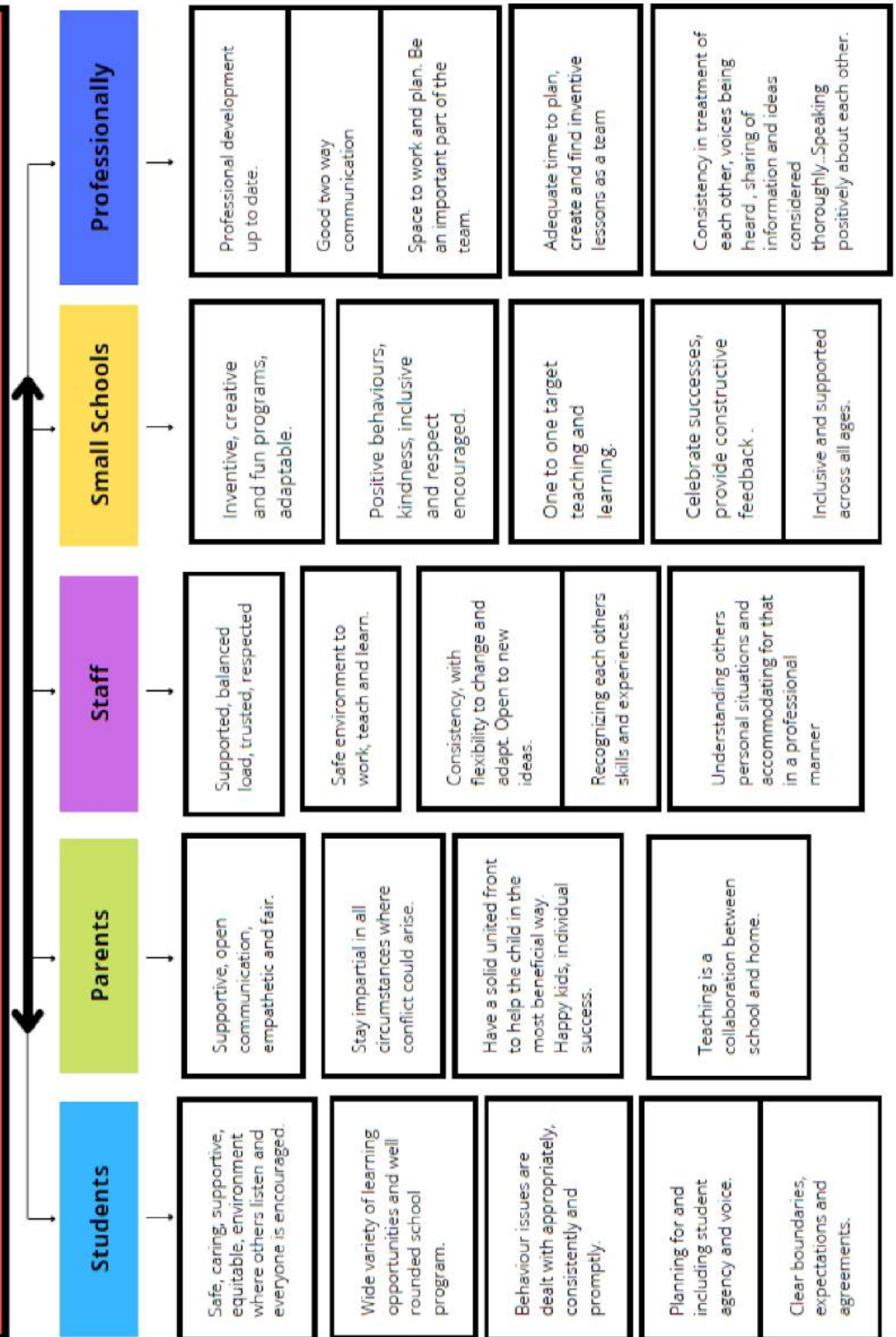
I model the best behaviours I can for others around me.



SCHOOL LEARNING ENVIRONMENT

What is a positive teaching and learning environment at Murrabit Group School?

Working together in unity to create a positive, supportive and caring learning and working environment. A place we all like to be.



SCHOOL 2023 AIP



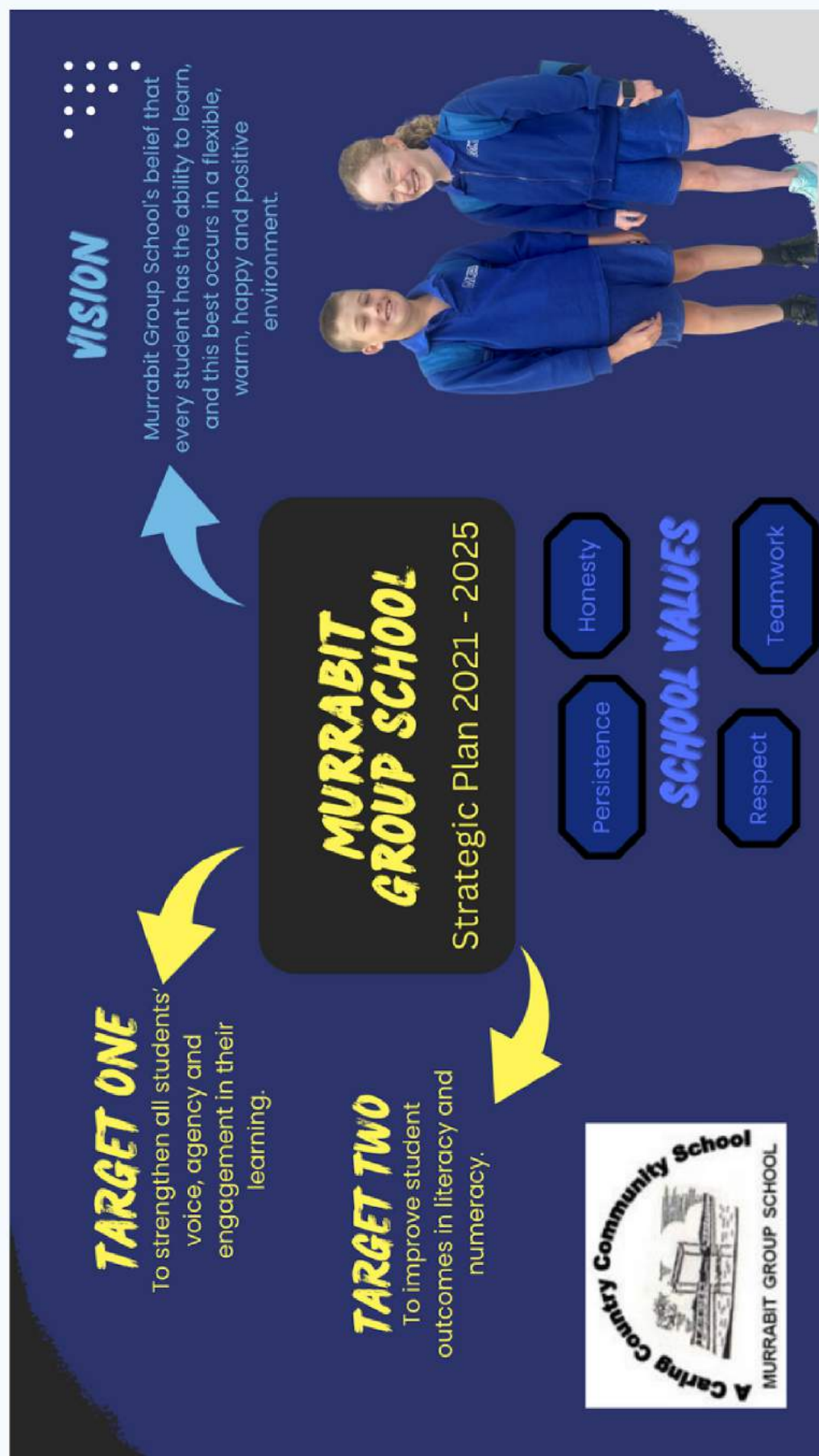
Murrabit Group School 2023 AIP Summary

<p>2023 Priorities Goal</p>	<p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p><u>12 mth targets</u></p> <p>Focus on student wellbeing to achieve the following:</p> <p>The AToss to reflect the following percentage of positive responses:</p> <p>Student opinion and motivation and interest to reach 94%</p> <p>Student and parent agency and voice to achieve 90%</p> <p>Promote student ownership of learning goals to achieve 70%</p> <p>Collaborate to improve curriculum to reach 50%</p> <p>Monitor effectiveness using data to reach 50%</p> <p>Student learning (teacher judgment - semester 1 2022 to semester 1 2023) - increase the percentage of Year 1 to Year 6 students achieving above expected growth in:</p> <p>Number and Algebra from 21% (2019/2020) maintain 30% (2022/23).</p>
<p>Curriculum, Planning & Assessment</p> <p>KIS 1.a</p> <p>Learning – Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.</p>	<p>Actions</p> <ul style="list-style-type: none"> Develop teacher knowledge and capacity to analyze and use data and evidence to inform planning and implementing effective practices in math. Leverage systems and structures to enable collaboration as a whole school and reflection on student outcomes. 	<p>Activities & Milestones</p> <ul style="list-style-type: none"> Visit PLC link schools and partake in a learning walk to look at instructional models in multiage and ability classrooms. Develop a consistent approach to teaching numeracy across the school. Provide professional learning to staff around targeting student needs through varied assessment and recording data to cross check. (PAT Math, Essential Assessment, SPA, Top 10)) To develop an understanding as a whole staff of the PLC process Build and revise math resources, anchor charts, vocab walls, reflecting consistent math language across the school <p>Success Indicators</p> <ul style="list-style-type: none"> Engage with PLC facilitator to unpack the Numeracy Guide and Math Tool Kit PLC agenda Majority of staff using shared collaboration platform- Google Drive Agreed Instructional model developed. Evidence of staff inputting data and moderating assessments using the assessment schedule All staff participating in collaborative conversations and professional development. All students experience 12mth growth in numeracy. Students will co-design their learning goals and reflect on these regularly. Parent awareness through information evenings, communications in the newsletter and family math fun nights.

SCHOOL 2023 AIP

<p>Health & Wellbeing</p> <p>KIS 1.b</p> <p>Wellbeing – Effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable.</p>	<p>Strengthen the whole school approach to support students’ attendance, wellbeing and mental health by:</p> <ul style="list-style-type: none"> - establishing a multi-tiered response model to support students’ attendance, mental health, and wellbeing; - embedding Respectful Relationships across the school; - building staff capability in social and emotional learning; - utilising the internal care pathway for identified students in a timely manner. 	<ul style="list-style-type: none"> • Implementation of partnership programs, developing Respectful Relationships including staff professional development and the delivery of wellbeing lessons as a whole school approach and additional staffing. • Celebrate achievements, connections and success through assemblies, community days, inquiry learning, events, and promotion. Unpacking and recognising school values. • Wellbeing/Respectful Relationships coordinator to work with students and staff, developing IEPs and setting up regular meetings, developing school-based surveys and analysing the data, co-ordinating 1:1 or small group catch ups and wellbeing activities. • Inspire students through engaging curricula, inquiry learning, incursions, and excursions such as STOMP and Circus skills 	<ul style="list-style-type: none"> • Success indicators around strengthening the whole school approach to support students’ attendance, wellbeing and mental health will include: • - Teacher judgements around the Victorian Curriculum: Personal and Social Capability and the schools Social Development and Commitment to Learning Assessment in the end of Semester Reports. • - Attitude to School Survey results in the areas of ‘School connectedness’, ‘Resilience’, ‘Self-Regulation’, ‘Emotional Awareness’, ‘Psychological Distress’ and ‘Managing bullying’. • - Parent Opinion Survey results in the areas of ‘School connectedness’ and ‘Managing bullying’. • - Improved student attendance data overall and for targeted students Staff cultural agreement plan. • -Adhering to ‘above the belt behaviours’ staff cultural agreement, as a whole staff. • -90% or more of students and parents respond positively to the SSS and POS. • -Internal school-based weekly student check in survey and reflection. • -Strengthening connections to external well-being supports as needed, engaging services experts as required, communicating to the wider community • -Students and teachers refer to the class pledges, use school value language • -Visual whole school RR and Pledges- Wellbeing Structure to be evident within each classroom • -Teaching and celebrating two school values each term at assembly. • -Embedding Respectful Relationships as a whole school.
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SCHOOL STRATEGIC PLAN



SCHOOL UNIFORM

The school has an official uniform which is compulsory as it assists students to establish a sense of pride and belonging. A supply of uniforms is available at the school office on Monday's and Wednesday's. A quantity of second hand uniforms are also available for a \$2.00 donation per item.

A school hat must be worn from the 1st of September until the 1st of May. A hat is provided by the school Parent's and Friends Club at each new enrolment. This hat stays at school unless being washed.

Summer - Royal blue/white check dress, royal blue polo shirt, royal blue or grey shorts/skorts.

Winter - Royal blue polo shirt, royal blue windcheater or zip jacket, royal blue vest, royal blue track-pants or grey trousers, weatherproof jacket.

Footwear - Black school shoes or runners. Un-enclosed shoes are not acceptable footwear.

Please ensure EVERYTHING is named.

Lost property: Unnamed items of clothing are placed in the lost property tub in the front office of the school. If items are not claimed by the end of the school year they are washed and placed in to the second hand uniform store.



CURRICULUM

This school supports the Early Years philosophies with a daily **1 hour numeracy block** and a **2 hour literacy block**.

Parents are welcome to assist in the room during this time. During this time children work in whole class and small groups in both reading and writing. Students are closely monitored using running records for reading, observation and checklists for writing and their work is matched to their level. Individual Learning Plans support a child's learning through identifying strengths and areas for improvement.

Our numeracy time is scaffolded by the Top 10 Numeracy Program via an instructional model of teaching and learning.

Reading, borrowing and sharing books from our school library is a focus in our school. We embrace and value reading through community, buddy and classroom reading. Daily reading, whether it be modelled, independent or guided, is an integral part of our program. Children are supported not only by staff but peers as well.



SPECIALISTS

Mobile Area Resource Centre - MARC:

The school has a weekly visit from a mobile library (MARC van) which is staffed by a teacher/librarian, Mrs Helen McLaren. Children are able to borrow books and have lessons on library use and research skills. Blue book bags are provided to new students. The MARC van visits each Monday for borrowing and library lessons.

Mobile Art and Craft Centre - MACC:

An art program is provided each week by the visiting MACC van, staffed by Ms Sally Bentley. Children are provided with an art smock to protect their uniforms from paint and glue. Children are taught many special skills and have the opportunity to produce amazing pieces of work and learn about 'artists at work'. The MACC van visits each Tuesday.

LOTE (Italian) and Music:

A LOTE and Music program is provided weekly by Mrs Angela Jones. Children are engaged in Italian lessons and an excellent Music program where they are given the opportunity to sing and learn a range of instruments including guitar, keyboard and drums.

Physical Education:

An exciting Physical Education program operates under the guidance of Miss Melissa Devereux and children have the opportunity to develop ball handling and motor skills, and experience many kinds of sports. The school conducts a comprehensive swimming program at the Kerang Pool in the final weeks of term 4 and again in the second and third weeks of term 1. Parents are welcome to come along and watch or assist with this program.



EXCURSIONS AND SPORT

Excursions:

Most years a school excursion program is organised to enable students to experience different environments and also to develop their independence. Costs are kept to a minimum and all children are encouraged to attend. They are carefully supervised and all safety measures are taken. As part of the Murray Plains Cluster we participate in Cluster activities and sports events.

In our cluster of schools there is a two year rotation of camps for years 3-6

- Years 3/4 Swan Hill Pioneer Settlement OR Billabong Ranch, Echuca.
- Years 5/6 Canberra OR 15 mile creek - outdoor educational camp.

The younger Prep/1/2 students have a school sleepover that they participate in. Students come to school, have dinner and sleep the night at school.

Extra Curricular Sports:

- Rural District School Swimming Fun Day
- Water Safety Day
- Cross Country Run with the opportunity to compete at the Division and Regional level
- District Lightning Premiership competitions
- Rural District Interschool Athletics competitions



HOME AND SCHOOL PARTNERSHIPS

PARENTS IN SCHOOL:

We encourage all parents to be actively involved in the life of the school. Contact with your child's teacher will give you the opportunity of helping in some way e.g. reading, language activities, music. Throughout the school, there are opportunities to help out with programs such as Swimming, Sporting events, Bike Education, End of Term Activities and Reading. We'd be delighted to have your offer of assistance!

ACCESS:

In this age of changing family structures, sometimes there are circumstances where a parent or relative has been denied access to a child as a result of a court order. At other times, there may be pressing reasons for particular people not to be allowed access to students even if there is no legal sanction. If there are reasons why any person should not be permitted access to your child, please make sure you notify the school of your wishes to help avoid difficult situations.

COMMUNICATION WITH FAMILIES:

On Monday, the school newsletter is sent home. This is an important form of communication informing families of current happenings and sharing community notices. A school Facebook group also assists communication between parents and the school, and this is a closed group for security reasons. Aside to this we also have recently set-up the Sentral Platform for Parents to individually message teachers and organise meetings. A group SMS is also used for important messages on short notice.



FINANCE

MONEY - When children bring money to the school, please place it in a school envelope and write the amount, the child's name and what the money is for e.g. bookclub, lunch order etc.

Please do not send loose money to school.

CONVEYANCE ALLOWANCE - Victorian children who live more than 4.8 kilometres from the school but do not use the bus, or who live more than 4.8 km from a bus stop, are eligible for a subsidy. New South Wales children are also eligible for a subsidy. Forms are available from the school.

EXCURSIONS AND ACTIVITIES - The financing of school activities comes largely from government funding, special grants and Parent Club fundraising. However, to maintain current programs, it is necessary for each family to make some financial contribution in the way of a one off payment, which is kept to a minimum, at the start of each year. This reduces the need to keep asking for money throughout the year. The one exception is school camps where parents must pay.

BOOKS AND REQUISITES - We invite parents to purchase an individual student classroom pack for individual students to keep. The school has previously provided individual student classroom materials, but this has changed. These educational items including textbooks, stationery will be available as a package from Kerang Computers, however if parents would like to source the items themselves a list will be provided. Parents are invited to contribute a volunteer contribution at the time of purchase to support the school so they can continue to offer varied and high-level programs. This includes purchasing current digital technologies, STEM and Hands On Learning Programs, bussing to programs, activities, upgrading and maintaining storage, facilities, and grounds.

FUNDRAISING - The main fundraising at M.G.S. is catering for the morning teas at the Murrabit Market, with each family rostered on duty several times a year. As this raises a significant amount of money and we are able to access money from outside the area, it is appreciated (but voluntary) that each family help in this area. Other schools are very envious of our capacity to access this source of fundraising.

SCHOOL LUNCHES - Lunch orders are available from the Murrabit Store on Mondays. Please write clearly on an envelope:- child's name, order and amount enclosed. These orders must be handed in before 9:30am on Monday morning.

SCHOOL PHOTOS - During the year, individual, class, family and whole-school photos will be taken. There is no obligation to buy any of these.

BOOK CLUBS -

Children have the opportunity to purchase inexpensive, good quality literature through book club orders. Information is sent home throughout the year.

SCHOOL RESOURCES AND FEES

1. Murrabit Group School is looking forward to another great year of teaching and learning and would like to advise you of Murrabit Group Schools voluntary financial contributions for 2023.
2. Things are changing for parents/carers due to new Department Policies and MGS are now asking parents to provide the individual student classroom resources. Packages are available for your convenience through Kerang Computers. Volunteer Parent Payments will also reflect this change as per below.
3. We invite parents to purchase an individual student classroom pack for individual students to keep. The school has previously provided individual student classroom materials, but this has changed. These educational items including textbooks, stationery will be available as a package from Kerang Computers, however if parents would like to source the items themselves a list will be provided.
4. Schools provide students with free instruction to fulfil the standard curriculum requirements and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that is through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.
5. Within our school this support has allowed us to run exciting curriculum and specialist programs, have up to date IT and extra curricula experiences at school and through camps and excursions: e.g. a wider offering of subjects and special curriculum experiences; enhanced digital learning opportunities; extended swimming program, the upgrade of outdoor learning spaces and gardens, music and LOTE programs, MARC and MACC.
6. The school runs a dynamic integrated technology program. Each student in the school has access to an individual laptop and bank of iPads. As a component of the volunteer parent payments, families that have contributed will have the opportunity to purchase these laptops at the end of Grade 6 at a largely discount price.
7. Parents are invited to contribute a volunteer contribution at the time of purchase to support the school so they can continue to offer varied and high-level programs. This includes purchasing current digital technologies, STEM and Hand On learning Programs, bussing to programs, activities, upgrading and maintaining storage, facilities, and grounds.
8. For further information on the Department's Parent Payments Policy please see a one-page overview attached.

SCHOOL RESORUCES AND FEES

Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum. Further to this are many items that are not costed including grounds maintenance, first aid, wellbeing programs, ICT devices, photocopying and additional classroom support and cleaning.	Amount
Classroom consumables, materials & equipment <ul style="list-style-type: none"> • Art/ Integrated/ Inquiry studies • Science, Technology, Engineering – • Mathematics – • Literacy 	\$20
Online subscriptions: <ul style="list-style-type: none"> • Mathletics • Reading Eggs • Essential Assessment • Literacy Pro • Ipad apps. 	\$20
CT devices – provision of devices 1:1 Laptops (fees go towards discounted purchase option in Grade 6)	\$10
MARC and MACC mobile programs Workbooks, cover paper and some Craft supplies Contribution to the cost of Maintaining and purchasing books for the library van.	\$30
Total Curriculum Contributions	\$80

Curriculum Based Events:

Some excursions are a required element of the school's Curriculum. All students are expected to attend for example swimming.

We invite you to support our school by making a Curriculum Contribution, so that we can continue to provide these opportunities for all students.

You are invited to make further contributions to support items and that the school community highly value including grounds maintenance, garden program, chickens, first aid, wellbeing programs, ICT devices, photocopying, additional classroom support and cleaning.

Educational items for students to own:

Attached is a list of items that the school recommends you purchase from Kerang Computers as a class package for your child to individually own and use. Volunteer payments can be contributed there at the same time for the above or directly to the school.

SCHOOL RESOURCES AND FEES

Extra-Curricular Items and Activities – provided on a user-pays basis

Murrabit Group School offers a range of optional items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides to deliver the Curriculum.

The cost of extra-curricular items and activities will be advised throughout the year.

Extra-Curricular Items and Activities	Amount
A direct charge will be made to each student as and when required to cover costs of excursions, camps, visiting performers and special activities. This covers transport, entrance fees and other associated costs. The cost must be paid in full so your child can have access to these extra curricula activities as they are directly charged to the school	
School camp We invite parents to purchase camps or excursions on a user-pays basis. Gr 3-4 TBC Grade 5-6 Canberra \$600 subsidised through fundraising	TBA
Special incursions – 2023 STOMP dance and Circus – Term 4	TBA
Excursions to be scheduled – Grade P-2 Echuca, Pioneer Settlement, GRIP Leadership, Art Gallery	TBA
Total Extra-Curricular Items and Activities	

Financial Support for Families:

Murrabit Group School understands that some families may experience financial difficulty and offers a range of support options, including:

- the Camps, Sports and Excursions Fund
- State Schools Relief (SSR)
- Payment plans for Extra-Curricular Items and Activities

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact:

Gabriele Hogg/ Judith Ficken

Ph: 0476 910 681 | Email: murrabit.ps@education.vic.gov.au

SCHOOL RESORUCES AND FEES

TOTAL:

Category	Totals
Curriculum Contributions	\$90
Other Contributions (Non-tax deductible)	[\$parent to complete]
Extra-Curricular Items and Activities	\$TBA
Total	\$

Payment methods:

Parents can pay for the classroom resource package and volunteer fee at Kerang Computers
OR Parents can source their own required classroom materials for the students AND/OR
Parents can directly pay to volunteer fee to the school

Additional volunteer fees are welcomed to continue to run all the abundance of wonderful programs offered at Murrabit Group School.

Direct deposit to the school:

BSB – 063 542

Account – 1002 8069

OR

via BPay with the code that is on their invoices/statements.



Refunds:

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payments Policy and Guidance, Financial Help for Families Policy, and any other relevant information.

SCHOOL RESOURCES AND FEES

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

GENERAL INFORMATION

CONTACTING THE SCHOOL - The teachers welcome parent contact with the school, but ask that visits and phone calls be made during lunch or recess breaks, or before or after school.

Teachers are always happy to discuss any concerns and interviews can be arranged at suitable times.

Two formal interviews are held throughout the year , in conjunction with two written progress reports. The school conducts information sessions for parents during the year and special events are organised to encourage parent visits. End of term days have a 'special event' which is generally sponsored by our wonderful Parent's and Friends club – a great way to celebrate our achievements with our families.

LEAVING SCHOOL GROUNDS - Children are not to leave the school grounds for any reason unless permission is obtained from parents.

LEAVING SCHOOL EARLY - Parents wishing to take their children from school early should contact the school prior to doing so, and must be signed out.

ABSENCES - A note, phone call or text message should be sent to school explaining the reason for the absence.

CHANGE OF ADDRESS/TELEPHONE NUMBERS - Please notify the school with regard to **ANY** change of address, telephone number and particularly **EMERGENCY CONTACT NUMBERS** in the case of illness or accident.

SUPERVISION - All recess periods, including eating lunch, are supervised by staff. No student is permitted to leave the school grounds between their arrival at school and 3.27 pm, unless special permission has been granted.

LUNCHES - Lunches sent from home will be heated in the oven at school if required. These must be **wrapped in foil and clearly named**. No microwave food.

INSURANCE - All students are covered by an insurance policy for any accidents that occur during school hours. The premium for this is paid annually by the Parents and Friend's Club.

SCHOOL BUS

Bus travelling families receive a timetable at the start of each new term. It is rotated each term to ensure that the same students do not always have the early morning starts.

Bus Rules:

- The bus driver and bus captain must be obeyed
- Remain seated unless permission is granted to move.
- Keep noise down to an acceptable level.
- No eating or drinking on the bus.
- Care for one another
- Report annoying behaviour or problems to teachers.
- Use safe behaviours when getting on and off the bus.

Any alternations to the normal bus arrangements must be brought to the attention of the teachers in **writing** or by **phone/text message** and a **bus permit** will be issued. Parents need to contact the school if they have problems with the bus. If you need to contact the bus driver for any reason, the telephone number is: **0427 030 338**. Please notify the bus driver if you are not going to be using the bus on a particular day.



MEDICAL

ABSENCES / EXEMPTIONS - All pupil absences are to be explained either by note or direct contact with the school. Where a medical condition is involved, it is important to provide relevant information.

Where children are exempt from a particular activity, a note is required giving details. Children should not be sent to school if they are unwell as the school has no facilities to cope with them. **It is extremely important that any child who has asthma fills out an asthma management plan** which can be obtained from the office.

INFECTIOUS DISEASES - EXCLUSION FROM SCHOOL - Certain situations arise where students have to be excluded from school. These involve contagious diseases or complaints, and exclusion is compulsory for the well-being of the student and the protection of others. This includes Head Lice.

The Principal is required to exclude children according to the table at the back of this booklet, under the Health (Infectious Diseases) Regulations 1990. Note the regulations require the parent or guardian to inform the Principal, as soon as practicable, if the child is infected with any of the diseases listed in the table or has been in contact with an infected person.

ACCIDENTS/ILLNESS - In the event of a serious accident or illness, an ambulance will be called and the parents contacted immediately via information supplied on the Student Information Form. It is essential we have a current telephone number of both parents and an emergency contact person in case parents are unavailable.

Staff will treat children with minor injuries. In most cases of illness, parents will be contacted and the child sent home.

MEDICINE AND TABLETS - If it is necessary for your child to receive medication during school hours, a signed note stating the dosage required is necessary. Please ensure that your child hands the medicine and/or tablets to their classroom teacher at the start of the day.

ALLERGIES - It is important that staff are notified of any allergies your child may have. Bee, ant and wasp bites as well as nut allergies may severely affect some children. Please notify staff of any emergency treatment your child requires. An anaphylaxis management plan is also required.

SCHOOL COUNCIL

PARENT ORGANISATIONS - There are two official bodies representing the parents of our school community; these are the School Council and Parents and Friends Club.

SCHOOL COUNCIL - Our School Council is composed of eight members elected by the parents of the school, and 2 members of staff. This council is the governing body of the school and is responsible for the maintenance of the school buildings and grounds, the allocation and spending of government grant monies, curriculum policies, the welfare of pupils and teachers and the future planning and development of the school. Elections are conducted at the beginning of each year. School Council is organised on a sub-committee basis, where necessary.

SCHOOL COUNCILLORS 2022 -

PRESIDENT: Mrs Angela Morton

SECRETARY: Kathleen Maclean

EXECUTIVE OFFICER: Mrs Gabriele Hogg

OTHER MEMBERS:

Mrs Michelle Mathews (Parents and Friends Representative)

Miss Meganne Bath (Teacher Representative)

Mrs Olivia Monk

Mr Tim McNeil

Mrs Nicole Hein

School Council currently meets on the first Wednesday of the month at 6.30 pm.

PARENTS & FRIENDS SUB - COMMITTEE - We have a wonderful P&F committee who do an amazing job at our school. It is a voluntary group which, together with School Council, provides help for the school in numerous ways. It is a major fundraising organisation and has enormous benefit in the provision of teaching aids and other equipment throughout the school. New parents will be made most welcome. Children do well when they see the school and parents cooperating and membership of the Parents' and Friends provides an excellent opportunity for social interaction with other parents.

TREASURER: Mrs Judi Ficken

REPRESENTATIVES:

Mrs Michelle Mathews

Mrs Sara McNeil



PREPARATION FOR SCHOOL

ARRANGEMENTS FOR THE FIRST DAY OF SCHOOL:

Students resume school on Monday 30th January, 2024 (staff Friday 27th January).

Preps do not attend school on Wednesdays during the month of February, to help them become adjusted to the busy school schedule by having a break mid-week.

When you bring your child to school, take him/her to the classroom where he/she will be welcomed by the class teacher.

School commences at 8:57am with staff on duty from 8.30am. Even though staff are here earlier, full supervision commences from that time.

PREPARATION FOR SCHOOL LIFE:

Although it is not necessary, teachers are very appreciative if a child can:-

1. Come to school cheerful and be comfortable with the idea of staying at school on their own.
2. Be friendly towards their classmates and teachers.
3. Speak clearly and say their own name and address.
4. Recognise their own belongings, and be familiar with the appearance of their own. (Name everything to help identify clothing, lunch boxes etc.)
5. Be capable of packing up after themselves and putting things away neatly.
6. Visit the toilet independently and cope alone with zips, buttons etc.
7. Independently remove and put on coats, jumpers, boots and shoes. Rubber boots are most suitable for wet days - slippers may be worn in school.
8. Bring a 'spare' set of clothes as accidents can happen.



WELLBEING

Murrabit Group School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

We take a whole-school approach is about embedding a culture of respect and equality across an entire school community, from our classrooms to staffrooms, sporting fields, community activities and social events. This approach leads to positive impacts on students' academic outcomes, mental health, classroom behaviour, and relationships between teachers.

A whole-school approach to Respectful Relationships recognises that schools are:

- a workplace where all staff should feel equally respected, safe, and valued and have equal opportunities
- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

Developing students' personal and social capabilities via social and emotional learning
As well as teaching academic skills, it is part of the core business of schools to promote student resilience, wellbeing, and positive social attitudes.

One way that schools can achieve this is through the teaching of evidence-based programs that explicitly foster personal and social capabilities.

Explicit efforts to provide Social and Emotional Learning (SEL) opportunities is recognised as a key part of this work.

SEL is the process through which children and young people build and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and express empathy
- Establish and maintain positive relationships
- Make responsible decisions
- Develop resilience to deal with change
- Create positive gender norms
- Contribute to social cohesion.

Social and emotional skills help students develop the resilience to deal with change, challenge, and unpredictability.



RESPECTFUL RELATIONSHIP TOPICS

Introducing the eight topics of RRRR

The *Resilience, Rights and Respectful Relationships* (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education. Years 11 and 12 include the relevant topics of goal setting, time management, and safer socialising in place of emotional literacy.

TOPIC 1: EMOTIONAL LITERACY

Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

TOPIC 2: PERSONAL STRENGTHS

Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges.

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.

TOPIC 3: POSITIVE COPING

Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options. Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.

TOPIC 4: PROBLEM SOLVING

Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.

TOPIC 5: STRESS MANAGEMENT

Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

TOPIC 6: HELP-SEEKING

Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.

TOPIC 7: GENDER AND IDENTITY

Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender norms on attitudes and behaviour. They learn about key issues relating to human rights and gender identity, and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

TOPIC 8: POSITIVE GENDER RELATIONS

Learning activities within this topic focus on building an understanding of the effects of gender-based violence and focus on the standards associated with respectful relationships. Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of gender-based violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or on-line relationships.



PROBLEM SOLVING

Wellbeing Matters

Problem Solving



At MGS we are supporting our children to..

- Identify communication skills that enhance relationships for particular groups and purposes
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities
- Contribute to and predict the consequences of group decisions in a range of situations
 - Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
 - Discuss the concept of leadership and identify situations where it is appropriate to adopt this role
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas



STRESS MANAGEMENT

Wellbeing Matters

Stress Management

At MGS we are supporting our children to..

- identify common stressors
- identify and define stress
- use a relaxation technique as way to cope with stress and challenge
- investigate the variety of coping strategies people can use to help them cope with stress and challenge
- o illustrate the importance of listening carefully and tuning in to your classmates.

Stress is a normal part of life. Being able to understand what stress is and how to cope with stress will help children cope with challenges in the future. Being able to cope with stress is an important skill for keeping yourself well and healthy.



FAMILY SUPPORT CONTACTS

Anglicare: (03) 5036 3200

Centacare: (03) 5051 0000

Headspace: (03) 4010 7100

Kids Helpline: 1800 551 800

Lifeline: 131 114

Mallee Family Care: (03) 5032 4479

Men's Referral: 1800 065 973

NDCH: (03) 5451 0200

Parents Line: 1300 301 300

Safe Steps: 1800 015 188

The Orange Door - Mallee: 1800 290 943

Women's Health Loddon Mallee: 1800 350 233

Youth Beyond Blue: 1300 224 636

1800 Respect: 1800 737 732



CONTACT US



(03) 5457 2284 OR 0476 910 683



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Murrabit Group School

