



ALTONA
COLLEGE

Altona College Prep Handbook 2021

INNOVATION
INTEGRITY
RESPECT

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Principal Welcome



Welcome to Altona College, a vibrant, growing community of learners from Prep to Year 12. We foster strong relationships with our families to ensure an ongoing and successful partnership for you and your child as they move through our college. They will be nurtured and supported

to ensure their primary school years are positive but also challenging in order to develop self-confidence about their learning, themselves and in their interactions with others. We ensure a seamless transition from the primary years into their secondary education in our unique environment, where our students enjoy and experience interactions in facilities not available in other primary settings and with secondary educators.

Our college programs and unique modern facilities build on the critical stages of learning development; Primary Years Learning Centres Prep to Year 6, where critical foundations are established and students begin to take responsibility for their learning and demonstrate some independence; the Middle Years Community where engagement to school is strengthened through leadership development and planning for future pathways and the Senior Centre where students are planning and engaging in curriculum for their established pathway beyond school.

Your child will have changing learning needs at different stages throughout their education from childhood to adulthood. As they move through these stages they are continually growing academically, socially and physically. They will develop skills and knowledge targeted to their level of understanding at each year level to ensure their ongoing success. Every child is an individual and as such they each have a unique learning pathway. They will be challenged to ensure they grow in their learning and will be supported when additional care is required.

We know from research that the biggest factor in determining student learning is the quality of teaching in classrooms. Our teachers are learners too, they work together in professional learning teams using an inquiry approach to analyse and discuss student data ensuring learning programs

are targeted to individual needs. Our teams implement research based practices supported by in house professional learning and coaching. We aim for excellence and commit to improve the learning outcomes for every individual.

Our unique community ensures our students have staff that know them well and can target their strengths. Sequences of learning are matched to each child with assessment driving our classroom programs to ensure that each child is learning new skills, knowledge and understandings. We celebrate success through our college assemblies which bring our community together. A parent portal enhances communication between home and school and supports our current practices of formal and informal parent teacher interviews and written reports on a semester basis.

Our values: Innovation, Integrity and Respect underpin our college Positive Education program and are forefront in our planning and practices. This program focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle.

- We are innovative.
- We display respect.
- We show integrity.

By the time they enter school, your child will have already developed key communication, learning and thinking skills; begun to build and maintain relationships and formed a strong sense of their own identity. These values and knowledge are the foundation for learning at school and for their journey through life.

We are extremely proud of our students and their achievements and I extend a warm welcome to you and your child as they commence their education at Altona College. Welcome to our flourishing community.

Julie Krause
Principal



Assistant Principal's Message



Prep students at Altona College experience a comprehensive learning program that focuses on developing essential early literacy and numeracy skills, and each child's social and emotional wellbeing.

We dedicate the first two sessions of each day to Literacy learning, as this is generally when students are most ready to learn. Teachers use a variety of teaching strategies in this time to ensure students develop a love for reading and writing, and great literature. They'll focus on phonics, word knowledge, text structure and organisation, and teach the students that sentences are important for expressing ideas. There are some hints and tips for helping at home in this booklet.

The Maths Online Interview completed during our initial assessment program provides the diagnostic growth point data required for a successful student learning plan. We believe that all students are capable of excellent learning growth, regardless of their entry level, that's what matters. Students will learn and practise number names and counting sequences, develop their one-to-one correspondence and begin to skip count by simple multiples. They'll begin to order numbers, create and continue simple patterns and identify simple measurement attributes.

Student learning programs have integrated themes throughout the school year. In Prep, students investigate themselves to identify who they are and where they live. They also make discoveries about the weather and seasonal changes, and investigate the features and basic needs of mini-beasts.

Our preps experience specialist programs in: LOTE (Mandarin), Visual Arts, Music and Physical Education weekly. Students access the Edible garden classes each fortnight, and experiences in the kitchen are scheduled when appropriate.

We look forward to working in partnership with you.

Mathew Kelly

Assistant Principal

College Vision, Mission and Values

Vision

At Altona College, we are committed to a culture of success where all learners experience growth. We have high expectations of ourselves and know that the challenges associated with learning provide opportunities for personal and academic development. We strive for excellence in education and ensure that students are the agents of their own learning. In valuing innovation, respect and integrity, we seek to provide opportunities for our students to be resilient and future-focused learners. As educators, we are curious as to our effect on student learning and engage in continuous and collective evaluation of this impact. We are curious about our world and the ways in which we can actively contribute to our community.

Mission

Altona College's mission is to ensure every child is known, valued and connected to their learning pathway. We strive to see every child achieve a full year of learning growth across all aspects of their curriculum.

Values

Altona College's values are Innovation, Integrity and Respect. As a community, we take care to teach, learn and adopt the following traits:

- **Innovation:** We are curious, creative and collaborative. We take calculated risks and invest time in learning from our mistakes. We seek to improve with every opportunity we encounter and we are passionate about creating positive change in our world
- **Integrity:** We take pride in ourselves and our community. We are accountable and trustworthy. We take care to do the right thing, even when no one is looking.
- **Respect:** We are compassionate, caring and considerate in our dealings with others. We are sensitive to the needs, cultures, opinions and understandings of others. We are aware of our surroundings and act accordingly.

General Information

School Address:

*Altona College
103a Grieve Parade, Altona VIC 3018*

Postal Address: Altona College

103a Grieve Parade, Altona VIC 3018

Phone Number: 03 9250 8050

Email: *altona.co@education.vic.gov.au*

Website: *www.altonacollege.vic.edu.au*

Administration Staff

Business Manager: *Mrs Debra Dorgan*

Senior Administration Officer:

Mrs Simone Mathews

Finance Officer: *Mrs Debbie Cassar*

Administration Support: *Ms Racheal Puopolo*

Altona College Key Personnel

Principal:

Ms Julie Krause

Assistant Principal

Mr Mathew Kelly (Primary)

Assistant Principal

Mr Nathan Guthridge (Secondary)

Leading Teacher Student Wellbeing

Mrs Julie Giles

Leading Teacher Achievement

Mrs Amanda Elmer

Leading Teacher Student Voice and Agency

Mr Michael Sperling

Prep Teaching Staff

Ms Caitlin Walker (Year Level Coordinator P - 2)

Ms Casey Paten

Term Dates 2021

- Term 1 29th January - 1st April
- Term 2 19th April - 25th June
- Term 3 12th July - 17th September
- Term 4 4th October - 17th December

Curriculum Days 2021

Please note: Students do not attend school on curriculum days. These are allocated staff development days.

- Wednesday 27th January
- Thursday 28th January
- TBA Term 3
- Monday, 1st November TBC

Key Dates for Prep students

Our 2021 Prep students will commence on Friday, 29th January 2021 at 9:00am.

Prep children are NOT required at school on Wednesdays for the month of February.

This is a rest day for the students as they settle into school life.

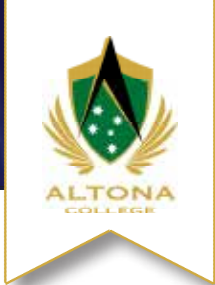
On ONE of these days you will be invited to bring your child to meet with their teacher to spend some one on one time and participate in the Department of Education initial assessment activities for pre-literacy and numeracy.

This will ensure that the learning program is matched to your child's needs.

The following Wednesdays are non attendance days for prep students

- Wednesday 3rd February 2021
- Wednesday 10th February 2021
- Wednesday 17th February 2021
- Wednesday 24th February 2021





Bell Times

- 8:45am - Yard supervision commences
- **9:00am - Bell rings**
- 9:00 - 9:57am - Session 1
- 9:57 - 10:54am - Session 2
- **10:54 – 11:19am - Recess Break**

NB: Snack is supervised prior to students exiting the classroom for recess

- 11:19 - 11:34am - Homegroup (Personal Learning)
- 11:34 - 12:31pm - Session 3
- 12:31 - 1:28pm - Session 4
- **1:28 – 2:08pm - Lunch break**

NB: Lunch eating is supervised inside prior to students exiting the classroom for the break

- 2:08 – 3:05pm - Session 5
- **3:05pm - Students dismissed**

We request that parents wait outside the Early Years Learning Community and away from windows and doors to collect their child. There are set routines at the end of the day prior to dismissal and our young students are easily distracted as parents arrive. We truly appreciate your support with this request. Our teaching staff will exit with students and hand them over to their parent / guardian / carer / or Out of School Hours program Coordinator, if applicable. If families have a special visitor collecting their child (eg grandparent, relative, friend) please email the teacher via COMPASS to advise of the change of normal arrangements.

Our Daily Timetable

The school playground is supervised from 8:45am each day by staff. Prep students should not be dropped off prior to 8:45am.

The bell rings at 9:00am, with music being played a minute prior, as a warning system for students. At this time students should line up and be ready to greet their teacher and enter the classroom.

Classroom teachers will begin to develop daily routines from the first day of school. Our staff know that our students feel safe when there are set and expected routines in place.

Student Drop Off and Collection

ALL students enter and leave our college from the gate on Grieve Parade. A sanitiser station is available on entry / exit.

Children's crossing is situated adjacent to the entry for families. Our Crossing Supervisor is Bill. A second supervised crossing is available on Civic Pde.

A dedicated School Bus departs from the nearby bus stop adjacent to the entry to Altona Early Years. This bus travels to Altona Meadows. A teacher is on duty at the bus stop each evening. Primary students may use the bus with their secondary sibling but this is not recommended early in the school year.

Bikes and Scooters

Students are NOT permitted to ride bikes, scooters, roller-blades, etc in the school grounds. They must walk into the school in a respectful manner at all times. There is a bike cage near the entry for safe storage during the day.

Parking

We ask that families follow all road and crossing signs outside our school and drive carefully at all times. There are many young children around the college at arrival and dismissal times.

Parking is NOT permitted in the Altona Early Years Hub carpark (next door) or the staff carpark, as these spaces are required for staff and users of the facilities.



Early or Late Drop Off or Collection

On occasion parents may need to drop off a student later or collect them early for an appointment. All entries and exits are via the administration office. The administration staff will advise the classroom teacher via our communication system and the child will be sent to the office to meet you. All students collected early or dropped off late must be signed in by an adult via the COMPASS kiosk in the foyer.

Before and After School Care

Before and After School Care is available onsite. The service operates from the Sadie McCarthy Professional Learning Centre on Civic Parade. Our provider is EXTEND. See the flyer provided, check the college website or visit <https://www.extend.com.au/school/altona-college/> for details. The program operates Monday - Friday. Students attending the program are provided with snacks and a range of activities following drop on in the morning or collection in the afternoon. Entry is via Civic Parade.

- Before School Care: 6:45am - 8:45am
- After School Care: 3:05 - 6:00pm

Breakfast Club

Our daily Breakfast Club operates out of the food technology centre from 8:30am. The program is funded through generous donations from Bendigo Bank and Food Bank. Our Education Support Staff oversee the program and ensure all students are greeted warmly on arrival. It's part of the daily routine for all students.

Toast, fruit, cereal, milk and juice are available daily for student consumption. In Winter a selection of hot foods (baked beans, porridge) are also on offer.

Students (COVID dependent) may choose dine in or take away.

Canteen

The Canteen operates daily at recess and lunch time. Online ordering is recommended for all primary students. Alternatively families can arrange an order via an envelope with cash enclosed.

Your child will need to place this in the lunch basket in the classroom at the commencement of the school

day. The classroom monitors take the orders to the canteen.

PLEASE NOTE: Online orders close at 9:00am. Lunch orders for the following day open at midday.

Canteen Website:

<https://altonacollegelunchmenu.justsweets.com.au/>

Classroom monitors attend the canteen prior to the allocated LUNCH eating time to collect orders. ALL orders are distributed in the classroom. A counter service is available at recess and lunchtime.

Remember to be on time when collecting your child from school and notify the college if you are unavoidably detained, two minutes late can seem like hours for a prep child. In these instances the staff will keep your child with them.

Tips For Getting Ready for Prep

- Practise the journey to and from school
- Arrange play dates with families who will have kids at the same school
- Encourage independence – skills like dressing, packing and carrying a bag, applying sunscreen and going to the toilet
- Label all belongings
- Talk about and practise any after school arrangements
- Check start and finish times and where to drop off and collect your child
- Be positive, get your child excited, and talk about any worries they have
- Visit a library and read with your child
- Start using the name of their new teacher to help build familiarity
- Establish predictable routines including dinner, bath time and bed time





The First day of school

- Make sure your child knows who will take them to school and pick them up on the first day.
- Help your child to organise their clothes, hat, shoes and socks the night before.
- Help your child to pack their school bag with a snack, drink, lunch and a hat.
- Place a spare pair of underpants and a change of clothes in a plastic bag. Discuss with your child that it's for any accidents at school.
- Put sunscreen on your child in the morning if it's needed.
- Show your child where you will meet them at the end of the school day.
- At the end of the day talk to your child about what happened at school.

The First Year of School

- Find out about what your child is learning at school. By doing this, you can support your child's learning and find out how your child is adjusting to school.
- If your child is having difficulty at school, talk to their teacher. Your child can also say what they think might help them.
- Keep talking to your child about school. Ask them about their new experiences, what they like and what they find hard.
- If your child goes to care before or after school, find a way of sharing your child's school progress with the staff.
- Share feedback about your child's experience of starting school with the school and early childhood service.
- Organise time for your child and their new friends to play together outside of school

Buddy Program

We have a buddy system for our Prep children. Our teachers will partner your child with older primary school students. This is to help your child have a welcoming experience from the very beginning.

The buddy system helps older children learn to take on responsibility. The younger children know that they have a fellow student they can go to for help.

Buddy systems help your child make friends and create a sense of belonging with the school

community. In regular times our prep students meet their buddies during the Steps to Prep program.

Building Your Child's Literacy Skills

The first few years of reading is a wonderful time for your child. Books expose them to new ideas and new worlds, and their imagination grows.

Talk positively about reading so your child also values it. Continue to read as much as you can with your child. When they feel confident, encourage them to take over some or all of the reading.

Always be patient when they are reading and try not to emphasise speed. Also, try to read as much as possible yourself to model reading to your child.

These years are a time when your child will learn more about the world. Engaging them in discussions improves their speaking skills. As well as helping them understand the world and their place in it.

In these years your child will also begin to write with greater confidence. The ability to write well enables your child to communicate effectively. It will improve their chances of success at school and in their future careers. Encourage your child to write as often as possible, on a range of topics and interests.

Literacy can always be fun and engaging. Let your child choose books and activities matched to their interests. Always encourage a healthy dose of fun and play in all activities. This will help foster in your child a love of reading, talking and writing.



Helping Your Child To Read

You play a key role in developing from birth a child's language and literacy skills. Children starting school with greater literacy skills perform better in school.

Literacy in the early years include a range of different activities like music, dance, storytelling, visual arts and drama.

Reading should start in the first few months after birth. This stimulates language development and will encourage a love of reading.

Talk as much as you can with your child and engage them in conversation often. Your child will learn new vocabulary faster and speak with greater fluency.

And remember, literacy in your child's early years can always be fun. Excursions and playtime are great activities in which to engage and talk with your child. Fun activities can teach your child new vocabulary and ways of saying things.

Here are some strategies:

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to choose reading materials that match their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into.
- Position yourself so your child can see the words and the pictures.
- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Develop imagination, ideas and vocabulary by naming and describing elements in picture books.
- Look for rhyme, rhythm or repetition in books. This will help develop your child's love of language.
- Read stories to your child with expression, or try putting on the voices of characters.
- Identify important features about a book. For example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Explore words using a dictionary.
- Encourage your child to take over some or all of the reading if they feel confident.
- If your child is confident, allow them to read without interruption. Fluency increases with confidence. Discuss mistakes after a block of reading, or in subsequent readings.
- Allow your child to read at their own pace. Model good pace when you read to them.
- Give your child the opportunity to re-read books.

Learning To Write

Learning to write begins with scribbling and drawing. Encouraging your child to write is an important first step. The next step is to encourage your child to write letter-like shapes. Then moving on to practise writing the alphabet – both capitals and lower case letters. After this, encourage your child to write sentences containing short words.

If your child cannot write yet, you could write for them.

Here is a strategy:

1. Ask your child to talk about an experience or something that interests them.
2. Ask your child what part of the conversation they would like you to write down.
3. As your child is talking, write down their ideas. Use their language.
4. Ask your child to describe back to you what you wrote down, or ask them to read back the writing.
5. Your child may want to draw a picture or create something to match the writing.

Volunteering

Parent volunteers, are sometimes required to attend school. Activities dependent on and involving parents (e.g. specialist programs, 1:1 reading) may be reinstated in term 1 2021. Classroom teachers often call for volunteers to support reading, spelling and numeracy programs. Volunteers are also welcome on occasions for excursions or local walking activities.

School Council

School councils are groups who make decisions that set the direction of the school. They:

- help create and check the school's budget
- contribute to the school strategic plan
- make decisions on policies like investments, payments by parents, dress code.

Councils usually have between six and 15 members and include:

- the principal, who is the executive officer parents who are chosen through an election
- a school or Department staff member
- a student, if the school has year 7 students and above.



Some councils also have community members who are chosen by the council. These members have special knowledge or experience in the local community. The Volunteers Policy is located on the college website.

<https://www.altonacollege.vic.edu.au/page/62/College-Policies>

Positive Behaviour Management

Throughout the homeroom program, regular lessons are delivered to clearly explain school wide expectations and programs. Classroom routines and expectations are on display in all rooms and are regularly discussed. Students who are disruptive during class, will be managed according to our Positive Behaviour Management framework. This framework ensures that all students are given fair and reasonable instruction before any consequence is implemented. The framework is implemented as follows:

- **REDIRECT:** Students are given basic instructions to establish an orderly learning environment.
- **REFOCUS:** Direct feedback is provided around how an individual or small group could correct their conduct.
- **REMIND:** A student is clearly reminded of the expected behaviour and possible consequence for ongoing misbehavior.
- **REMOVE:** A student is asked to take a 10 minute break from the lesson, remaining in sight, to calm and diffuse any conflict. The teacher will approach after at least 5 minutes to re-establish expectations and offer an opportunity to re-engage with the learning intentions of the lesson.
- **REFER:** If a student is unwilling or unable to engage, the teacher will refer the student to a coordinator or senior staff member for support. The student will not be permitted to re-join the lesson.
- **RESTORE:** Where a student reaches the REMOVE or REFER stage, a restorative conversation between teacher and student is expected to occur prior to the commencement of the next lesson.

Escalated Behaviour Management

Where serious or sustained behaviours are affecting the integrity of the College, higher level supports and interventions are required. Wherever possible, leadership staff will support families, staff and students to work through various strategies to improve student engagement, before considering more severe interventions.

Instances requiring escalated behaviour management include, but are not limited to:

- Physical violence of any kind
- Use or possession of illicit substances
- Sexual harassment
- Repeated, sustained or serious breaches of general classroom expectations
- Cause of significant damage, destruction or theft of school property
- Serious vilification, intimidation, bullying and/or harassment

Any instance where a student poses a threat (whether actual or perceived) to the health and safety of any member of the College community

Where escalated behaviour management is required, the appropriate response will be determined by an appropriate member of the College leadership team.

Student Absences

Students are expected to be at school every day. If, however your child is sick, please inform the school. The best way to do this is to use the COMPASS App. If this is not possible, please call the office to report the absence as early as possible on 92508050.

This will prevent the need for you to receive a phone call or text message from our office to clarify your child's whereabouts.

If your child has a medical, dental appointment etc and will be absent for part of a day, you are able to sign them in after the appointment via the COMPASS kiosk in the administration office or alternatively sign them out early.

Health and Wellbeing

All students should undertake regular hand hygiene, particularly on arrival to school, before and after eating, after blowing their nose, coughing, sneezing or using the toilet. Teachers will regularly remind

students about good hygiene practice.

Where soap and water are not readily available, hand sanitiser will be provided in every occupied room.

Students should bring their own water bottle for use (and refilling) at school.

The highest hygiene practices are used amongst food handlers where these services are operating, as per the DET Safe Food Handling policy.

A SunSmart Start

Parents have a critical role to play in helping children develop good sun protection habits. It's important to



teach children to make being SunSmart part of their routine, and encourage them to take responsibility for themselves whenever possible. Applying sunscreen can be fun! Encourage your child to put a dot of sunscreen on each cheek, nose and their chin and carefully rub it in (avoiding the eye area). They can add squiggles of sunscreen to any part of their arms and legs not covered by clothing.

On hot days, put sunscreen in the cooler section of your child's lunchbox, so it's cold and refreshing when applying.

Please Note: Hats are compulsory in term 1 and 4 when outdoors.

Hydration

Students should bring their own water bottle for use at school. Due to COVID restrictions drinking directly from fountains is not recommended. Taps in classrooms or at the gymnasium during Physical Education classes may be used to refill water bottles.

Provision of routine care and first aid

Routine first aid is available via the Administration Office eg: strain, scrape etc. If your child attends first aid you will be notified via COMPASS. We do have some students who attend first aid regularly for some support, our admin staff provide some basic support in these situation.

When providing direct care, standard precautions, including hand hygiene, are important for infection control.

Standard precautions are used by staff when are coming in to contact with someone for the purpose of providing routine care and/or assistance (for example, the use of gloves for nappy-changing, toileting, feeding).

Standard precautions as per the Department of Education and Training Infectious Disease policy and related policies are adopted when providing first aid. For example, use gloves and apron when dealing with blood or body fluids/substances.

Staff will always wash hands with soap and water or use a hand sanitiser before and after performing routine care or first aid.

Digital thermometers have been purchased and will be used if a child reports as feeling unwell. They do not require the user to touch the child / person.

Management of an unwell student

It is important that any student who becomes unwell while at school returns home. While it is unlikely that a student who is unwell with flu-like symptoms will have coronavirus (COVID-19) there are some sensible steps schools can take while a student awaits collection by a parent or carer as a precaution.

Students experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, will be isolated in an appropriate space (first aid room) with suitable supervision and collected by a parent/carers as soon as possible. Urgent medical attention should be sought where indicated.

Where students are experiencing compatible symptoms with coronavirus (COVID-19), the important actions followed will include hand hygiene, physical distance and (where possible) putting on a face mask.



If a staff member is unsure whether a student is unwell, in the first instance we will contact the parent/carer to discuss any concerns about the health status of the student, and taking a precautionary approach, request the parent/carer collect their child if concerns remain. A trained staff member will take the temperature of the student, (touch free thermometer) where appropriate, to support decision making.

Students experiencing compatible symptoms with coronavirus (COVID-19) will be encouraged to seek the advice of their healthcare professional who can advise on next steps. A medical certificate is not required to return to an education setting after a period of illness, however staff and students should not return until symptoms resolve.



COVID 19 - Confirmed Cases

If any confirmed cases of Covid19 are identified amongst the student or staff cohorts at the school, that or those persons will be isolated immediately, the relevant authorities notified ASAP, and the school will be locked-down at the end of that school day for deep cleaning. It will not re-open until declared “safe” by a person qualified to so.

Child Safe Standards

Altona College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Altona College has zero tolerance for child abuse.

Altona College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically

diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Altona College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

This policy is intended to empower and protect our children, who are vital and active participants in the school, by involving them when making decisions, especially about matters that directly affect them. We will listen to their views and respect what they have to say.

We will promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome.

In particular we will:

- promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of school life

The College Child Safe policies are located on the college website.

<https://www.altonacollege.vic.edu.au/page/62/College-Policies>

Visitors

Visitors to school grounds ARE limited to those delivering or supporting essential school services and operations (e.g. student health and wellbeing services, specialist curriculum programs, maintenance workers). The visitors policy is located on the college website.

<https://www.altonacollege.vic.edu.au/page/62/College-Policies>

Altona College (Primary) Uniform

FORMAL UNIFORM A - Unisex (Permitted all year)

- Black leather lace up shoes or runners
- Navy socks, worn above the ankle
- Optional: plain white base layer, sleeves not to be visible

Choice of:

- Navy shorts
- Navy trousers
- Navy active (ponti) pants

Choice of:

- College short sleeve shirt – pinstripe
- College long sleeve shirt - pinstripe

Choice of:

- College knitted pullover – green
- College knitted vest – green

College soft shell jacket - navy

SUMMER FORMAL UNIFORM B: Unisex

(Permitted term 1 & 4 only)

- Black leather lace up shoes or runners
- White socks, above the ankle
- Optional: Plain white base layer, sleeves not to be visible
- College summer dress (short or long sleeve options available)

Optional choice of:

- Navy lightweight slacks worn under dress

(not available through uniform supplier)

Choice of:

- College knitted pullover – green
- College knitted vest – green

College soft shell jacket – navy

WINTER FORMAL UNIFORM C: Unisex (Permitted term 2 & 3 only)

(2 week transition period from winter to summer uniform will be permitted at the start of term 2)

- Black full leather lace up shoes or runners
- Choice of:
- White socks, worn above the ankle
- Navy tights

- Optional: plain white base layer, sleeves not to be visible
- College winter skirt – (pinafore required P-4, optional thereafter)

Choice of:

- College short sleeve shirt – pinstripe
- College long sleeve shirt - pinstripe

Choice of:

- College knitted pullover – green
- College knitted vest – green
- College soft shell jacket - navy

SPORT UNIFORM

Permitted on days when HPE, Sport or Garden program is timetabled, or by invitation from staff only.

- Lace up athletic runners (any colour or brand – must have non marking sole and arch support)
- Plain white socks, above the ankle
- Optional: Plain white base layer, sleeves not to be visible

Choice of:

- College short sleeve polo – primary
- College long sleeve polo – primary

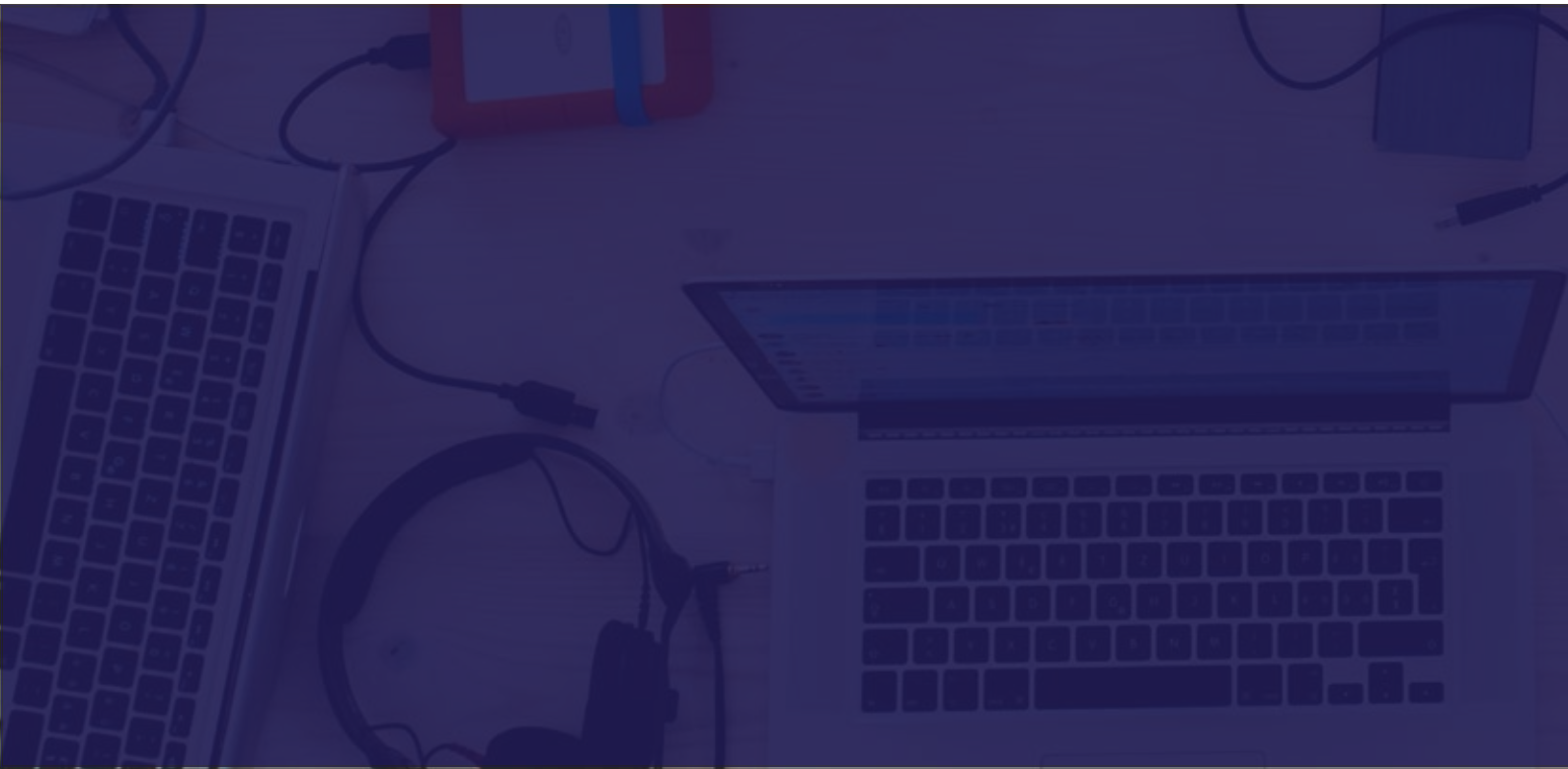
Choice of:

- Fleece track pants – navy
- Shorts – navy
- Skort – navy
- College soft shell jacket (same as formal)
- Optional: College rugby jumper

Please note that where a College Uniform accessory is available, alternatives are not permitted

ACCESSORIES

- College bucket hat – compulsory terms 1 & 4
- College beanie – optional, terms 2 & 3 only
- College scarf – optional
- College school bag – small or large size – navy
- Optional: Hijab/Head Scarf – plain navy or white
- Optional: Hair tie/ribbon – plain navy or white



INNOVATION
INTEGRITY
RESPECT